

Commentary

Art and Design Understanding Standards Presentation: October 2014

SLIDE 4

When we deliver Art & Design we follow this process. The new courses encourage this approach but allow scope for centres to focus delivery in a way that is most effective for them. Units are intended to be interpreted as widely as possible and consequently there are only minimum criteria specified.

Centres are increasingly aware of the experimental/skills development nature of Units.

Bullet points in italic refer to the requirements of the N4 Added Value Unit and the N5 Course Assessment.

SLIDE 5

This approach is straightforward with the minimum requirements clearly in place. The standard of work is just passing at N5. Units allow scope for adaptation in terms of content and delivery – centres can change how they deliver Units each year. This is a big change from Intermediate courses where there was a strict A2 format.

SLIDE 6

Although there are minimum requirements for Unit evidence, in practice many candidates have gone beyond these. Units encourage candidates to explore a theme or idea with the emphasis on individual creativity. In this example there are very thorough investigation drawings and studies with the compositional development in the form of line sketches and annotation.

SLIDE 7

Unit content and Assessment Standards do not have to be seen in isolation. In this example there is work which could be investigative and/or development – the candidate has gone beyond the minimum requirements. It is also clear how the work from Outcome 1 has influenced this artwork.

SLIDE 8

Integration of the art studies and the practical work is a feature of the new qualifications. When done effectively it leads to a fuller understanding and appreciation of the work of artists/designers, and gives a focus to the development of the practical work. In this example we can see that the study of an artist has influenced the development of the theme.

SLIDE 9

As the Unit work does not require to be formally presented, candidates can focus on being creative without restrictions in size, media or quantity. This has resulted in some very creative approaches. The work in this slide demonstrates that the candidate has been fully engaged in investigating and developing the theme and in doing so has exceeded the requirements for a Unit pass in terms of both quantity and quality.

The specified minimum standards are not intended to be a 'target' which drives the content.

SLIDE 10

This centre has used a sketchbook approach. Candidates felt that their artwork was more individual as they were not all trying to work within the rigid A2 sheet format of Intermediate 2.

SLIDE 11

All Unit work for this candidate was contained in a single A4 sketchbook. The emphasis was on working through the process effectively and not on counting pages or just on meeting minimum requirements.

SLIDE 12

Here is a summary of Unit requirements. Outcome 1 encourages candidates to investigate the work of artists/designers and relate this in some way to the development of their own practical work. Many centres have commented that the practical work has improved by doing this, and that candidates are more engaged in learning about artists/designers.

SLIDE 13

For Outcome 1 of the Units candidates are required to research and investigate the work of at least 2 artists and 2 designers (1 artist and 1 designer for N3). Centres have approached this in a range of ways – handwritten, word-processed, in essay form, using worksheets, mind maps, sketchbooks, single sides of paper, annotated, illustrated, within the practical work. And sometimes a combination of these. What is important is that candidates produce evidence which meets the Assessment Standards.

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Centre derived worksheets were varied. The examples on this slide have a similar approach to most centres – worksheets that provide a step-by-step procedure for analysing the work of artists and designers.

SLIDE 15

A popular approach was for candidates to write comments around an image. Some were provided with headings and others chose their own. On the examples here there is an indication of the Assessment Standards being met – this helps the centre in identifying what Assessments standards have been met and directs verifiers to the evidence.

SLIDE 16

It is important that the artists/designers studied relate to the theme of the Unit. This encourages a focus on elements which will inform and contribute to the development of the practical work.

SLIDE 17

Centres where all of the evidence was produced on computer stated the main advantages as:

- ◆ Candidates were already skilled in accessing and filing information
- ◆ Easy to organise - no scraps of paper going missing
- ◆ Relatively quick to complete

SLIDE 18

Most candidates are familiar with using mind-maps in other subjects. Feedback indicates that this approach is increasingly popular.

SLIDE 19

Candidates are required to learn about artists/designers and their work. Although there is a minimum requirement in terms of the number of artists/designers, there is no specific amount of evidence. Some centres have encouraged very in-depth work while others are more limited. It is up to individual centres how they deliver Outcome 1 and the format the evidence takes.

SLIDE 20

Some centres ask candidates to sketch the artwork/designs that they are studying – it encourages candidates to focus on the work. It is important to remember that presentation skills, quantity of writing, sketches and use of IT on their own do not meet the Assessment Standards - it is the quality and appropriateness of the content that is being assessed.

SLIDE 21

Evidence can be integrated with Outcome 2 or presented separately. Although there is a minimum requirement, in most cases candidates will engage with their learning and go beyond this. The personalisation of evidence helps focus on learning.

SLIDE 22

Using sketchbooks lends itself well to learning and teaching. They encourage the experimental and investigative element within Units and have endless scope for personalisation. From a practical point of view they also provide easy access to evidence for assessment purposes. Verifiers noted a widespread use of sketchbooks, in a range of formats, with centres commenting positively on their use.

SLIDE 23

This is a simplified version of the Unit requirements as contained in the Unit/Course Specifications and Unit Assessment Support Packs (UASPs).

SLIDE 24

In this example, at first some of the drawings seem to be at a lower level. However, seen within the context of the Unit, where the candidate was influenced by the style of the contemporary printmaker Angie Lewin, the artwork has more meaning and relevance.

SLIDE 25

This is excellent N5 artwork demonstrating confident drawing and thoughtful use of media.

SLIDE 26

This work shows a very thorough approach to Design – the candidate has experimented with materials and form before considering potential designs.

SLIDE 28

This is most of the N4 Expressive Unit leading to the N4 Added Value expressive outcome on the next slide...

SLIDE 29

This centre followed a common approach to delivering N3, N4 and N5 Units and Course work, with standards dictating the level of attainment.

SLIDE 30

In this N4 Expressive Unit there are some good quality drawings and others that are less successful. For the Expressive outcome of the Added Value Unit the candidate has decided to develop the idea of expression...

SLIDE 31

This Expressive N4 Added Value outcome demonstrates a good idea completed to a standard not quite at N5. Candidates in this centre were using the same approach and the level, N4 or N5, was determined by the standard of the work.

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In this N4 Expressive Unit the candidate has started with some good quality observation drawings but the development ideas are weak – the same image is adapted through use of different media. The next slide shows how the candidate has taken this theme forward...

SLIDE 33

This is a relatively simple piece of artwork. The skulls are drawn with pastel on black paper – this has been cut out and stuck on to a photocopy of fabric.

SLIDE 34

The following Design and Expressive Units illustrate an effective approach at National 5 level. Not included here is the more detailed study of artists and designers.

SLIDE 35

Here the chosen designers have started to be researched and placed in a historical/social context. This allows the candidate to begin to meet the requirements of the Unit AND prepare for the N5 Question Paper.

SLIDE 36

It is clear that these images relate to a common theme and are not a random selection of lighting designs and natural forms. The candidate has demonstrated the influence of Art Nouveau and a focus on particular modern designs inspired by the theme.

SLIDE 37

These initial ideas have clearly evolved from the earlier investigative work with the candidate showing consideration of colour and form.

SLIDE 38

This Design Unit is of a high standard. It more than meets minimum requirements but, more importantly, it demonstrates a clear understanding of the design process. This candidate will have been effectively prepared for the N5 Course Assessment.

SLIDE 39

The chosen artists have started to be researched and placed in a historical/social context. This allows the candidate to begin to meet the requirements of the Unit AND prepare for the N5 Question Paper.

SLIDE 40

The candidate has produced the minimum 3 drawings/studies. One has been included with the Course Assessment evidence and sent to SQA. The centre has included a photograph of this as evidence of it having been completed by the candidate. Another approach would have been to include a copy of the drawing with the Course Assessment and leave the original drawing in the centre with the other Unit work.

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There are two compositional ideas here. The candidate has experimented with media on parts of one of the ideas and annotated the work. This is appropriate evidence for Assessment Standard 2.4 and contributes to 2.3 and 2.5.

SLIDE 42

This Expressive Unit meets the requirements of an N5 Expressive Unit pass. This candidate will have been effectively prepared for the N5 Course Assessment.