

## National Unit Specification: General Information

**UNIT** Two Dimensional Design - The Design Process (Intermediate 2)

**NUMBER** D962 11

### COURSE

### SUMMARY

This unit will be suitable for candidates who have no prior experience of the design process. It gives candidates an introduction to the design process through the investigation of sources and techniques. The outcomes ask candidates to produce a range of references, techniques and designs for a specified design brief. Candidates who achieve this unit should have the ability to apply their knowledge of the design process to any brief. The unit will provide a good basis for further study in design, and can be used as an introductory unit in Higher National Qualifications.

### OUTCOMES

- 1 Produce references for a specified brief.
- 2 Explore a range of media and techniques for a specified brief.
- 3 Use reference material from outcomes 1 and 2 to produce designs which fulfill the requirements of a specified brief.

### RECOMMENDED ENTRY

Candidates enrolling for this unit do not need any prior knowledge of the design process, however candidates will normally be expected to have attained Standard Grade Art and Design at General Level or Intermediate 1 Art and Design or equivalent. In the absence of these then good skills in two-dimensional design, or completion of the unit Two Dimensional Design: Basic Skills will be advantageous.

### CREDIT VALUE

1 Credit at Intermediate 2.

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## Administrative Information

**Superclass:** JC

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## **CORE SKILLS**

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

The achievement of this unit may contribute to the development of core skills, but the assessment arrangements for the unit do not guarantee that candidates will produce sufficient evidence of core skill achievement. This means that there is no automatic certification of core skills for unit.

## **National unit specification: statement of standards**

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

### **OUTCOME 1**

Produce references for a specified brief.

#### **Performance Criteria**

- a) Observed drawings and/or photographs taken are relevant to the brief.
- b) Additional reference material gathered is appropriate to the brief.
- c) Collected information is capable of being used in the design process.

#### **Evidence Requirements**

The candidate should show evidence of a variety of reference material collected from a wide variety of sources which are relevant to the brief provided by the tutor. The evidence generated should contain drawings and/or photographs taken by the candidate, the additional reference material should be appropriate to the brief. The assessor should be satisfied that the candidate has produced enough relevant reference material for use in the brief. The evidence should be presented in a workbook or folder.

### **OUTCOME 2**

Explore a range of media and techniques for a specified brief.

#### **Performance Criteria**

- a) The exploration of media and techniques is comprehensive.
- b) The selection of media and techniques is appropriate to the brief.

#### **Evidence Requirements**

Candidates should show evidence of exploration with a comprehensive range of media and techniques. A suggested list can be found in the support notes for this unit. The assessor should be satisfied that the selection of media and techniques used by the candidate is relevant and appropriate to the brief, and that the candidate has produced enough evidence for use in the brief. The evidence should be presented with outcome 1 in a workbook or folder. The candidate should use the same brief as used for outcome 1.

## **National unit specification: statement of standards (cont)**

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### **OUTCOME 3**

Use reference material from outcomes 1 and 2 to produce designs which fulfil the requirements of a specified brief.

#### **Performance Criteria**

- a) The candidate should clearly identify the requirements of the brief.
- b) Sketches effectively use the source material collected for the brief.
- c) The rough designs should demonstrate different approaches to the use of reference material.
- d) The chosen designs are effective in fulfilling the requirements of the brief.

#### **Evidence Requirements**

Candidates should show evidence that he/she has identified the requirements of the brief. This will be demonstrated by the production of sketches and rough designs (as prescribed in performance criteria (b) and (c)). The sketches and roughs produced should show effective use of the material collected in outcome 1, and demonstrate different approaches as explored in outcome 2. The assessor should be satisfied that the candidate has produced sketches and roughs that are relevant to the requirements of a specified brief. The candidate should produce not less than three designs from the roughs for performance criterion (d). The evidence should be presented with outcomes 1 and 2 in a workbook or folder. The candidate should use the same brief as used for outcomes 1 and 2.

## **National unit specification: support notes**

**UNIT** Two Dimensional Design: The Design Process (Intermediate 2)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

### **GUIDANCE ON CONTENT AND CONTEXT**

Assessors should set a general brief, which will progress the candidate through each outcome and will allow concentration on the production of a variety of designs from a wide range of reference material.

Drawings where required (as indicated in the brief) may be tonal, textural, natural and manmade forms in a variety of media eg, pencils, pen and ink, coloured/drawing inks, coloured markers, technical pens, crayons, pastels, water-colour paints, gouache, acrylics, mixed media, computer and mechanically generated images.

Photographs where required (as indicated in the brief) may be monochrome, colour, photocopies, montage, collage, computer and mechanically generated images.

The exploration of a wide range of techniques could include painting, drawing, collage, printmaking, computer manipulation, rubbings, collage, etc and make use of a wide range of media, eg paints, pens, pencils, crayons, pastels papers, etc.

The candidate could be encouraged to make use of the reference material and the explored media and techniques, through manipulation and production of images, ie, scale, repetition, distortion, abstraction, simplification – a selection or combination of these should be used in the sketches, roughs and chosen designs.

### **GUIDANCE ON TEACHING AND LEARNING APPROACHES**

The assessor could begin by showing exemplar material of the design process, including appropriate reference material, sketch and rough designs, and final designs. The assessor should provide guidance to the candidate on finding appropriate research and reference material. Use of the Internet could be encouraged, providing access is available.

The assessor should demonstrate the various techniques and working methods available to the candidate.

The candidate's activities will be centred on an assignment in the form of a specified brief, which will be drawn up by the assessor. Individual or group assignments may be used.

## **National unit specification: support notes (cont)**

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### **GUIDANCE ON APPROACHES TO ASSESSMENT**

The outcomes should be assessed individually, and continuous assessment should be used to assist candidates in their work.

A variety of appropriate approaches to assessment should be used, for example:

- candidate/assessor review of candidates use of resources and progress
- on-going viewing and discussion of developing evidence
- interim presentations of selected evidence
- final presentation of selected evidence

The instrument of assessment for each outcome should be an assignment. The assessor may present each outcome as an individual assignment, or one assignment may cover each outcome.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).