

# **Advanced Higher Art and Design (Design)**

## **Draft Course/Unit Support Notes**



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Contents

Introduction	1
General guidance on the Course/Units	2
Approaches to learning and teaching	5
Approaches to assessment	8
Equality and inclusion	13
Appendix 1: Further information on Units in the Course	14
Appendix 2: Reference documents	26

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Advanced Higher Art and Design (Design) Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Course Assessment Specification* and the *Unit Specifications* for the Units in the Course.

These support notes cover both the Advanced Higher Course and the Units in it.

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# General guidance on the Course/Units

## Aims

The aims of the Course are to enable learners to:

- ◆ experience an independent, self-directed study of design and design practice
- ◆ develop individual creativity and technical skills through their sustained exploration and creative use of design materials, equipment, techniques and/or technology
- ◆ develop the higher-order thinking skills required to analyse, synthesise and respond to the work of other designers and the external factors which influence the design area
- ◆ develop advanced critical thinking and design-based problem solving skills, reaching substantiated and informed judgements when planning, developing, refining and presenting sustained lines of design enquiry and development
- ◆ develop personal autonomy, creativity, independent thinking and evaluative skills when resolving design problems and responding to design area requirements and constraints

The Course will also give learners the opportunity to develop their personal learning and thinking skills.

## Progression

In order to do this Course, learners should have achieved the Higher Art and Design Course.

Learners who have achieved this Advanced Higher Course may progress to further study, employment and/or training. Opportunities for progression include:

- ◆ Progression to other SQA qualifications:
  - Progression to other qualifications at the same level of the Course, for example Professional Development Awards (PDAs), Higher National Certificates (HNCs)
- ◆ Progression to further or higher education: for many learners a key transition point — for example to Higher National Certificates (HNCs)/Higher National Diplomas (HNDs) or degree programmes. Examples of further and higher education programmes that learners doing the Course might progress to include a variety of design-related HNDs or design degrees, for instance:
  - graphic design
  - product design
  - fashion/textile design
  - jewellery design
  - architecture

- interior/spatial design or digital culture
- ◆ Progression to employment:
  - Progression directly to employment or work-based training programmes is not likely for many learners.
  - Advanced Higher Courses provide good preparation for learners progressing to further and higher education as learners doing Advanced Higher Courses must be able to work with more independence and less supervision. This eases their transition to further/higher education. Advanced Higher Courses may also allow 'advanced standing' or partial credit towards the first year of study of a degree programme.
  - Advanced Higher Courses are challenging and testing qualifications: learners who have achieved multiple Advanced Higher Courses are regarded as having a proven level of ability which attests to their readiness for higher education in HEIs in other parts of the UK as well as in Scotland.

This Advanced Higher could be part of the Scottish Baccalaureate in Expressive Arts. The Scottish Baccalaureates in Expressive Arts, Languages, Science, and Social Sciences consist of coherent groups of subjects at Higher and Advanced Higher level. Each award consists of two Advanced Highers, one Higher and an Interdisciplinary Project which adds breadth and value and helps learners to develop generic skills, attitudes and confidence that will help them make the transition into higher education or employment.

## Hierarchies

**Hierarchy** is the term used to describe Courses and Units which form a structured progression involving two or more SCQF levels.

This Advanced Higher Course is not in a hierarchy with the corresponding Higher Course or its Units.

## Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Teachers and lecturers should refer to the *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The development of subject-specific and generic skills is central to the Course. Learners should be made aware of the skills they are developing and of the

transferability of them. It is this transferability that will help learners with further study, and enhance their personal effectiveness.

These skills may be developed throughout the Course. The table below shows where there are likely to be significant opportunities to develop mandatory skills in or across the Units.

However, this in no way suggests that these mandatory skills and knowledge can be covered in totality in any singular Unit. Centres must be clear on this. The delivery model adopted and the approaches to learning and teaching will determine how and where the opportunities actually arise.

The subject skills, knowledge and understanding that will be developed in the Advanced Higher Art and Design (Design) Course are:

<b>Mandatory skills, knowledge and understanding</b>	<b>Art and Design (Design): Design Enquiry</b>	<b>Art and Design (Design): Design Studies</b>
Responding to the requirements and constraints presented by the selected area of design	✓	
Producing a range of pertinent investigative and market research	✓	
Developing and sustaining progressive lines of enquiry	✓	
Creating ideas and solutions in 2D and/or 3D that meet the requirements of design needs or problems	✓	
Using a range of complex problem solving and evaluation skills	✓	
Resolving design issues or problems and justifying design decisions	✓	
Demonstrating sophisticated levels of technical and creative skills in the use of materials, techniques and technology	✓	
Analysing and evaluating designers' work and practice		✓
Analysing and evaluating the impact of external influences on designers' work		✓

# Approaches to learning and teaching

Advanced Higher Courses place more demands on learners as there will be a higher proportion of independent study and less direct supervision. Some of the approaches to learning and teaching suggested for other levels (in particular, Higher) may also apply at Advanced Higher level, but there will be a stronger emphasis on independent learning.

For Advanced Higher Courses, a significant amount of learning may be self-directed and require learners to demonstrate a more mature approach to learning and the ability to work on their own initiative. This can be very challenging for some learners, who may feel isolated at times, and teachers and lecturers should have strategies for addressing this. These could include, for example, planning time for regular feedback sessions/discussions on a one-to-one basis and on a group basis led by the teacher or lecturer (where appropriate). Learners could also receive feedback from their peers.

Teachers and lecturers should encourage learners to use an enquiring, critical and problem-solving approach to their learning. Learners should also be given the opportunity to practise and develop research and investigation skills and higher-order evaluation and analytical skills.

Teachers and lecturers should provide opportunities to personalise learning for learners, and to enable them to have choices in approaches to learning and teaching. The flexibility in Advanced Higher Courses and the independence with which learners carry out the work lend themselves to this. Teachers and lecturers should also create opportunities for, and use, inclusive approaches to learning and teaching.

This can be achieved through a variety of learning and teaching strategies which suit the needs of all learners, for example by encouraging learners in:

- ◆ researching information for their subject rather than receiving information from their teacher or lecturer
- ◆ using sophisticated visual communication and presentation skills to present their creative ideas and expressive artwork
- ◆ demonstrating development, improvement and refinement of techniques and practices in practical/performance-based subjects

Innovative and creative ways of using technology can also be valuable in creating inclusive learning and teaching approaches. Strategies might include:

- ◆ online research and investigative research of designers and their work
- ◆ interactive activities to reinforce learning about designers and their practice and theory, techniques and terminology
- ◆ digital portfolios of learners' design work
- ◆ blogs capturing learners' reflections on their learning

Effective learning and teaching at this level will draw on a variety of approaches to enrich the experience of learners. In particular, practical approaches to learning and teaching that provide opportunities for personalisation and choice will help to motivate and challenge learners.

Whole-class, direct teaching opportunities could be balanced by activity-based learning and practical tasks. An investigatory experimental approach to learning is encouraged in this Course.

During these activities, teachers/lecturers should demonstrate practical skills and encourage learners to reflect on their learning, using (for example) simple prompts or open-ended questions to guide learners to self-reflect on their learning and creative choices.

Sequencing and integration of the learning and teaching and assessment of the two mandatory Units is at the discretion of the centre. There is no set way to approach this, and the sequence and/or integration of Units may be dependent on available resources, time and staff expertise.

Particular sequences or integration of Units may suit different learners; and teachers/lecturers could take this into account when considering how to approach the learning and teaching and assessment of the Units in this Course.

There may be opportunities to contextualise approaches to learning and teaching to Scottish contexts in this Course. This could be done through mini-projects or case studies.

For more information, see Appendix 1.

## **Developing skills for learning, skills for life and skills for work**

At Advanced Higher level, it is expected that learners will be using a range of higher-order thinking skills. They will also develop skills in independent and autonomous learning.

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Unit Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit.

The following skills for learning, skills for life and skills for work should be developed in this Course.

### **3 Health and wellbeing**

#### **3.1 Personal learning**

- ◆ independent thinking and self-directed working, and a highly personal response to stimuli

### **5 Thinking skills**

#### **5.4 Analysing and evaluating**

- ◆ higher-order thinking skills (complex analysis and evaluation) when planning and carrying out research and investigation

#### **5.5 Creating**

- ◆ producing a series of highly resolved experimental and exploratory design ideas and work

Teachers and lecturers should ensure that learners have opportunities to develop these skills as an integral part of their learning experience. It is important that learners are aware of the skills for learning, skills for life and skills for work that they are developing in the Course and the activities they are involved in that provide realistic opportunities to practise and/or improve them.

Teachers/lecturers should make learners aware of the skills, knowledge and understanding that they are developing throughout the Course. Carefully structured tasks can help learners to address and develop their skills more effectively and to identify ways in which they might improve on them.

The Course may also provide other opportunities to develop or consolidate other skills for learning, life and work, including wider literacy skills.

Additional advice and guidance on useful assessment approaches for skills building is given in the section 'Approaches to assessment' below.

# Approaches to assessment

Assessment in Advanced Higher Courses will generally reflect the investigative nature of Courses at this level, together with high-level problem-solving and critical thinking skills and skills of analysis and synthesis.

This emphasis on higher-order skills, together with the more independent learning approaches that learners will use, distinguishes the added value at Advanced Higher level from the added value at other levels.

There are different approaches to assessment, and teachers and lecturers should use their professional judgement, subject knowledge and experience, as well as understanding of their learners and their varying needs, to determine the most appropriate ones and, where necessary, to consider workable alternatives.

Assessments must be fit for purpose and should allow for consistent judgements to be made by all teachers and lecturers. They should also be conducted in a supervised manner to ensure that the evidence provided is valid and reliable.

Assessment should:

- ◆ cover subject content at the appropriate level
- ◆ use content, resources and assessment materials that recognise the achievements and contributions of different groups
- ◆ where appropriate, provide a balance of assessment methods and encourage alternative approaches

For more information, see Appendix 1.

## Unit assessment

Assessments must ensure that the evidence generated demonstrates, at the least, the minimum level of competence for each Unit. Teachers and lecturers preparing assessment methods should be clear about what that evidence will look like.

Sources of evidence likely to be suitable for Advanced Higher Units could include:

- ◆ personal profiles and individualised target setting
- ◆ observation checklists
- ◆ using logbooks and structured reflection/evaluation to support learning
- ◆ helping learners with skills in investigating and researching
- ◆ helping learners to develop practical creative skills
- ◆ structured class activities
- ◆ individual and/or small group creative tasks and learning activities
- ◆ personal interviews and ongoing mentoring reviews
- ◆ using peer and self-review feedback
- ◆ questioning

- ◆ helping learners with presentation skills both formal and informal
- ◆ using formal and informal critiques

Evidence should include the use of appropriate subject-specific terminology as well as the use of real-life examples where appropriate.

Flexibility in the method of assessment provides opportunities for learners to demonstrate attainment in a variety of ways and so reduce barriers to attainment.

The structure of an assessment used by a centre can take a variety of forms, for example:

- ◆ individual pieces of work could be collected in a folio as evidence for Outcomes and Assessment Standards
- ◆ assessment of each complete Outcome
- ◆ assessment that combines the Outcomes of one or more Units
- ◆ assessment that requires more than the minimum competence, which would allow learners to prepare for the Course assessment

Teachers and lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements of a Unit, or Units, either in full or partially. Such naturally-occurring evidence may be used as a contribution towards Unit assessment. However, such naturally-occurring evidence must still be recorded and evidence such as written reports, recording forms, PowerPoint slides, drawings/graphs, video footage or observational checklists provided.

## **Combining assessment across Units**

Units will be assessed on a pass/fail basis. All Units are internally assessed against the requirements shown in the *Unit Specification*. Each Unit can be assessed on an individual Outcome-by-Outcome basis or via the use of combined assessment for some or all Outcomes.

A combined approach to assessment will enrich the assessment process for the learner, avoid duplication of tasks and allow more emphasis on learning and teaching. Evidence could be drawn from a range of activities for a combined assessment. Care must be taken to ensure that combined assessments provide appropriate evidence for all the Outcomes that they claim to assess.

Combining assessment will also give centres more time to manage the assessment process more efficiently. When combining assessments across Units, teachers/lecturers should use e-assessment wherever possible. Learners can easily update portfolios, electronic or written diaries and recording sheets.

For some Advanced Higher Courses, it may be that a strand of work which contributes to a Course assessment method is started when a Unit is being delivered and is completed in the Course assessment. In these cases, it is important that the evidence for the Unit assessment is clearly distinguishable from that required for the Course assessment.

## Preparation for Course assessment

Each Course has additional time which may be used at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment, and, towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

Learners should be given time and opportunity to draw on, extend and apply the skills they have learned during this Advanced Higher Course. The Course assessment has a single component: the **portfolio**.

The portfolio will assess both the process and products of learning, and will include evidence of supporting contextual research and evaluation.

The portfolio will require learners to:

- ◆ integrate knowledge and skills from across the Units
- ◆ present a selection of investigative research and exploratory development that progresses ideas and influences and informs practical design work
- ◆ further progress ideas and concepts towards the production of effective design solutions that resolve technical challenges and design issues
- ◆ justify design decisions, evaluate and self-reflect on learning
- ◆ gather, analyse and transfer information
- ◆ formulate and communicate informed personal opinions and judgements
- ◆ apply knowledge and understanding of professional design work and practice to personal design work

Centres are free to consider how they can best use their teaching and learning methods and strategies to prepare learners successfully for Course assessment. It is helpful to consider this at the planning stage.

Selecting work for the portfolio may be started at any appropriate time during the Course. However, learners should be given sufficient time to further extend and develop the necessary skills, knowledge and understanding required before selecting and compiling any assessment evidence.

In preparation for Course assessment, time will be required for:

- ◆ preparation for the portfolio, including reviewing earlier work from across both Units
- ◆ selecting and presenting a coherent portfolio of work, with teacher guidance and support as appropriate
- ◆ evaluating and justifying learners' own work and practice
- ◆ providing opportunities for re-assessment if required

Teachers and lecturers should explain the requirements to learners, and make clear the amount and nature of the support they can expect. However, at Advanced Higher level it is expected that learners will work with more independence and less supervision and support.

## Authenticity

In terms of authenticity, there are a number of techniques and strategies to ensure that learners present work that is their own. Teachers and lecturers should put in place mechanisms to authenticate learners' evidence.

In Advanced Higher Courses, because learners will take greater responsibility for their own learning and work more independently, teachers and lecturers need to have measures in place to ensure that work produced is the learner's own work.

For example:

- ◆ regular checkpoint/progress meetings with learners
- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress
- ◆ photographs, films or audio records

For more information, please refer to SQA's [Guide to Assessment](#).

## Added value

Advanced Higher Courses include assessment of added value which is assessed in the Course assessment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

In Advanced Higher Courses, added value involves the assessment of higher-order skills such as high-level and more sophisticated investigation and research skills, critical thinking skills and skills of analysis and synthesis. Learners may be required to analyse and reflect on their assessment activity by commenting on it and/or drawing conclusions with commentary/justification. These skills contribute to the uniqueness of Advanced Higher Courses and to the overall higher level of performance expected at this level.

In this Course, added value will focus on:

- ◆ **challenge** — requiring greater depth or extension of knowledge and skills assessed in other Units
- ◆ **breadth** — requiring application of specialist creative process knowledge and skills in a personally challenging expressive realisation which combines and extends the knowledge and skills assessed in other Units

In this Course, the added value will be assessed by means of the portfolio, which gathers a representative collection of a learner's work. The portfolio can be produced in a range of media. Teachers and lecturers are responsible for ensuring that materials included in the portfolio are authentic and are the learner's own work.

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# Equality and inclusion

Art and Design is a practical and visual subject. Although this may have implications for physically disabled learners or those with a visual impairment, the Course design allows centres to take any issues into account and to consider the impact on learners when planning and agreeing the scope of art and design contexts for their work.

When negotiating and agreeing suitable learning contexts and approaches for generating assessment evidence, teachers/lecturers should take account of any equality and inclusion issues which could create difficulties for their learners.

The selection of particular activities may also support disabled learners; these could include:

- ◆ considering adapting the scale and use of materials for practical work
- ◆ magnifying images and examples of artists' and designers' work
- ◆ choosing art and design media, materials and techniques with care may also help offset difficulties where learners have difficulties with fine motor control

The selection of appropriate expressive contexts will also help learners in accessing the qualification, for example using 3D sculpture as a context for visually impaired learners, or working with a restricted colour palette and concentrating on using tonal variations and composition to convey meaning in paintings instead of representing the subject matter figuratively in the case of learners with impaired colour vision.

Teachers/lecturers should also consider the diverse range of their learners and consider the suitability of any images of art and design work that will be used in the classroom.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course/Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).

The greater flexibility and choice in Advanced Higher Courses provide opportunities to meet a range of learners' needs and may remove the need for learners to have assessment arrangements. However, where a disabled learner needs a reasonable adjustment/assessment arrangements to be made, you should refer to the guidance given in the above link.

# Appendix 1: Further information on Units in the Course

## For both Units: relationship between the Course and Curriculum for Excellence values, purposes and principles

The main purpose of this Course is to provide opportunities for learners to broaden and extend their creative development and critical thinking by engaging in an intensive and self-directed design-based enquiry and design study.

Learners will be expected to demonstrate the ability to develop, sustain and realise creative lines of visual enquiry and produce design solutions.

The Course will also provide opportunities for learners to independently research design work and practice, to analyse and synthesise information and form, and to communicate informed and substantiated judgements.

Learners will develop their creative problem-solving skills by producing a personal response to needs, problems or issues within a selected area of design. They will investigate and explore how best to translate and realise design ideas and turn these into effective and sophisticated design solutions that meet the requirements of design needs or problems, taking account of function, target market and aesthetics.

Learners will be encouraged to explore the imaginative use of materials, techniques and technologies when developing and producing their design ideas in 2D and/or 3D formats.

The Course will also allow the learners' understanding of design practice to inform and influence their own design approach and creative choices.

The aims of the Course are to enable learners to:

- ◆ experience an independent, self-directed study of design and design practice
- ◆ develop individual creativity and technical skills through their sustained exploration and creative use of design materials, equipment, techniques and/or technology
- ◆ develop the higher-order thinking skills required to analyse, synthesise and respond to the work of other designers and the external factors which influence the design area
- ◆ develop advanced critical thinking and design-based problem solving skills, reaching substantiated and informed judgements when planning, developing, refining and presenting sustained lines of design enquiry and development

- ◆ develop personal autonomy, creativity, independent thinking and evaluative skills when resolving design problems and responding to design area requirements and constraints

## Approaches to learning and teaching

At this level, learning and teaching should be developed in a context that is as far as possible challenging, exciting and enjoyable. Teachers should take into account the individual needs of the learners when managing the Unit.

More guidance and advice on delivery and sequencing of Units can be found in the appropriate sections of the Advanced Higher Art and Design (Design) *Course Support Notes*.

On completing the Advanced Higher Art and Design Course, learners should be able to:

- ◆ respond to and resolve design needs, problems or issues and justify design decisions
- ◆ develop and sustain progressive lines of enquiry using a range of problem-solving and evaluation skills
- ◆ communicate thoughts and ideas effectively when planning, producing and presenting design work and solutions
- ◆ demonstrate creative use of design materials, processes and technology
- ◆ gather, analyse and transfer information, formulate and communicate informed personal opinions and judgements
- ◆ apply knowledge and understanding of professional design work and practice to personal design work

Methods and strategies to encourage the development of an individual and self-motivated approach to analysis and evaluation of designers' work and practice should be used when planning teaching and learning activities.

Some approaches to learning and teaching are given below but are suggestions only. Teachers and lecturers are encouraged to develop and plan their own strategies appropriate to the needs and strengths of learners in their centres.

- ◆ Supported personal investigation and research.
- ◆ Audio/visual presentations.
- ◆ External visits/field trips.
- ◆ Guest speakers.
- ◆ Active learning.
- ◆ Co-operative and collaborative learning.
- ◆ Peer education.
- ◆ Use of technology.

Approaches to learning and teaching at this level (SCQF level 7) should allow the learner to be able to meet the following higher sector level benchmarks:

- ◆ generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity
- ◆ employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making
- ◆ select, test and make appropriate use of materials, processes and environments
- ◆ develop ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or texts
- ◆ manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination
- ◆ be resourceful and entrepreneurial

The development of a learner's analytical and evaluative skills at this level can be supported through the use of guided reflection. Questions can be used to help teachers/lecturers gauge the level of learners' understanding and awareness of the subject and help learners consider options and choices.

Centres should ensure planning is an integral part of the development of all skills, and learners should be made aware of the success criteria required to achieve the Outcomes/Unit and be involved in the process where appropriate.

At this level teachers/lecturers should be encouraging learners to develop self-motivation and autonomy in managing their own learning.

### **Research and investigate an area of personal interest in design**

The specific content of the study should be based on an area of personal interest selected by the learner. They will be expected to produce an independent and self-directed study of design work and practice. Teachers should therefore give learners the opportunity to make a personal choice about the area of design and context for study and be prepared to offer guidance, advice, support and direction on suitably challenging and stimulating contexts for learning.

If this *Design Studies* Unit is being undertaken as part of a Course, the study should relate to the *Design Enquiry* Unit. It is hoped that the Units will inform one another and that the research undertaken in one Unit may stimulate approaches, creative choices or a starting point in the other.

Learners could consider approaches to their personal study through the investigation of:

- ◆ the work and practice of selected designers
- ◆ contemporary, cultural or historical contexts
- ◆ design disciplines (graphics, textiles, jewellery, etc)
- ◆ social, political, emotional or artistic influences

Learners should be encouraged and directed on how to engage in active research and investigation into their chosen area of design.

To begin the investigation into the chosen area of study, reliable information must be gathered. It is advisable to use more than one source in order to cross-

reference information and to ensure reliability and authenticity of the information. Learners can collect information by sourcing relevant publications, design books or manuals, visiting art galleries and museums, using search engines to access the internet and contacting designers directly.

The investigation and research should build an accurate profile of the chosen context and area of study, and can be collected in visual or other forms. A research file of notes, sketches, cuttings, photographs or recorded information can be built up to record the learners' interests, ideas and developing thinking.

Gathering of information is the initial stage in producing the study. Learners will also be expected to examine and analyse designers' work, the materials and techniques they use, the specific issues and constraints they are presented with and the target market. It is hoped that, through analysis and evaluation of professional design work, learners will build a deep understanding of design processes and practice and that this will help them to form and present personal opinions and informed judgements and influence their practical work.

Evidence of the analysis and evaluation of designers' work and practice can be produced in the form of integrated annotated and illustrated work, written or word-processed work, PowerPoint, audio-visual presentation or digital format. The work produced should formulate and communicate an understanding of design work and practice within the chosen area of study and demonstrate the use of appropriate vocabulary and coherent argument, personal views, opinions and informed judgements on the influences, approaches and working practices of professional designers and the work they produce.

### **Sequencing and delivery — Units and the Course**

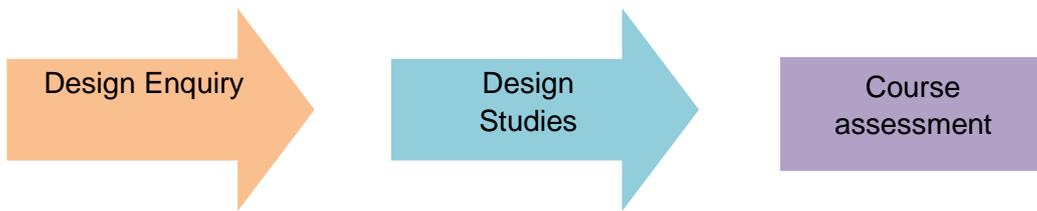
Sequencing and integration of the learning and teaching and assessment of the two mandatory Units is at the discretion of the centre. There is no set way to approach this and the sequence and/or integration of Units may be dependent on available resources, time and staff expertise. Particular sequences or integration of Units may suit different learners, and teachers/lecturers could take this into account when considering how to approach the learning and teaching and assessment of the Units in this Course.

#### **Approach 1:**

This approach shows the possibility of delivering the Units sequentially. This sequential approach may provide opportunities for the progressive exploration, development, reinforcement and consolidation of creative skills, knowledge and understanding through the Course.



Or:



### **Approach 2:**

This approach shows the possibility of delivering the Units concurrently. This approach may provide the opportunity for learners to integrate their learning, freeing up more time for an in-depth focus of subject matter as well as a wider range of practical skills development in preparation for the Course assessment.

The Units can be integrated and taught in a holistic approach.



Each of the two mandatory Units at this Advanced Higher level requires the learner to work in an independent, self-sufficient and self-directed manner.

It is recommended that the majority of time on the Course should reflect the practical nature of the Course and take into account the individual needs of the learners.

Evidence for Units can be presented in a variety of ways, for example in sketchbook format. This could incorporate annotated reflection and detailed information on the contextual sources and stimuli used by learners when developing their work. Centres should, however, consider the suitability of any assessment approaches for preparing for Course assessment. Additional information on the use of sketchbooks for recording and developing ideas can be found in the *Unit Support Notes*.

At this level, learners will be expected to respond creatively and imaginatively to their source material/stimuli. They will work with a high level of autonomy at this level, when selecting and planning the scope and context of their expressive work and investigations. During their practical activities they will use a variety of art and design media, materials, techniques and/or technology with a high level of confidence, assurance and control as they explore, develop and realise their creative intentions. As learners develop their knowledge and understanding of the creative process and the things that influence the work of other artists and designers, they should apply this knowledge and understanding in their own work.

Art and Design readily lends itself to a variety of delivery methods, due to its focus on developing personal creative expression. A variety of teaching and learning approaches could be used to support effective teaching and learning, including for example learner-centred problem-solving practical activities, researching and investigation into real-life design applications and art practice. One-to-one, pair and group discussion could be used initially to extend and focus learners' knowledge and understanding of artists and their practice and its context in society. Informal/formal presentations could be used to present back their learning about artists, their practice and context in society to the wider class group. Learners at this level should be encouraged to extend research and develop a personal response to stimuli and personal research and investigation into artists' work and practice.

There may be opportunities to use a combined approach to developing practical work across the Course, for example by using a sketchbook approach to collect and document the development of creative ideas. This approach may be beneficial if using common stimuli to link learning about art and design across design contexts.

Although the benefits of co-operative learning, peer support and peer feedback can be substantial and should be encouraged, independent learning, self-direction and self-sufficiency are key skills which the learner must engage in at this level when planning, developing and producing expressive art work as well as the supporting research into personally selected designers and their design practice. This builds and extends the knowledge, understanding and skills gained from the Higher Art and Design Course and will prepare the learner for further and higher-level qualifications and employment.

The ability to give presentations informally or formally is a key skill at this level and above, as well as in employment. This could be as simple as showing and discussing sketchbook work and annotations, to a more formal PowerPoint presentation. Reflective practice is another key skill which has been honed and developed from National 3 Art and Design to this level 7 Course, and teachers/lecturers could continue to encourage this embedded skill by carrying out regular review and mentoring sessions with the learner either as one-to-one or pair. The learner could also record these and their responses in a sketchbook visual diary.

Teachers/lecturers could use specialist practical demonstrations to show how materials and specific specialised techniques can be used as a starting point for individual responses and learning activities. Learners will already have a high level of knowledge, understanding and skills from level 6 Courses and come to the level 7 Course with these. The teacher/lecturer will act as a facilitator/mentor to support existing personal concepts, ideas and thoughts which the learner will realise into Advanced Higher level 7 Coursework.

Further information on delivery methods can be found in the *Unit Support Notes*.

## **Approaches to assessment: considerations for teaching staff**

Assessment can be used for a variety of purposes, including:

- ◆ providing feedback for teachers/lecturers on how to modify their own teaching practice
- ◆ identifying areas for improvement in individual and/or group performance
- ◆ making learners aware of how they learn, what they have achieved and how they can improve their work

Teachers/lecturers could give learners accurate and regular feedback about their learning. This would help to ensure that they are actively involved in the assessment process. More specifically, teachers/lecturers should:

- ◆ clarify their expectations of their learners and discuss their progress
- ◆ encourage the use of self-assessment and dialogue between themselves and the learners, and between the learners and their peers
- ◆ ensure that their feedback enhances learners' motivation and self-esteem and helps to improve both their own and their learners' performance

At this level, the negotiation of a more challenging expressive activity and associated artists' research will enable learners to develop increased autonomy.

In general, teaching strategies at this level should allow learners to:

- ◆ consolidate progressive learning
- ◆ work independently and assume responsibility for managing and directing their own learning
- ◆ work creatively in a well-ordered manner and relaxed atmosphere
- ◆ prioritise tasks and produce work within deadlines
- ◆ acquire, extend and apply specialised knowledge, understanding and skills in specific expressive art contexts
- ◆ create and present investigative work, development ideas and expressive work with a high level of skill and assurance
- ◆ focus on research and investigation of personally selected artists and their art practice
- ◆ acquire knowledge of the wider contexts in the society and environment within which the selected artists worked
- ◆ engage in reflective practice
- ◆ be involved in self- and peer-assessment, developing further their critical thinking and aesthetic awareness
- ◆ be motivated and personally challenged during creative tasks and activities
- ◆ adopt a positive attitude to, and take pride in, their work and the work of others
- ◆ gain understanding of sustainable approaches to producing expressive art work
- ◆ make links with their existing knowledge and experience of art and design to other areas of the curriculum

## **Unit-specific guidance — Art and Design (Design): Design Enquiry (Advanced Higher)**

### **Recording ideas and inspiration — producing design work in response to a design brief or outline plan**

A design brief or outline plan will be the starting point for this problem-solving process. The area of study and creative stimuli for the design enquiry should be discussed and agreed with the individual learner. The design brief or outline plan should include scope and opportunities for personalisation and choice, to meet the needs and interests of individual learners.

Learners and teachers should be aware of the importance of a clear, well-constructed and detailed design brief or plan as it will set out the purpose, requirements and constraints relating to a specific design need or problem. This will offer structure, direction and stimulus for creative thought when working through the design process.

Once learners have agreed a design area and theme that allows them to meet the requirements for the Unit, they will start producing and collecting investigative research material to inspire future work. This research should include a selection of relevant market research relating to their chosen design area.

A wide variety of possible stimuli/source material could be used to inspire the design enquiry.

Design ideas and investigative research should be relevant to the requirements of the brief or outline plan and should be based on contextual and other stimuli. This approach can help learners develop creativity and analytical thinking skills and facilitate their understanding of designers' work and practice.

When learners have established and understood the design task, they should be advised on how to engage in active research and investigation in response to the design brief or plan, as this will underpin all further design work.

As a starting point, learners may visit outside agencies, galleries, museums, view existing design items, explore the internet, and view relevant publications (eg design books or manuals). They may also consider communicating directly with designers or design companies.

Investigation and research can be collected in visual or other forms: drawings, sketches, models, cuttings, photographs, etc. This will build up a profile of the learners' theme/context, developing thinking and evidence of market research in response to the design brief or plan. Learners should be encouraged to annotate their market research, developing ideas and design work to show progression of their thoughts and ideas. This research should closely link to the selected design area.

An alternative approach to annotating design work would be to use one-to-one discussion with the teacher/lecturer, or blogs to document these insights on a regular basis while learners are developing their ideas and design work.

### **Communicating ideas and concepts in design work**

Communicating ideas and concepts in design work involves experimenting with techniques and trying out possible approaches as well as suitable materials. This can be through, for example, making samples or mock-ups, a range of trials, layouts or rough drafts.

### **Developing ideas**

Suitable areas for development should emerge from investigation and research work. By applying a range of problem-solving, planning and evaluation skills, the learner can develop and refine a series of original and creative design ideas and concepts that have the potential to lead to effective design solutions.

The work produced should show sustained exploration, visual coherence and continuity throughout the development process. This work may be in the form of drawings, sketches, diagrams, samples, models, photographs, collages, electronically or digitally generated materials, etc.

Throughout the Unit, learners should be encouraged to experiment with materials, equipment, techniques and technology, and use these effectively in the process of developing and sustaining progressive lines of enquiry. This will ensure that the requirements set out in the brief or plan, have been addressed through considered problem solving and the realisation of effective design solutions.

All activities and creative choices should be informed by knowledge of how materials, techniques and technology have been used creatively by other designers or can be used by the learners themselves. Learners should critically review their design choices and be encouraged to experiment with a variety of alternative approaches to developing their ideas.

### **Approaches to assessment and gathering evidence**

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole by combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome. A continuous assessment approach is recommended.

In this Unit, Evidence Requirements are as follows:

- ◆ a design brief and detailed outline plan showing in-depth understanding of the design process and the design area requirements
- ◆ applied knowledge and understanding of designers' work and practice to their own design work
- ◆ producing highly focused contextual visual investigation material and market research of the design area

- ◆ producing a series of highly resolved experimental and creative design ideas and initial design concepts by sustaining and developing progressive lines of enquiry
- ◆ independent thinking skills, critical discrimination and assured design decision making

It is important to differentiate between the levels in terms of both the range and the complexity of the tasks used, from a limited range at National 4 to a far greater complexity at Advanced Higher.

Assessment of learners' progress can be carried out orally or using written worksheets. Teachers/lecturers can use checklists to keep a record of the skills and experiences of the learners.

Where work being presented for Unit assessment has been produced outside the classroom setting, teachers/lecturers must ensure that the work presented has been produced by the individual learner. This process is known as authentication.

Below are some general illustrative examples that cover the main forms of assessment.

**Observation** — this approach to assessment can be recorded using an observation checklist to assess skills, knowledge and understanding when working with and using art and design media, materials, techniques and/or technology.

**Questioning** — this can be in oral and/or written form. It is a useful form of assessment and will help confirm that learners' understanding of the subject is secure. Evidence of this understanding could also be visible in logbooks/blogs or though annotated commentary in learners' sketchbook work.

**Product evaluation** — evaluation of the design ideas and other investigative and development work.

**Personal interviews with** learners on a one-to-one basis can help teachers/lecturers ensure that learners are developing their skills and thinking in effective ways.

Additional exemplification of assessment is provided in the *National Assessment Resource*.

## Unit-specific guidance — Art and Design (Design): Design Studies (Advanced Higher)

To successfully complete this Unit, learners will research and investigate an area of personal interest and relevance in design.

They will:

- ◆ select and explain the relevance of their selected area of design
- ◆ identify designers and produce an action plan and methods for carrying out the research and investigation
- ◆ analyse and critically evaluate examples of design work and practice
- ◆ form and present substantiated judgements about designers' use of materials, techniques and/or technology and the contexts and influences on their work and practice

Further details of how these skills, knowledge and understanding can be developed in this Unit can be found below:

<b>Select and explain the relevance of their selected area of design. Identify designers and produce an action plan and methods for carrying out research and investigation.</b>
<p>At this level, learners will be involved in planning and organising their work throughout the Unit. This will include developing their ability to prioritise tasks and activities and manage their time in addition to communicating in-depth factual knowledge and justified opinions about their area of research.</p> <p>Learners will be expected to judge how best to personally approach the investigation, and will select designers and examples of their work which they find inspirational or exciting.</p>
<b>Analyse and critically evaluate examples of design work and practice.</b>
<p>Learners will present informed judgements about the work and practice of professional designers from within the selected area of design and use appropriate vocabulary when applying analytical and evaluative skills.</p> <p>At this level, the development of analytical and evaluative skills could be supported through:</p> <ul style="list-style-type: none"><li>◆ the learner's use of annotation in sketchbooks or blogs</li><li>◆ supported one-to-one discussion or group critiques</li></ul>

**Form and present substantiated judgements about designers' use of materials, techniques and/or technology and the contexts and influences on their work and practice.**

Learners are expected to formulate and present coherent argument in order to communicate informed personal views, opinions and judgements on the influences, working practices and design approaches of professional designers from their chosen area of study.

At this level, the development of analytical and evaluative skills could be supported through discussion with others in the class or with the teacher/lecturer and through the use of open-ended questioning techniques.

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## Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled learners and/or those with additional support needs) — various publications are available on SQA's website at: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).
- ◆ Building the Curriculum 4: Skills for Learning, Skills for Life and Skills for Work
- ◆ Building the Curriculum 5: A Framework for Assessment
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ SCQF Handbook: User Guide (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)

# Administrative information

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## History of changes to Advanced Higher draft Course/Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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