National Unit Specification: general information

UNIT Art and Design: Colour (SCQF level 6)

CODE JG/ADC

SUMMARY

This Unit is designed to enable the candidate to gain and apply knowledge of the use of colour in selected art and design work. A variety of colour media, media handling techniques, colour mixing and colour groupings will be investigated through the production of colour samples for a given brief. Colour and/or colour groupings will then be applied to selected art and/or design work. This Unit will help the candidate to develop their knowledge and understanding of colour theory through applied contexts.

This Unit is suitable for candidates who:

- are undertaking a general programme of art and design Units
- are undertaking the study of applied use of colour within art and design disciplines
- want to learn about and reinforce their knowledge of applied colour theory

OUTCOMES

1 Produce colour samples and/or groupings for a given brief(s).
2 Use colour and/or colour groupings in art and/or design work.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would benefit from previous experience of an art or design course or Units.

Administrative Information

Superclass: JA

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National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at Higher level (6 SCQF credit points at SCQF level 6*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

This Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- Communication (SCQF level 5)
- Problem Solving (SCQF level 5)

These opportunities are highlighted in the Support Notes of this Unit specification.

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National Unit Specification: statement of standards

UNIT Art and Design: Colour (SCQF level 6)

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 SQA.

OUTCOME 1

Produce colour samples and/or groupings for a given brief(s).

Performance Criteria

(a) Identify the main requirements of the given brief(s).
(b) Produce investigative colour samples and/or groupings in response to the given brief(s).
(c) Produce a folio of colour samples and/or groupings that demonstrate competence in media handling in response to the given brief(s).
(d) Use colour demonstrating a personal, creative and expressive response to the given brief.

OUTCOME 2

Use colour and/or colour groupings in art and/or design work.

Performance Criteria

(a) Identify a specific context for the applied use of colour and/or colour groupings.
(b) Describe and justify the choice and selection of colour and/or colour groupings.
(c) Demonstrate competent media handling and colour application in selected art and/or design work.

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National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Written and/or oral recorded evidence and product evidence should be produced to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria. The candidate will produce a folio of evidence in response to a given brief which will include:

Outcome 1

- The production of a minimum of five investigative colour samples/colour groupings produced in response to the given brief(s). The colour samples will demonstrate competent colour handling using a minimum of four colour media and the expressive and creative applied use of selected colour groupings in response to the given brief. The folio of colour samples should include annotation demonstrating the candidate's understanding and use of colour terminology.

Outcome 2

- the confident and competent application of colour and/or colour groupings to identified art and/or design work
- a clear description of the intent, purpose and justification of the decision making process leading to the applied use of colour and/or colour groupings to the art and/or design work

Assessment evidence will be gathered from work produced throughout delivery of the Unit gathered under open-book conditions.

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National Unit Specification: support notes

UNIT Art and Design: Colour (SCQF level 6)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is a mandatory Unit of the National Certificate in Art and Design, but can also be taken as a free-standing Unit.

It would be beneficial for the candidate to possess basic colour mixing knowledge including an awareness of the primary colours, secondary colours, tertiary colours and colour mixing before completing this Unit. Basic colour terminology would also be useful, including having an awareness of commonly used colour terms for example monochromatic, achromatic, contrasting, complementary, analogous, discord etc. The emotive and expressive potential of colour and colour groupings could be developed in a number of ways: through the study of art and design work in the applied and fine/contemporary arts and through the development of understanding of colour psychology as used in graphic, fashion and fine art contexts. If the candidate also had some prior experience in using a range of wet and dry colour media this would also be helpful.

Throughout Outcome 1 the candidate will be asked to produce a folio of colour samples and the teacher/lecturer should ensure that the candidate's knowledge of colour and related colour terminology are being applied and used effectively in response to the given brief(s).

In Outcome 2 it is intended that the candidate has the opportunity to apply the knowledge and experience gained in Outcome 1 to the application of colour and/or colour groupings to a selected art and/or design work. This applied use of colour should ideally link to other disciplinary studies if candidates are completing a programme of art and design Units. Either two dimensional or three dimensional disciplines could be used dependent on the preference of the candidate. The candidate should be encouraged to develop and further refine their media handling skills and use of colour and/or colour groupings before applying colour to the selected art and/or design work.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

This Outcome could begin with teacher/lecturer demonstrations of the use of variety of wet and dry colour media and colour mixing, singly and in mixed media combinations. Possible colour media could include soft pastel, oil pastel, acrylic, gouache, watercolour, ink, collage, coloured pencil, felt tip pen, ceramic glazes, printing inks etc and no colour media should be excluded. Digital media could also be used where appropriate.

Examples of colour groupings should be readily available for candidates and information could be issued at the start of delivery on colour terminology and basic colour psychology as a reference for the candidate. It is recommended that colour terminology be used and referred to throughout the Unit by the teacher/lecturer and that the candidate reinforces their knowledge and use of correct colour terminology through the correct annotation and description of the colour and/or colour groupings in the folio of colour samples.

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National Unit Specification: support notes (cont)

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The candidate should be encouraged to be experimental at this stage and to produce a number of investigative colour samples. This process will involve the production of quick, creative and expressive use of colour in response to the given brief(s). Exploration of colour and colour groupings is the important issue here and the freedom to explore colour should be factored into the given brief. This could be achieved by the use of a number of given mini briefs or one larger staged brief or practical exercise. The brief(s) could be themed and it is recommended that a suitable range of colour media is provided by the teacher/lecturer and a list of other potential colour media is issued to candidates. Mixed media and collage effects could also be used in this Outcome.

Key colour groupings that could be explored include primary, secondary, tertiary, complementary, analogous, achromatic, contrasting, discords, triads (triadic complements) etc and the use of tints and shades and tones for dramatic effect etc. The use of colour in provoking an emotive response in the viewer could be reinforced with reference to colour psychology.

Outcome 2

This Outcome could be achieved by the application of colour and/or colour groupings to selected art and/or design work which has been produced in other Units during a course or provided by the teacher/lecturer specifically for this Unit.

Suitable art and/or design work could include:

Art work: a collage, mixed media work, drawing, 3D sculptural work, low relief panel or a painting. The art work could be developed using a theme, for example still life, natural environment, man made structure, human form.

Design work: a design for packaging (3D), graphics or digital media, fashion design and/or textile design, soft furnishings, ceramics, interior design and product design.
Themes could also be used for the design work.

It would be helpful if the work produced for Outcome 1 was reviewed by the candidate and discussed with the teacher/lecturer in relation to its strengths/weaknesses prior to starting Outcome 2.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have the opportunity to develop aspects of the Core Skill of *Communication* through reference and use of specialist colour terminology and group discussions.

Aspects of the Core Skill of *Problem Solving* could be developed through the development of critical thinking in the selection and application of colour in selected applied contexts.

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National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for this Unit would be a practical exercise.

It is recommended that this Unit be integrated and linked with other Units when delivered as part of the National Certificate in Art and Design, although it is also suitable for delivery and assessment as a free standing Unit.

It is intended that the candidate should produce sufficient samples in Outcome 1 to allow for experimentation with a variety of both wet and dry colour media. The final folio of colour samples should therefore be selected from a wider range of investigative experimentation with colour and colour groupings produced throughout the Unit. If using a linked delivery model for this Unit then the given brief(s) for Outcome 1 should be expanded to include all necessary Evidence Requirements.

If this Unit is being delivered as a free standing Unit it is suggested that the teacher/lecturer provides a context for the selected art and/or design work in Outcome 2. This could be adapted and personalised by individual candidates. The choice of colour application should be tempered by consideration of the complexity and scale of the selected art and/or design work and in the case of free standing Unit delivery the candidate could be asked to apply colour and/or colour groupings to a given product or subject.

The teacher/lecturer must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work that contributes to a candidate's assessment evidence must be carried out on an individual basis to ensure authenticity.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003), SQA Guidelines on e-assessment for Schools (BD2625, June 2005).*

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* **(www.sqa.org.uk)**.

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