SCOTTISH QUALIFICATIONS AUTHORITY

ART AND DESIGN

Intermediate 1

First edition – published April 2005

National Course Specification

COURSE Art and Design (Intermediate 1)

COURSE CODE To be allocated

COURSE STRUCTURE

This Course has three mandatory Units:

Art and Design: Expressive Activity (Intermediate 1)	***1 credit (40 hours)***
Art and Design: Design Activity (Intermediate 1)	***1 credit (40 hours)***
Art and Design Studies (Intermediate 1)	***1 credit (40 hours)***

All Courses include 40 hours over and above the 120 hours for the Units. This should be used for the completion of the final outcome/solution for the expressive and design activities, support, consolidation, and selection and editing of unit work in preparation for Course assessment.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have gained one of the following, or equivalent:

- Standard Grade Art and Design at Foundation level
- Access 3 Units in Art and Design.

PROGRESSION

This Course or its Units may provide progression to:

- Intermediate 2 Art and Design
- training or employment.

Administrative Information

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National Course Specification: (cont)

COURSE Art and Design (Intermediate 1)

CREDIT VALUE

The Intermediate 1 Course in Art and Design is allocated 24 SCQF credit points at SCQF level 4.*

**SCQF 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

Core Skills Components for this Course:	Critical Thinking at Intermediate 1. Reviewing and Evaluating at Intermediate 1.

National Course Specification: course details (cont)

COURSE Art and Design (Intermediate 1)

RATIONALE

Art and Design provides opportunities to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world. The Course promotes creative thinking, encourages independent thought, initiative, innovation, problem solving and the development of personal opinions.

The Intermediate 1 Art and Design Course includes the three elements of expressive, design and critical/evaluative activities, which is a feature of art and design education in Scotland. Within and across these elements, candidates develop knowledge, understanding and appreciation and are involved in creative and aesthetic activities associated with art and design practice. These activities are experienced across a range of cultural, social and historical contexts which enable candidates to explore personal interests and develop technical skills.

The approach is process-based. All candidates engage in:

- investigating and researching relevant sources
- recording the development of different lines of thought and possibilities
- communicating thoughts, ideas and feelings in a variety of ways and range of contexts
- developing some critical and evaluative skills in judging their own work and that of professional artists and designers.

The Intermediate 1 Art and Design Course provides opportunities for candidates to express themselves, solve visual and functional problems and work directly with materials and equipment in satisfying and enjoyable ways. The Course offers candidates the opportunity to make choices in negotiating the context and content of their work. The Course provides insights into cultural heritage, in particular, some appreciation of the visual arts and design, and stimulates some awareness of visual imagery as a major means of communication. In addition, it assists candidates to arrive at informed personal opinions about the world in which they live.

The principal aims of the Course are to:

- develop awareness, knowledge and understanding of the Visual Arts and Design and their relationship and contribution to society past and present
- develop and apply skills of creative thinking and action
- develop skills to apply and exploit the potential of a range of practical visual media in both Expressive and Design Activity
- develop skills to research, investigate, interpret and handle information
- develop the ability to formulate and communicate informed personal comment, judgement and speculation
- contribute to self-esteem, intellectual and personal enrichment, emotional, social and cultural development.

The uniform structure of Art and Design Courses and Units from Intermediate 1 to Higher provides a framework for progression.

National Course Specification: course details (cont)

COURSE Art and Design (Intermediate 1)

However, it is important to distinguish between the Intermediate 1, Intermediate 2 and Higher levels.

This has been achieved in the following ways as the levels progress:

- increasing sophistication in the choice of a theme
- greater ability to apply and control skills, materials and processes
- greater competence in completion and presentation of practical developments and outcome(s).
- more demanding level of recall of knowledge and artistic terms and the ability to apply these within the Course and across the Units
- increasing complexity in the level of language skills, reasoning and analysis
- greater independence and more responsibility for learning in the investigation tasks.

This Course is suitable for candidates progressing from Foundation level at Standard Grade or the Access 3 Cluster and may be studied as part of a general education, for vocational reasons or for personal interest.

National Course Specification: course details (cont)

COURSE Art and Design (Intermediate 1)

COURSE CONTENT

This Course has three mandatory Units:

- Intermediate 1 *Art and Design: Expressive Activity*
- Intermediate 1 *Art and Design: Design Activity*
- Intermediate 1 *Art and Design Studies*

The Course should recognise candidates' personal interests and experiences by including content which reflects the following themes:

- the environment (human, manufactured, natural)
- communication and the mass media
- cultural, social and historical factors and influences.

To promote breadth and balance across the Course as a whole, candidates' experiences must include:

- two and/or three-dimensional media process(es)
- technology (mandatory requirement in at least one Unit) which may include the use of computers, cameras, sewing machines and so forth
- contemporary issues (mandatory requirement).

Undertaking the Course offers a number of opportunities for:

- providing learning and assessment in a coherent, flexible, integrated and holistic way
- providing balance and breadth of experiences and learning for candidates
- exploring the relationships and distinctions between the Visual Arts and Design
- integrating practical and research activities, each informing and supporting the other
- developing practical skills and abilities in one context to support learning in others
- contextualising knowledge and understanding gained through Art and Design Studies in a practical way
- developing a candidate's ability to sustain and transfer knowledge, understanding and skills and develop integrated thought, decision-making and action.

Art and Design: Expressive Activity (Intermediate 1)

Candidates will develop Expressive Activity through the study of a single context or related contexts, and explore and use one or more selected media process(es). Expressive Activity includes:

- identifying and investigating themes and ideas of personal interest and relevance
- investigating and responding to visual and/or other stimuli
- analytical drawing from first-hand sources
- developing media-handling skills and creative techniques
- developing and attempting to resolve personal ideas and interpretations creatively
- communicating personal thoughts, feelings, ideas and interpretations through the production of two-dimensional and/or three-dimensional visual forms.

National Course Specification: course details (cont)

COURSE Art and Design (Intermediate 1)

Candidates might select from the areas of Portraiture, Figure Composition, Still Life, Natural Environment, Built Environment, or Fantasy and Imagination.

Art and Design: Design Activity (Intermediate 1)

Candidates will develop Design Activity through the study of a single context or related contexts and one or more selected media process(es).

Design Activity is concerned with developing and applying skills of flexible, creative thought and action through:

- identifying a design need or problem
- investigating the requirements and constraints of a design need or problem
- considering design issues
- developing and considering approaches and possible solutions.

Candidates might select from the areas of Graphic Design, Product Design, Interior Design, Environmental/Architectural Design, Jewellery Design or Textile/Fashion Design.

Art and Design Studies (Intermediate 1)

Art and Design Studies cover the development of knowledge, understanding and appreciation of the Visual Arts and Design, historical and contemporary, through:

- researching and investigating selected areas of Visual Arts and Design within any period(s) from 1750 up to the present
- demonstrating a critical awareness and communicating personal views, opinions and judgements.

The areas of study should be related to those chosen in *Art and Design: Expressive Activity* and *Art and Design: Design Activity*.

All Course content will be subject to sampling in the Course assessment.

National Course Specification: course details (cont)

COURSE Art and Design (Intermediate 1)

ASSESSMENT

To achieve the Course award the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

Summary of Assessment Requirements

Candidates must provide evidence that they have achieved the requirements of all of the Outcomes and Performance Criteria of the Units. More details are given in the section below, Unit Assessment, and in the Unit specifications.

The evidence required for Course assessment will be one component consisting of a single Practical Folio of both Expressive and Design work.

A single Practical Folio of both Expressive and Design Activity Work.

The Expressive work submitted for assessment will take the form of:

- one A2 sheet or equivalent of investigative work selected and presented from the Unit
- one A2 sheet or equivalent of development work selected and presented from the Unit
- one final outcome produced when the Unit has been passed.

The final Expressive outcome should be completed under supervised conditions. All work must relate to a chosen theme.

The Design Activity work submitted for assessment will take the form of:

- one A2 sheet or equivalent of research and investigative work selected and presented from the Unit
- one A2 sheet or equivalent of development work selected and presented from the Unit
- one solution and evaluation produced when the Unit has been passed.

The Design solution and evaluation should be completed under supervised conditions. All work must relate directly to the design brief.

More details are given in the section below, Course Assessment, and in the Course Assessment Specification.

Note – The Art and Design Studies responses produced for Unit assessment are assessed in the centre and may be subject to external moderation.

National Course Specification: course details (cont)

COURSE Art and Design (Intermediate 1)

Assessment objectives

The key elements of the Art and Design Course at Intermediate 1 are knowledge and understanding and practical skills. There is assessment of:

- investigation and research of relevant sources
- recording and developing from visual and non-visual sources
- the ability to communicate thoughts and ideas both visually and non-visually
- the ability to apply critical and evaluative skills.

Unit assessment

In Art and Design, the three Units are *Art and Design: Expressive Activity*, *Art and Design: Design Activity* and *Art and Design Studies.*

Art and Design: Expressive Activity (Intermediate 1)

The Unit assessment requires the candidate to select and present evidence from the body of work produced throughout the Unit. The work selected will demonstrate analytical drawing skills, media handling and the development of picture-making and/or compositional ideas in two and/or three dimensions. The development evidence will include a minimum of two ideas, one of which will be fully refined and developed indicating the intended final outcome.

Art and Design: Design Activity (Intermediate 1)

The Unit assessment requires the candidate to select and present evidence from the body of work produced throughout the Unit. The work selected will provide evidence of research, investigation and development in response to a brief. The development evidence will include a minimum of two ideas, one of which will be fully refined and developed indicating the intended solution.

Art and Design Studies (Intermediate 1)

The Unit assessment will require the candidate to produce written or recorded oral evidence which demonstrates knowledge and understanding of a selected area of the Visual Arts and a selected area of Design from any period(s) from 1750 up to the present, including at least one contemporary period (within the last 25 years). The evidence will also demonstrate research by including relevant factual information and personal judgments.

Further details about Unit assessment for this Course can be found in the National Assessment Bank (NAB) materials and in the Unit Specifications.

National Course Specification: course details (cont)

COURSE Art and Design (Intermediate 1)

Course assessment

Note: To complete the Course candidates must produce a final outcome to the Expressive Unit and a solution and evaluation to the Design Unit. This work should be produced at the end of each of the Units under supervised conditions.

The Course assessment is a Practical Folio.

The Practical Folio is made up of:

- expressive work clearly related to a chosen theme and consisting of research, investigation and development work and a **final piece of artwork produced in a supervised environment**
- design work in response to a design brief consisting of research, investigation and development work**,** and a **solution and evaluation produced in a supervised environment.**

There are a total of 160 marks available for the Practical Folio.

National Course Specification: course details (cont)

COURSE Art and Design (Intermediate1)

Link between Unit and Course assessment and the added value of the Course

In Unit assessment the application of practical skills/knowledge will constitute a major element of the tasks required of candidates.

The Course assessment builds on the knowledge, understanding, skills and abilities gained in the Units and it provides further opportunities for candidates to demonstrate:

- integration of a range of skills acquired from across the Units
- application of a range of skills and techniques in more complex contexts.

In the **Practical Folio** for the Course assessment, candidates will be required to demonstrate their ability to integrate and draw on the skills and knowledge gained in the Units to **produce a final Expressive outcome and a Design solution and evaluation**. In order to prepare for Course assessment candidates will:

- edit the expressive from the Unit work onto two A2 sheets or equivalent
- edit the design work from the Unit onto two A2 sheets or equivalent.

They will also:

- produce a final expressive outcome that clearly relates to the Unit
- produce a design solution which solves the need or problem set in the design brief
- produce an evaluation of the design process and solution.

Further information on Course Assessment is given in the Course Assessment Specification.

National Course Specification: course details (cont)

COURSE Art and Design (Intermediate1)

GRADE DESCRIPTIONS AT GRADE A AND GRADE C

The candidate's grade will be based on the total score obtained from the Course assessment. The descriptions below indicate the nature of achievement required for an award at Grade C and Grade A in the Course.

Practical Folio

The following grade descriptions relate to the nature of achievement required for an award at Grade C and Grade A in the Expressive part of the Practical Folio.

Grade Description C	**Grade Description A**
The candidate should: ♦ be able to respond to sources of study ♦ demonstrate the ability to present images which communicate ideas of personal interest in the production of a final piece of artwork that displays basic skill and some sensitivity.	The candidate should: ♦ be able to identify and respond to sources of study in an organised way ♦ demonstrate the ability to present images which communicate ideas of personal interest in the production of a final piece of artwork that displays skill and sensitivity.

Exemplification	**Exemplification**
The candidate should: ♦ produce responses to a theme through analytical drawing from first hand sources ♦ experiment with a materials and creative techniques (2D/3D) with some awareness of media handling ♦ produce visual images and compositional ideas which may contribute to the final outcome ♦ communicate personal feelings and ideas related to the theme through the production of a finished piece of artwork (2D/3D) which shows some awareness of the visual elements and the use of materials and processes.	The candidate should: ♦ produce responses to a theme through analytical drawing from first hand sources ♦ experiment with materials and creative techniques (2D/3D) with an understanding of media handling ♦ produce and select visual images and compositional ideas which contribute to the final outcome ♦ communicate personal feelings and ideas through the production of a competent, finished piece of artwork (2D/3D) which is related to the theme and shows some understanding of the visual elements and the use of materials and processes.

National Course Specification: course details (cont)

COURSE Art and Design (Intermediate1)

The following grade descriptions relate to the nature of achievement required for an award at Grade C and Grade A in the Design part of the Practical Folio.

Grade Description C	**Grade Description A**
The candidate should: ♦ be able to respond to a design brief showing some evidence of the use of problem solving skills ♦ show some evidence of selection and development of basic ideas and materials ♦ produce and evaluate a suitable solution.	The candidate should: ♦ be able to respond to a design brief showing evidence of problem solving skills ♦ show evidence and organisation in the selection and development of ideas and materials ♦ competently produce and evaluate a suitable solution.

Exemplification	**Exemplification**
The candidate should: ♦ produce and investigate a design brief ♦ record market research and show some awareness of design requirements, issues and constraints ♦ produce at least two ideas showing use of materials and processes ♦ consider possibilities and select an idea to contribute towards the solution ♦ produce an adequate solution meeting key requirements of the design brief ♦ produce an evaluation of the design process and evaluation of the solution identifying strengths and weaknesses in relation to the requirements, issues and constraints of the brief.	The candidate should: ♦ produce and investigate a design brief ♦ record market research and show an understanding of design requirements issues and constraints ♦ produce at least two ideas showing ability in the use of materials and processes ♦ produce possibilities and select an idea to contribute towards the solution ♦ produce a suitable solution meeting the requirements of the design brief ♦ produce an evaluation showing understanding of the design process and an evaluation of the solution identifying the strengths and weaknesses in relation to design requirements, issues and constraints of the brief.

National Course Specification: course details (cont)

COURSE Art and Design (Intermediate1)

ESTIMATES AND APPEALS

Estimates

In preparing estimates, evidence must take account of performance across the Course and must be judged against the Grade Descriptions. Further advice on the preparation of estimates is given in the Course Assessment Specification.

Appeals

The Intermediate 1 Art and Design Course is assessed through a Practical Folio. Evidence submitted to support an appeal must show a sufficient breadth of coverage of the content of the Course, and must relate to the Course Grade Descriptions.

The Evidence

Practical Folio

The Practical Folio, which has been completed internally and submitted to SQA by the due date, is expected to represent a candidate's best work in this area. Only where there is additional Practical evidence available which is appropriate to the grade being appealed for, should this be submitted.

QUALITY ASSURANCE

All National Courses are subject to external marking and/or moderation. External markers, visiting examiners and moderators are trained by SQA to apply national standards.

The Units of all Courses are subject to internal moderation and may also be chosen for external moderation. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained marker in their own time, markers meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor.

To assist centres, Principal Assessor and Senior Moderator reports are published annually.

National Course Specification: course details (cont)

COURSE Art and Design (Intermediate 1)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

For purposes of planning and delivery, the Course may be divided into two areas of study, as shown below. These areas are recognised in Course assessment arrangements.

- Art and Design: Expressive Activity with Art and Design Studies (Visual Arts)
- Art and Design: Design Activity with Art and Design Studies (Design).

Integration of Art and Design Studies with Expressive or Design Activity will promote coherence, relevance and depth of study.

That is, Outcome 1 of Art and Design Studies should be integrated with the Expressive Activity, and Outcome 2 with the Design Activity. In this way work in one Unit would inform and support the other.

Individual items of evidence may support more than one Outcome, for example, investigative work done in the Design Activity may also contribute to Outcome 2 of the *Art and Design Studies* Unit which requires candidates to demonstrate research into design practice. The Course allows 40 hours of additional flexible time which may be used for appropriate activities such as:

- completion of final Expressive outcome, Design solution and evaluation
- additional support
- contact with practising artists and designers
- visits to galleries and museums
- personal research
- preparation for Course assessment.

National Course Specification: course details (cont)

COURSE Art and Design (Intermediate 1)

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Course Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (SQA, September 2004).*

ART AND DESIGN IN A BROADER CONTEXT

A number of national initiatives and programs have been designed to promote issues that are important to contemporary society such as citizenship, the environment and enterprise. These issues contribute to individual subjects and Courses by making connections beyond the subject boundaries and enriching the learning experience. Similarly, the specialist knowledge and skills developed through study of a particular subject contributes to the understanding of these issues.

Art and Design education encourages candidates to be increasingly aware of the environment and to respond to it with sensitivity and creativity.

The creative process involves a skilful dialogue between teachers and candidates, providing potential to include aspects of: inclusive education, ICT and economics. In particular, design education encompasses a range of entrepreneurial activities, including fundamental core skills such as problem solving.

Many of the characteristics of Enterprise Education and Citizenship can naturally be included within the learning and teaching approaches used in all levels of Art and Design provision.

In today's world, the ability to communicate effectively is a highly valued skill. Candidates can develop communication skills through a wide range of activities studied within the subject.

National Unit Specification: general information

UNIT **Art and Design: Expressive Activity (Intermediate 1)**

CODE To be Allocated

COURSE Art and Design (Intermediate 1)

SUMMARY

In this Unit, candidates will develop knowledge and understanding of visual language and will investigate and respond to a selected theme by selecting and using visual media, materials and processes. The candidate will identify and sustain lines of visual development and thought and bring these to considered conclusions. Candidates may study the Unit as part of a general education, for vocational reasons or for personal interest.

This Unit has been designed as a mandatory part of the Intermediate 1 Art and Design Course, but may also be used as a freestanding Unit.

OUTCOMES

1. Investigate a theme of personal interest within an expressive context.
2. Produce development work related to the chosen theme which will contribute to an intended final outcome.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- Standard Grade Art and Design at Foundation level
- Access 3 Units in Art and Design.

Administrative Information

Superclass: xxxx

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National Unit Specification: general information (cont)

UNIT Art and Design: Expressive Activity (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4).*

**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 for this Unit.

National Unit Specification: statement of standards

UNIT Art and Design: Expressive Activity (Intermediate 1)

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

Investigate a theme of personal interest within an expressive context.

Performance Criteria

(a) Select a theme of personal interest within an expressive context.
(b) Produce a variety of analytical drawings and/or studies related to the theme from first-hand sources.
(c) Demonstrate the use of a variety of media, materials and techniques showing some skill and creativity.

OUTCOME 2

Produce development work related to the chosen theme which will contribute to an intended final outcome.

Performance Criteria

(a) Develop visual ideas and compositions which show lines of progression related to the chosen theme.
(b) Select and explore the use of a variety of materials, techniques and processes.
(c) Demonstrate lines of development which show progression towards an intended final outcome related to the chosen theme.
(d) Identify an intended final outcome.
(e) Demonstrate a creative and individual response to the chosen theme.

National Unit Specification: statement of standards (cont)

UNIT Art and Design: Expressive Activity (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Product evidence and written or recorded oral evidence, supported by an assessor observation checklist, is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

Candidates will produce a body of expressive work, in a series or sequence, throughout the Unit. This work will be generated through the study of single context or related contexts and the use of one or more selected media processes. Candidates might select from the areas of Portraiture, Figure Composition, Still Life, Natural Environment, Built Environment, or Fantasy and Imagination.

For assessment evidence, candidates will select, collate, organise and present work at a formal assessment review in a supervised environment. The work must include:

- examples of analytical drawings or studies (or equivalent in three dimensional work) made directly from first-hand observation
- examples of work demonstrating the use of media, materials, processes and colours/tone where appropriate
- at least one study demonstrating the ability to construct an image using colours where appropriate
- evidence of the use of different types of media
- evidence of the development of considered images
- evidence of some understanding of visual elements
- examples of work that show the exploration and development of compositional ideas, experimentation with picture-making considerations (or three-dimensional equivalent), one of which suggests the intended final outcome.

An assessor checklist must be completed which records the candidate's progress throughout the Unit. The centre must be satisfied that the evidence submitted for assessment is the candidate's work. Although group work may be used a learning and teaching approach, any work which contributes to a candidate's assessment evidence must be carried out on an individual basis to ensure authenticity.

The National Assessment Bank item (NAB) for this Unit illustrates the standard and provides exemplification of the type of work suitable for this level. An assessor checklist is included in the NAB. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT Art and Design: Expressive Activity (Intermediate 1)

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

Candidates will develop Expressive Activity through the study of a single context or related contexts, and explore and use one or more selected media process(es). Expressive Activity includes:

- identifying and investigating themes and ideas of personal interest and relevance
- investigating and responding to visual and/or other stimuli
- analytical drawing from first-hand sources
- developing media-handling skills and creative techniques
- developing and resolving personal ideas and interpretations creatively.

Candidates might select from the areas of Portraiture, Figure Composition, Still Life, Natural Environment, Built Environment, or Fantasy and Imagination.

Candidates can use a wide range of techniques such as painting, drawing, printmaking, photography, three-dimensional construction/sculpture or mixed-media work.

The media from which candidates might select includes:

Two-dimensional:
pencil, graphite sticks, charcoal, pen and ink, ink wash, ball point, felt pens, markers, pastel, crayon, oil pastel, paint, photography, film, computer or electronically-generated images.

Three-dimensional:
clay, plaster, wood, metal, wire, fabric, mixed-media.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The candidate should have the opportunity to explore and consider appropriate areas of personal interest. This could include visiting outside agencies, galleries or exploring the Internet and communicating directly with artists.

Candidates should be offered opportunities to explore and work with a range of media and to select stimuli which reflect personal interest. They should consider and discuss the responses of others to similar stimuli and the ways in which others have used media to create effect. Through such activities, they should develop skill in making decisions about the significant elements inherent in or associated with both stimuli and themes and in recording these in visual or note form.

National Unit Specification: support notes (cont)

UNIT Art and Design: Expressive Activity (Intermediate 1)

Candidates should have opportunities to explore and identify relationships through a variety of means, for example, drawings, studies, collage, and reference sources. They could, as appropriate, consider relationships to:

- art practice through, for example, the study of portraiture, figure composition, still life, natural environment, built environment, fantasy and imagination, history of painting, social, political or religious influences
- historical and contemporary visual arts movements such as Expressionism, Cubism, Realism and Post-Modernism
- the work of other artists who have responded to similar theme(s) or have worked in similar media.

If this Unit is being undertaken as part of a Course, linking practical work with Art and Design Studies will include opportunities for candidates to evaluate the works of established artists. Study might focus on such important considerations as working methods and choice of subject matter.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be aware of assessment requirements and arrangements. Formative assessment in the form of candidate/tutor reviews may be used to assist candidates in their work. Teachers/lecturers may find it most useful to use the checklist to record candidates' progress throughout the Unit rather than leaving this until the end of the Unit.

Teachers/lecturers should assist candidates to prepare for assessment by advising and guiding them in the selection of work and how to present it logically and coherently. At this level candidates will need some support in making the final selection of work for assessment.

The selection of material for assessment and review between the candidate and assessor should be conducted at an appropriate time, which is likely to be towards the end of the Unit.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (SQA, September 2004).*

National Unit Specification: general information

UNIT **Art and Design: Design Activity (Intermediate 1)**

CODE To be Allocated

COURSE Art and Design (Intermediate 1)

SUMMARY

In this Unit, candidates will develop knowledge and understanding of the design process, investigate and respond to a design brief and develop ideas and possibilities directly related to a possible solution. Candidates may study the Unit as part of a general education, for vocational reasons or for personal interest.

This Unit has been designed as a mandatory part of the Intermediate 1 Art and Design Course, but may also be used as a freestanding Unit.

OUTCOMES

1. Produce a design brief.
2. Produce investigative work related to the design brief.
3. Produce development work in response to the design brief.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- Standard Grade Art and Design at Foundation level
- Access 3 Units in Art and Design.

Administrative Information

Superclass: xxxx

Publication date: April 2005

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National Unit Specification: general information (cont)

UNIT Art and Design: Design Activity (Intermediate 1**)**

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4).*

**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 for this Unit.

National Unit Specification: statement of standards

UNIT Art and Design: Design Activity (Intermediate 1**)**

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

Produce a design brief.

Performance Criteria

(a) Identify a design need or problem.
(b) Define the design issues and constraints relating to the need or problem.

OUTCOME 2

Produce investigative work related to the design brief.

Performance Criteria

(a) Undertake a personal investigation taking account of design requirements, constraints and market research related to the brief.
(b) Select relevant information, ideas and visual material to allow progression to development.

OUTCOME 3

Produce development work in response to the design brief.

Performance Criteria

(a) Select and explore the use of materials, technologies and processes.
(b) Demonstrate the ability to progress lines of development.
(c) Select one of the development ideas for progression to a solution.
(d) Demonstrate inventiveness and flexibility within the development process.

National Unit Specification: statement of standards (cont)

UNIT Art and Design: Design Activity (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Product evidence and written or recorded oral evidence, supported by an assessor observation checklist, is required which demonstrates that the candidate has achieved all Outcomes and Performance Criteria.

The Design Activity will be developed through the study of single, or related contexts, and one or more media processes. The candidate will produce a design brief and individual work, in a series or sequence throughout the Unit. Candidates might select one area from Graphic Design, Product Design, Interior Design, Environmental/Architectural Design, Jewellery Design or Textile/Fashion Design.

Assessment evidence must show the process through developing the design brief, undertaking research and investigation and carrying out development work.

Assessment evidence will be presented in work which is collated, organised and presented in a logical way under supervised conditions. Assessment will be carried out at a formal review of the work which must include:

- a design brief which sets out the design issues and constraints of the client, real or invented
- two and/or three-dimensional research and investigation work that clearly establishes the context and market research
- two and/or three-dimensional development work that shows a minimum of two ideas, one of which clearly suggests the intended solution.

The evidence must show progression through the design process. It must reflect the type of design solution that is required (two and/or three dimensional) and show understanding of the relevant design issues.

A completed assessor checklist is required which records the candidate's progress. The assessor must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used a learning and teaching approach, any work which contributes to a candidate's assessment evidence must be carried out on an individual basis to ensure authenticity.

The National Assessment Bank item (NAB) for this Unit illustrates the standard and provides exemplification of the type of work suitable for this level. An assessor checklist is included in the NAB. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT Art and Design: Design Activity (Intermediate 1)

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

Candidates will develop Design Activity through the study of a single context or related contexts and one or more selected media process(es).

Design Activity is concerned with developing and applying skills of flexible, creative thought and action through:

- identifying a design need or problem
- investigating the requirements and constraints of a design need or problem
- considering design issues
- developing and considering approaches and possible solutions.

Study might be based on an area of personal interest to the candidate selected from Graphic Design, Product Design, Interior Design, Environmental/Architectural Design, Jewellery Design or Textile/Fashion Design.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The candidate should have the opportunity to explore and consider appropriate design areas of personal interest. This could take the form of visiting outside agencies, galleries, viewing existing design items or exploring the Internet and communicating directly with designers or design companies.

A design brief should be negotiated with the teacher/lecturer and/or client, real or invented. It should define criteria to be met and constraints within which solution(s) should be sought. Within these parameters, it should offer opportunities for open-ended problem solving in a focused manner, with direction and purpose clearly evident and understood by the candidate. It should be simply stated and underpin all further design work.

A range of design requirements and constraints should be taken into account. These will include function/purpose, aesthetics and creativity, and other appropriate issues, such as economic, environmental, ergonomic, cultural, moral or social factors, may also be included. Candidates should consider any constraints set by the brief such as size, materials, colour, health and safety, and target market, and discuss the approaches, methods and solutions of others to similar design problems, needs or opportunities.

National Unit Specification: support notes (cont)

UNIT Art and Design: Design Activity (Intermediate 1)

Selection and effective use of appropriate media, materials and processes will be of importance throughout and candidates should have the opportunity to explore a variety of technologies and materials, which may include computer technology. Drawing may be used in the Design Activity, but it should serve a clear purpose in supporting the problem-solving activity outlined by the brief.

Teachers/lecturers may wish to consider encouraging the use of class discussion or other creative approaches to problem solving.

The candidate should develop skills in making informed decisions about approaches and possible solutions to both requirements and implications of the design problem being addressed. Research and experimentation should lead to identification, production and clear communication of an intended solution.

If this Unit is being undertaken as part of a Course, linking practical work with Art and Design Studies will include opportunities for candidates to evaluate the works of established designers.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be aware of assessment requirements and arrangements. Formative assessment in the form of candidate/tutor reviews may be used to assist candidates in their work. Teachers/lecturers may find it useful to use the checklist to record candidates' progress throughout the Unit rather than leaving this until the end of the Unit.

Teachers/lecturers should assist candidates to prepare for assessment by advising and guiding them in the selection of work and how to present it logically and coherently. At this level it is anticipated that candidates will need some support in making the final selection of work for summative assessment.

Evidence should show that the candidate has carried out some market research relating directly to the subject of the brief. This evidence may include photographs, sketches, diagrams, illustrations, cuttings from publications, annotations, models and sample materials and so on. These items may be accompanied by a comment explaining the selection or a short statement about some aspect of the design (eg materials used, form, manufacturing processes).

The selection of material for assessment and the review between candidate and assessor should be conducted at an appropriate time, which is likely to be towards the end of the Unit.

National Unit Specification: support notes (cont)

UNIT Art and Design: Design Activity (Intermediate 1

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (SQA, September 2004).*

National Unit Specification: general information

UNIT **Art and Design Studies (Intermediate 1)**

CODE To be Allocated

COURSE Art and Design (Intermediate 1)

SUMMARY

In this Unit, candidates will develop knowledge and understanding of selected areas of the Visual Arts and Design in historical and contemporary contexts, (within any period from 1750 up to the present day) and develop, explain and communicate personal opinions and conclusions. Candidates may study the Unit as part of a general education, for vocational reasons or for personal interest.

This Unit has been designed as a mandatory part of the Intermediate 1 Art and Design Course, but may also be used as a freestanding Unit.

OUTCOMES

1. Demonstrate knowledge and understanding of a selected area of the Visual Arts within any period(s) from 1750 up to the present.
2. Demonstrate knowledge and understanding of a selected area of Design within any period(s) from 1750 up to the present.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- Standard Grade Art and Design at Foundation level
- Access 3 Units in Art and Design.

Administrative Information

Superclass: xxxx

Publication date: April 2005

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National Unit Specification: general information (cont)

UNIT Art and Design Studies (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4).*

**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 for this Unit.

National Unit Specification: statement of standards

UNIT Art and Design Studies (Intermediate 1)

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

Demonstrate knowledge and understanding of a selected area of the Visual Arts within any period(s) from 1750 up to the present.

Performance Criteria

(a) Select and state the personal relevance of a specific area of the Visual Arts.
(b) Demonstrate personal research into art practice in the selected Visual Arts area.
(c) Present relevant factual information and personal judgements supported by argument.

OUTCOME 2

Demonstrate knowledge and understanding of a selected area of Design within any period(s) from 1750 up to the present.

Performance Criteria

(a) Select and state the personal relevance of a specific area of Design.
(b) Demonstrate personal research into design practice in the selected Design area.
(c) Present relevant factual information and personal judgements supported by argument.

National Unit Specification: statement of standards (cont)

UNIT Art and Design Studies (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written or recorded oral evidence, supported by an assessor checklist, is required which demonstrates that the candidate has achieved all Outcomes and Performance Criteria.

The assessment evidence will be based on one area of the Visuals Arts **and** one area of Design.

- In Visual Arts, one area might be selected from Portraiture, Figure Composition, Still Life, Natural Environment, Built Environment or Fantasy and Imagination. If this Unit is being taken as part of the Intermediate 1 Art and Design Course, the area chosen must reflect the candidate's chosen area of study in the *Art and Design: Expressive Activity* Unit.

- In Design, one area might be selected from Graphic Design, Product Design, Interior Design, Environmental/Architectural Design, Jewellery Design or Textile/Fashion Design. If this Unit is being taken as part of the Intermediate 1 Art and Design Course, the area chosen must reflect the candidate's chosen area of study in the *Art and Design: Design Activity* Unit.

The assessment evidence will be:

- a written or recorded oral response completed by the candidate within one hour under supervised conditions; the candidate will present facts and judgments on the areas studied and will show some knowledge and understanding of the visual arts and design practice. The evidence may be in the form of an extended response of **a minimum of 200 words**, for each area, or may be in response to a set of questions; candidates may have access to their research; assessment evidence could be gathered on one occasion of one hour covering the two areas of study or on two separate occasions of 30 minutes each for each area of study.

- a completed assessor checklist which records the candidate's progress with research activities; these activities must include:

  - study of the work of a minimum of two artists or a minimum of two movements in the Visual Arts in any period from 1750 onwards
  - study of the work of a minimum of two designers or a minimum of two movements in Design in any period from 1750 onwards
  - study of a contemporary context ie within the last 25 years in at least one area (Visual Arts or Design)
  - some research into the critical historical context within the selected areas of study
  - analysis of the work studied offering judgments supported by argument set in context.

The standard to be applied is detailed in the National Assessment Bank item for this Unit and an assessor checklist is included. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Art and Design Studies (Intermediate 1)

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

The specific content of this Unit should be based on the areas of personal interest selected by the candidate, researching and investigating the Visual Arts and Design (within any period(s) from 1750 up to the present). This must include study of a contemporary context ie within the last 25 years in Visual Arts and/or Design.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Whether this Unit is delivered alone or as part of a Course it is important that candidates engage with investigation and interpretation of a personal response to the particular area, aspect or subject chosen. Candidates should have opportunities to engage in active research and investigation, thus promoting the awareness, knowledge and understanding which will allow them to formulate, present and justify personal views, conclusions and judgements. This could include visiting outside agencies, galleries, viewing existing Visual Arts and Design work or exploring the Internet and publications, and communicating directly with artists, designers, design companies and/or manufacturers.

To promote the candidate's understanding of the importance of the Visual Arts and Design in today's society; they must study a contemporary context, area or application ie within the last 25 years. In Visual Arts/Design opportunities exist for imaginative interpretation, allowing candidates to investigate contexts concerned, for example, with modern culture, the mass media, and new and developing technologies.

When undertaken as a Unit of the Intermediate 1 Course, Art and Design Studies should be linked directly to practical activities. Outcome 1 of this Unit can be delivered at the same time as *Art and Design: Expressive Activity* and Outcome 2 can be delivered at the same time as *Art and Design: Design Activity.*

Art and Design Studies undertaken in conjunction with Expressive or Design Activity should reflect:

- the context and/or theme selected
- the nature and purposes of the Expressive or Design Activity.

Integration of Art and Design Studies with Expressive or Design Activity will allow each to inform and support the other. Research undertaken in connection with one Unit might provide a starting point for, or inform research into the other.

National Unit Specification: support notes (cont)

UNIT Art and Design Studies (Intermediate 1)

While candidates must study a minimum of two artists or movements in Visual Arts and a minimum of two designers or movements in Design, it is strongly recommended that a wider range is covered, in order to provide candidates with a broad, balanced educational experience.

Candidates should be encouraged to learn about a range of significant issues, movements, styles, artists and designers, and how these have influenced the evolution and development of Art and Design.

Candidates should be encouraged to use a wide range of methods of illustration and recording.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The candidate should be aware of assessment requirements and arrangements. Formative assessment should be used to assist candidates in their work. Teachers/lecturers may find it most useful to use the checklist to record candidates' progress throughout the Unit rather than leaving this until the end of the Unit.

Teachers/lecturers may wish to consider helping candidates to prepare for the assessment by encouraging them to select and collate material for each outcome into a manageable format for ease of use during the final assessment. This material should include contemporary and historical contexts and could include story-boards, workbooks or a folio recorded in the form of notes, essays, sketches, illustrations and photographs.

The final assessment should be conducted at an appropriate time which may be influenced by the way in which the Unit is delivered.

Time should be allowed for remediation and reassessment if necessary.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (SQA, September 2004).*