

National Unit Specification: general information

UNIT Art Activity Routines: An Introduction (Access 1)

CODE F143 07

SUMMARY

This Unit is part of a suite of Access 1 Units described as ‘Supported level’. The Unit has been designed to give the candidates an introduction to art activity routines. It may either be integrated with other Art Units, or offered in the context of carrying out art activities.

NOTE: The candidate will do this Unit with the appropriate level of support and resources. Some candidates may progress from requiring a high level of adult support to working more independently, while others may always require full adult support. Levels of support are defined in Guidance on Learning and Teaching Approaches in the Support Notes section.

OUTCOMES

- 1 Carry out simple procedures to prepare for an art activity.
- 2 Collect equipment to prepare for a pre-selected art activity.
- 3 Select materials and carry out a pre-selected art activity.
- 4 Carry out simple procedures for clearing away and tidying up.

RECOMMENDED ENTRY

Entry to this Unit is at the discretion of the centre and, as this is an introductory Unit, no prior knowledge or experience is required.

Administrative Information

Superclass: HC

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CREDIT VALUE

1 credit at Access 1 (6 SCQF credit points at SCQF level 1*)

**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 or Core Skills components in this Unit.

National Unit Specification: statement of standards

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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 the Scottish Qualifications Authority.

OUTCOME 1

Carry out simple procedures to prepare for an art activity.

Performance Criteria

- (a) Put on protective clothing correctly.
- (b) Use appropriate equipment to protect work area.

OUTCOME 2

Collect equipment to prepare for a pre-selected art activity.

Performance Criteria

- (a) Select the equipment for the activity.
- (b) Collect the equipment.
- (c) Take equipment to work area safely.

OUTCOME 3

Select materials and carry out a pre-selected art activity.

Performance Criteria

- (a) Select the materials for the art activity.
- (b) Find out where the materials are stored.
- (c) Collect the materials.
- (d) Take the materials safely to the work area.
- (e) Carry out the pre-selected art activity.

OUTCOME 4

Carry out simple procedures for clearing away and tidying up.

Performance Criteria

- (a) Clear work surfaces of equipment and materials used.
- (b) Clean all appropriate equipment thoroughly.
- (c) Store the equipment and materials in the correct place.
- (d) Wash and dry work surfaces thoroughly.

National Unit Specification: statement of standards

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Evidence Requirements

Performance evidence to demonstrate that the candidate can:

- ◆ put on protective clothing properly and use appropriate equipment to protect work area;
- ◆ collect the equipment to prepare for an art activity and take it to the work area safely;
- ◆ select materials, find out where these are stored; collect the materials, take them safely to the work area and complete an art activity;
- ◆ clear work surfaces of equipment and materials, clean and store the equipment and materials in the correct place.

National Unit Specification: support notes

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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 is one of several Units in Art at Access 1 Supported level. Candidates may find this an appropriate Unit to undertake on its own, or together with other Access 1 Units in Art.

This is a practical Unit and is aimed at introducing candidates to routines relating to an art activity.

It is intended that this Unit is offered within the context of preparing to carry out a pre-selected art activity or delivered with one of the Working with Materials Units.

While it is intended that candidates should engage in the total learning experience, as outlined in the four Outcomes, it is recognised that some candidates may require to spend longer on certain Performance Criteria. Teachers/lecturers should decide on the basis of individual candidate need, where the emphasis of learning should lie and when specific Outcomes or Performance Criteria should be assessed and recorded.

Equipment, processes and techniques

The area used for washing equipment and materials could be a sink or a small basin at the candidate's workstation or wheelchair tray.

Art activities could include any of the following:

Collage, masks, papier mache, mosaics, picture frames, mirror frames, cards, book covers, mobiles, quilling, decorations, stencilling, stamping, bead making, tiles, Name plates, bowls, 3D sculpture, painting fabric, transfer, printing, felting, paper making, drawing.

Materials and equipment could include any of the following

Paper and card eg rough, smooth, shiny, ribbed, metallic, translucent etc, scissors, glue, pencils, felt tips, decorative stamps, stencils, string, wire, paintbrushes, modelling tools, wool, fibres, fabric, found materials, water pots, bowls, newspapers, magazines, cardboard, paint palettes, chalks, mod roc, moulds.

National Unit Specification: support notes (cont)

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Equipment for preparation of activity, washing and drying equipment after use and cleaning surfaces could include:

Plastic/fabric aprons, plastic table covers, newspapers, latex gloves, washing up liquid, paintbrush cleaner, basin/sink, cleaning cloths, dish/drying rack, nail brushes, soap.

Equipment and materials for use in art activities can be stored in a box or corner area where candidates can select and collect them from. Candidates can also return the equipment and any unused material to the box or corner area once the activity is finished and the equipment has been cleaned. Candidates should not be given access to cupboards or store rooms that may contain dangerous equipment or hazardous substances.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates undertaking this Unit will require different levels of teacher/lecturer/assistant support.

This would include the following range:

- ◆ Candidates functioning at an experiential level, where they will always need total adult physical support to engage in the sensory learning experience.
- ◆ Candidates functioning at an experiential level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at awareness level.
- ◆ Candidates functioning at an awareness level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at participation level.
- ◆ Candidates functioning at a participation level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the practical task with reduced adult support.
- ◆ Candidates who require constant prompting to engage in the practical task.
- ◆ Candidates who require reduced prompting to engage in the practical task.
- ◆ Candidates, who through familiarity of routine, become independent in most aspects of the practical task, but may always require intermittent adult support for specific aspects of the task.
- ◆ Candidates, who through familiarity of routine, become independent in all aspects of the practical task and maintain the skills learned.
- ◆ Candidates with significant motor impairment, who require the total physical support of an adult to engage in the practical task, but whose cognitive ability allows them to understand either elements of the process or the whole process.

National Unit Specification: support notes (cont)

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Choice

Although the Outcomes and Performance Criteria in this Unit do not explicitly include the element of choice, it is intended that in planning the delivery of the Unit, teachers/lecturers will ensure that choice becomes an integral part of the learning and teaching approaches. Where possible, candidates should be given a choice when planning activities. This could include encouraging candidates to choose colours and designs as part of their activity.

LANGUAGE AND COMMUNICATION

The language and communication approach which has already been identified as appropriate for the individual candidate through normal centre review processes should be employed throughout this Unit. This approach should be integrated within the necessary level of adult support to ensure effective learning.

The following list is not exhaustive and is given merely to illustrate the diverse range of communication approaches which may be required to meet an individual candidate's needs.

To illustrate how language and communication approaches should be implemented to support the candidate's engagement in the task, the Performance Criterion (a) from Outcome 2 is given as an example.

Outcome 2

Collect equipment to prepare for a pre-selected art activity.

PC (a) Select the equipment for the activity.

This could encompass the following range of candidate engagement, from experiential to independent functioning. Candidate could engage with this task in one or more of the following ways:

- ◆ Candidates who will select the equipment by matching for example:
 - object to object
 - object to label
 - label to label
 - pictorial to pictorial
 - pictorial to symbol
 - symbol to symbol
- ◆ Candidates who will select the equipment using symbol/pictorial with a single written word.
- ◆ Candidates who will select the equipment using a single written word.
- ◆ Candidates who will select the equipment from a simple written list.
- ◆ Candidates who will select the equipment following an oral instruction with signing/gesture.
- ◆ Candidates who will select the equipment following oral instructions.

National Unit Specification: support notes (cont)

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Depending on the needs of the individual candidate, teachers/lecturers may incorporate the above approaches with either step-by-step demonstrations or with a demonstration of the entire task.

Resources to Support Learning and Teaching.

In each of the Outcomes, the needs of the candidates will determine the resources required to ensure access to the Unit and engagement in the task. It is recognised that some candidates may need either specialised equipment or 'switching' to participate in the practical activity. It is also recognised that for most candidates, language and communication resources in respect of the range of augmentative communication systems, will be a prerequisite to effective functioning.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Assessment of this Unit is based on the level of adult support required by the candidate to ensure access to the learning experience. It is recommended that centres keep a record of each candidate's progress while undertaking this Unit. This may be done by recording in Appendix 1, the appropriate level of support throughout.

It is recommended that this record of candidate progress is made available to any other centre which the candidate attends. It may also be included, for example, in the candidate's IEP, PLP or Progress File.

For those candidates who, through practice and the embedding of these skills in other Creative Art Units, may become less reliant on adult support, the assessment of their performance may be delayed until they have reached their maximum level of functioning.

For those candidates with significant motor impairment, who require total support to engage in the physical aspects of the activity, but whose cognitive ability would allow them to indicate the steps and tasks within the process, it is this element of the activity that should be recorded and assessed.

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required summative assessment which is recorded for assessment purposes. Candidates should be given every opportunity to practise assessment tasks in the context of preparing for an art activity, carrying out the art activity and clearing up after the activity is completed so that they are adequately prepared for formal assessment.

NOTE: In selecting and collecting the equipment and materials, candidate performance in the task could range from those who will touch, feel, and handle the equipment and materials fully supported by the teacher/lecturer, to those who will name, select, collect and use equipment and materials correctly.

Records of all assessment instruments used and evidence produced by each candidate should be retained for moderation purposes. Records must be kept of candidate performance. These could be in the form of checklists completed by the responsible person observing the performance or recording the responses to questions, or they may also be in the form of video, photographic or audio recordings of the candidate performance. All checklists and logs of video, photographic or audio recordings must be signed and dated by the teacher/lecturer who assesses the evidence and authenticates the record as an accurate record of the work of the named candidate.

National Unit Specification: support notes (cont)

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The recording sheet provided at Appendix 1 can be used by centres to record the level of support individual candidates required to achieve each Performance Criterion, each Outcome and the overall Unit. The level of support required by candidates is not recorded on the Scottish Qualifications Certificate and this particular recording sheet is not therefore needed for SQA verification purposes. However, it is recommended that centres retain the completed recording sheets as an aid to track candidate progress and they can be used to pass information to receiving centres where candidates are transferred or move on.

The recording sheet includes space for up to three assessments in case the centre wants to re-assess the candidate at later stages to see if level of support required has improved. It should be noted, however, that candidates cannot be certificated more than once for a Unit and the certificate states only that a candidate has achieved an Access 1 level Unit, it does not state the level of support required.

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).

Recording Sheet (refer to the Support Codes at the end of Appendix 1).

Candidate Name:

Outcome 1

Carry out simple procedures to prepare for an art activity

Performance Criteria	Support Code	Date	Support Code	Date	Support Code	Date
Put on protective clothing correctly						
Use appropriate equipment to protect work area						

Overall level of support given to candidate to achieve this Outcome (enter code)

Outcome 2

Collect equipment to prepare for a pre-selected art activity

Performance Criteria	Support Code	Date	Support Code	Date	Support Code	Date
Select the equipment for the activity						
Collect the equipment						
Take equipment to the work area safely						

Overall level of support given to candidate to achieve this Outcome (enter code)

Outcome 3

Select materials and carry out a pre-selected art activity

Performance Criteria	Support Code	Date	Support Code	Date	Support Code	Date
Select the materials for the art activity						
Find out where the materials are stored						
Collect the materials						
Take the materials safely to the work area						
Carry out the pre-selected art activity						

Overall level of support given to candidate to achieve this Outcome (enter code)

Outcome 4

Carry out simple procedures for clearing away and tidying up

Performance Criteria	Support Code	Date	Support Code	Date	Support Code	Date
Clear work surfaces of equipment and materials used						
Clean all appropriate equipment thoroughly						
Store the equipment and materials in the correct place						
Wash and dry work surfaces thoroughly						

Overall level of support given to candidate to achieve this Outcome (enter code)

Overall level of support given to candidate to achieve this Unit (enter code)

Teacher/Lecturer signature

Date

Codes to Facilitate Recording

Teachers should exercise their professional judgement in determining the overall code for the Unit.

E1 (Experiential 1)

Candidates functioning at an experiential level, where they will always need total adult physical support to engage in the sensory learning experience.

E2 (Experiential 2)

Candidates functioning at an experiential level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at awareness level.

A (Awareness)

Candidates functioning at an awareness level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at a participation level.

P (Participation)

Candidates functioning at participation level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the practical task with reduced adult support.

CP (Constant Prompting)

Candidates who require constant prompting to engage in the practical task.

RP (Reduced prompting)

Candidates who require reduced prompting to engage in the practical task.

IS (Intermittent Support)

Candidates, who through familiarity of routine, become independent in most aspects of the practical task, but may always, require intermittent adult support for specific aspects of the practical task.

Ind (Independent)

Candidates, who through familiarity of routine, become independent in most aspects of the practical task and maintain the skills learnt.

CA (Cognitive Ability)

Candidates with significant motor impairment, who require the total physical support of an adult to engage in the practical task, but whose cognitive ability allows them to understand either element of the process, or the whole process.