

# Draft National Unit Specification



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**Unit title:** Design with Critical Activity (National 4)

**SCQF:** level 4 (9 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to develop learners' ability to respond to and develop personal creative design development ideas. Learners will do this by responding to a simple design brief in a familiar context. They will investigate and develop creative design ideas, taking account of simple aesthetics and basic functional issues. On completion of the Unit, learners will also be able to appreciate the social and cultural factors influencing design practice and apply this understanding to their own practice.

Learners who complete this Unit will be able to:

- 1 Understand the factors influencing designers and design practice
- 2 Produce investigative and visual research for a design brief
- 3 Develop creative design development ideas

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 *Unit Support Notes* which provides advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The Added Value Unit Specification for the Art and Design (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Art and Design (National 4) Course.

## Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Access 3 Art and Design Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## **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 *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Understand the factors influencing designers and design practice by:**
  - 1.1 Describing how a variety of designers use familiar design media and techniques in their work in a selected genre or genres
  - 1.2 Reaching informed simple opinions on the artistic and functional impact of design choices in a range of examples of two designers' work
  - 1.3 Accurately describing the artistic and functional impact of designers' creative choices
  - 1.4 Describing how social and cultural influences have influenced designers and their practice

### Outcome 2

The learner will:

- 2 Produce investigative and visual research for a design brief by:**
  - 2.1 Identifying the design opportunities, issues and constraints in a simple design brief in a familiar context
  - 2.2 Producing a variety of thematic investigative visual and/or market research that demonstrates understanding of the main design brief requirements
  - 2.3 Showing a basic understanding of how design media and techniques have been used in their collated visual research material

### Outcome 3

The learner will:

- 3 Develop creative design development ideas by:**
  - 3.1 Using familiar design media and techniques, for specific creative functional impact and artistic effect
  - 3.2 Developing a variety of original and simple experimental design development ideas in 2D and/or 3D
  - 3.3 Using simple design-based problem solving, planning and evaluation skills effectively in the creative development process

## Evidence Requirements for the Unit

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.

In this Unit, Evidence Requirements are as follows:

- ◆ basic understanding of a range of designers and influences on design practice
- ◆ applied knowledge and understanding of design practice and related design terminology in a selected design area
- ◆ skills in initiating and developing creative design ideas in response to a design brief

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

1.3 Listening and talking

## **3. Health and wellbeing**

3.1 Personal learning

## **5 Thinking skills**

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information



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**Published:** August 2011 (draft version 1.0)

**Superclass:** to be advised

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## History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.