SQA Advanced Unit Specification

General information for centres

Unit title: Art and Design: Creative Process

Unit code: HT3V 47

Unit purpose: An understanding of the creative process is a key building block to the development of all creative practitioners. This Unit provides candidates with a vehicle for the exploration of the process, the development of visual language and an introduction to critical evaluation. It is not the purpose of this Unit to achieve a final product. This Unit may be delivered in isolation or it may be taught alongside other Units within the framework.

On completion of the Unit the candidate should be able to:

1 Analyse the creative process.
2 Demonstrate applied understanding of a range of approaches for the development of the creative process.
3 Evaluate the creative process.

Credit points and level: 1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*).

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 National 1 to Doctorates.

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre.

Core Skills: There are opportunities to develop the Core Skills of Communication, Information Technology, and Problem Solving at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components. Further detail is provided in the support notes.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: An holistic approach to assessment, (showing research, implementation and evaluation of process) by folio is encouraged for this Unit. Outcomes 1 and 2 and 3 should be assessed independently.

SQA Advanced Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Analyse the creative process

Knowledge and/or skills

- ♦ Key stages/characteristics of the creative process
- ♦ Role of the creative practitioner

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ♦ Demonstrate an understanding of the key stages of the creative process. Inter-relationships between the key stages must be clearly identified. The role of the creative practitioner in the creative process must be explored through the compilation of written/visual research of the work of at least two creative practitioners from a selected discipline. Evidence must be produced using either visual/written/electronic formats, or a combination of these. A range of source material must be explored (minimum three sources).

- ♦ All research material must be collated in a systematic manner.

Assessment guidelines

Research should be drawn from a range of sources. First hand research and personal investigation should be encouraged. The review of past solutions to similar problems should also be encouraged. Students may work independently or in small groups to identify the associated stages of the creative process.

Outcome 2

Demonstrate applied understanding of a range of approaches for the development of the creative process

Knowledge and/or skills

♦ Developmental processes (traditional, conceptual, new media)
♦ Use of materials and techniques
♦ Personal response to creative stimuli

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

♦ create a selection of developments in response to given stimuli. (A minimum of 2 x A3 developmental process sheets, or equivalent must be submitted.)
♦ demonstrate an understanding of the appropriate use of materials and techniques through a practical response to given stimuli

Assessment guidelines

This is a practical assignment where candidates can demonstrate their working knowledge of a range of creative approaches by developing a personal response to creative stimuli. A range of stimuli could be identified by the tutor incorporating visual and /or written language. Where maquettes or constructions are made, it may be useful to record by photographic or digital means for assessment purposes.

Outcome 3

Evaluate the creative process

Knowledge and/or skills

♦ On-going evaluation of strengths and weaknesses
♦ Summative evaluation of strengths and weaknesses

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

♦ Produce either a written/visual/oral review of the creative process and an evaluation of their personal interpretation of the given stimuli. (Minimum 800–1,000 words or 5–10 minute oral presentation.)

♦ Present visual material in a manner appropriate to the conventions of the chosen discipline:

— a minimum 4 x A3 annotated sheets or annotated sketchbook or equivalent.

Assessment guidelines

Candidates should be encouraged to review their own progress and responses. This may take the form of informal/formal presentations or discussions with candidates and/or peers.

As this is an introductory Unit it may be necessary to reinforce the evaluative nature of this Outcome. Clarification of the criteria for evaluation may be helpful for some candidates. This clarification may be made during group discussion/debate.

SQA Advanced Unit Specification

Administrative Information

Unit code: HT3V 47

Unit title: Art and Design: Creative Process

Superclass category: JA

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FURTHER INFORMATION: Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our Centre Feedback Form.

SQA Advanced Unit specification: support notes

Unit title: Art and Design: Creative Process

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 Unit is intended to be an introduction to the concept of the process which underpins all creative activity. It would normally be delivered during the initial stages of an SQA Advanced programme. The given stimuli should relate to a particular creative discipline and provide an appropriate challenge to candidates. The stimuli should give scope for experimentation and varied creative approaches.

This Unit provides an introduction to research activity, creative thinking and the generation of ideas and concepts. Through the exploration of visual language this Unit provides opportunities for candidates to develop their personal vocabulary as well as an understanding of the creative process.

This Unit is intended to introduce candidates to the concept of critically evaluating creative work, and in turn evaluate their own approaches to the creative process.

Guidance on the delivery and assessment of this Unit

This Unit may stand alone or be integrated with another appropriate Unit.

Outcome 1

Research should be drawn from a minimum of three sources. First hand research and personal investigation should be encouraged.

The work of at least two creative practitioners and/or elements of their work should be reviewed. This will enable candidates to develop an understanding of approaches to the creative process.

A variety of methods for collecting and collating evidence should be used. For example, written/visual/electronic formats or a combination of these. All research material should be collated in a systematic manner. If appropriate, candidates may be introduced to referencing conventions.

Outcome 2

Candidates should be encouraged to explore their own responses to given stimuli. Experimentation and the development of a range of approaches to the given stimuli is the key to this Outcome rather than the arrival at a final conclusion.

The use of a variety of development approaches should be encouraged.

The selection of given stimuli should be carefully considered. It should relate to a particular creative discipline.

Outcome 3

Candidates should be encouraged to review their own progress and responses within the creative process. There should be opportunities for candidates to reflect on responses to the given stimuli. This may take the form of informal/formal presentations or discussions.

Assessment

Candidates should formally/informally present their work at selected periods during the Unit. This may engage candidates in oral presentation as well as reviewing visual/written material. This will enhance the learning experience by engaging candidates in debate. It may also enable candidates to participate in the on-going review of their own exploration of the creative process and that of the work of practitioners.

All assessment should be conducted in conditions where arrangements have been put in place to ensure the authenticity of the candidate's work.

Opportunities for developing Core Skills

The production of first drafts of the research report is a useful way to ensure assessor involvement at all stages of writing and support the development of skills in evaluation and collating of relevant materials. Although communication skills are not formally assessed candidates should be expected to produce and present written and oral reports to a professional standard, to express essential ideas, information accurately and coherently, to use a formal structure and recognised format. Use of language, spelling, punctuation and syntax should be accurate in written materials, and the availability of suitable software packages to support accuracy and professional presentation could also assist the development of skills in the use of technology.

Support in developing an effective search strategy for accessing and evaluating paper based and electronic sources of complex information on relevant issues and ideas will be of value. The need to have efficient systems of recording, coding and storing outline information for ease of reference should be emphasised. Candidates should be encouraged to develop skills in computerised record keeping and be made aware of the importance of saving materials and performing back ups.

All elements of the Core Skill of Problem Solving, namely Planning and Organising, Critical Thinking, and Reviewing and Evaluating could be developed and enhanced as candidates undertake the Unit. Candidates need to analyse and seek solutions to a range of theoretical and practical problems and issues. Formative work in which they identify and consider the variables in situations, including all available resources, and analyse the significance of each before exploring their responses to stimuli, and identifying and applying an appropriate strategic approach will provide opportunities to develop problem solving skills to an advanced level. Evaluation which examines all stages of proposed solutions and their potential and actual impact will be on-going and formally assessed in Outcome 3.

Open learning

The use of open learning techniques for this Unit could be utilised, however, sufficient strategies for learning and assessment should be in place within any given establishment to allow this to function to the required standard. For further information and advice please refer to the SQA document Assessment and Quality Assurance for Open and Distance Learning (A1030) which is available on SQA's website www.sqa.org.uk.

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.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

General information for candidates

Unit title: Art and Design: Creative Process

This Unit is intended to introduce you to the concept of the process which is present in all creative activity.

It would normally be delivered at the initial stages of the SQA Advanced programme as understanding this process is an important part of your development as a creative practitioner.

You will be asked to review and compare the work of at least two creative practitioners.

You will learn to engage in research activity and present your findings in an appropriate way.

You will be set particular stimuli to explore and will be asked to develop your own creative thinking in response to this. You may not be reach a definite conclusion to this but it is vital that you experiment and explore different methods in response to stimuli.

You will create and collect appropriate visual/written material as you develop your response to given stimuli. It also may be helpful to use a journal, a bit like a diary, noting the date of your work and thoughts. This will allow you to reflect on your on-going progress and finally to judge the strengths and weaknesses of your own creative processes.

On completion of this Unit you will have developed your understanding of the creative process. By experimenting with new methods it will further develop your personal creative language. It will also develop your ability to make critical judgements.