

National Added Value Unit Specification



Unit title: Art and Design Practical Activity (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

This is the Added Value Unit in the Art and Design (National 4) Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the Art and Design (National 4) Course through the successful completion of a practical activity which will allow the learner to demonstrate challenge and application.

Learners who complete this Unit will apply their art and design skills to:

- 1 Produce a finished piece of expressive art in response to a theme
- 2 Produce a finished piece of design work in response to a design brief

This Unit is a mandatory Unit of the Art and Design (National 4) Course, and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Course Support Notes*, which provide advice and guidance on delivery and assessment approaches. Exemplification of the assessment in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. It is recommended that the learner should be in the process of completing, or have completed, the following Units in the Art and Design (National 4) Course:

- ◆ Expressive with Critical Activity (National 4)
- ◆ Design with Critical Activity (National 4)

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Course Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Produce a finished piece of expressive art in response to a theme by:**
 - 1.1 Choosing, with some support, a straightforward development idea
 - 1.2 Identifying and planning the development stages for the production of the finished expressive art work
 - 1.3 Selecting and using basic art media, techniques and/or technologies creatively and imaginatively
 - 1.4 Using the visual elements with some skill, and resolving straightforward visual problems
 - 1.5 Evaluating the finished art work

Outcome 2

The learner will:

- 2 Produce a finished piece of design work in response to a design brief by:**
 - 2.1 Choosing, with some support, a straightforward development idea
 - 2.2 Producing a simple plan for developing the design idea
 - 2.3 Selecting and using basic design-based materials, techniques and equipment, and resolving straightforward design problems
 - 2.4 Developing and refining the design idea into a finished piece of design work
 - 2.5 Evaluating the finished design work

Evidence Requirements for the Unit

This Added Value Unit is assessed internally by the teacher/lecturer.

All learners should be provided with a clear outline of the assessment, including when and how they will be assessed. The teacher/lecturer should offer the learner guidance on an appropriate choice of practical activity, including questions/tasks/prompts which will lead learners through the assessment in clear stages. This should involve advice which assists the learner to describe and explain the key features of their practical activity.

While the learner should choose the practical activity, it would be reasonable to expect the choice of activity to be one in which the teacher/lecturer has some expertise and has resources available to enable the learner to attain the best possible Assessment Standards.

Evidence for this Unit will be generated through a practical activity in a familiar context. This will involve producing one finished piece of expressive art work and one finished piece of design work.

The learner will apply a range of practical art and design skills in the practical activity. The learner will choose one expressive development idea and one design development idea, and will identify and plan the stages of how to develop this into a finished piece of expressive work and a finished piece of design work. They will select and use art and design media,

materials and equipment, and use these creatively to produce their finished art work and finished design work.

The teacher/lecturer may provide structured guidelines, such as a list of tasks or prompts which will guide the learner through the practical activity in clear stages. The practical activity will focus on both the process and products of learning.

In their expressive work, Assessment Standard 1.1 requires the learner to choose an expressive development idea in response to a theme. Guidance should be provided to the learner to help them select a suitable idea and to consider how this could be developed into finished artwork.

For Assessment Standard 1.2, the learner must identify and plan the stages of how they will develop their ideas into finished expressive artwork. Evidence of the planning process may be written, oral and/or pictorial, such as a storyboard, sketchbook, annotated diagrams or notes.

The learner at National 4 level may need a reasonable level of guidance during the production of finished art work. For Assessment Standards 1.3 and 1.4, a reasonable level of guidance should be given to the learner when selecting and using art-based media, materials, and techniques, solving problems and working to timescales. During this process the learner must follow safe working practices.

Evaluation of their own art practice, for Assessment Standard 1.5, must include identifying at least one strength, and one area for improvement, appropriate to their own practice. Evidence for this can be presented using any combination of written/visual/oral/multimedia formats.

In their design work, Assessment Standard 2.1 requires the learner to choose a suitable design development idea in response to the design brief. Guidance should be provided to the learner to help them select a suitable idea and to consider how this could be developed into a finished piece of design. Teachers/lecturers should discuss the proposals with each learner individually to ensure that their selection of a development idea is appropriate, before the learner begins producing their work.

For Assessment Standard 2.2, the learner must plan the process of how they will develop their finished design work. Understanding of the relevant design issues will be demonstrated as they develop their finished design work. Evidence of the planning process may be written, oral and/or pictorial, such as a storyboard, sketchbook, annotated diagrams or notes.

The learner at National 4 level may need a reasonable level of guidance during the production of finished design work. For Assessment Standard 2.3 and 2.4, a reasonable level of guidance should be given to the learner when selecting and using design-based materials, techniques and equipment, solving problems and working to timescales. During this process the learner must follow safe working practices.

Evaluation of their finished design work, for Assessment Standard 2.5, must include identifying at least one strength and one area for improvement in their finished design. To help them with this process, the learner should review the design brief and reflect on the effectiveness of their finished design. Evidence for this can be presented using any combination of written/visual/oral/multimedia formats.

The assessment must be carried out within the centre under supervised conditions.

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Further information is provided in the exemplification of assessment in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Course Support Notes*.

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Development of skills for learning, skills for life and skills for work

Please refer to the Course Specification for information about skills for learning, skills for life and skills for work.

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Further mandatory information on Course coverage for the Art and Design (National 4) Course

The following gives details of mandatory skills, knowledge and understanding for the Art and Design (National 4) Course. Assessment of this Added Value Unit will involve selecting appropriate skills, knowledge and understanding from those listed below, in line with the Evidence Requirements above. This list of skills, knowledge and understanding also provides the basis for the assessment of all the Units in the Course:

- ◆ responding to visual stimuli showing a basic understanding of the visual qualities of the subject matter
- ◆ using, with some skill, two or more of the visual elements — line, tone, texture, colour and form
- ◆ using art and design media, materials and techniques creatively and expressively
- ◆ developing and refining straightforward ideas for art and design work in a familiar context
- ◆ using simple problem solving, planning and reflection

Expressive and Design work can be produced in 2D or 3D in any suitable context agreed by the learner and centre.

Administrative information



Published: August 2011 (draft version 1.0)

Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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