

SQA Advanced Unit specification

General information

Unit title: Art and Design Project

Unit code: HT6J 48

Superclass: JA

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Unit purpose

This Unit is designed to enable learners to work through the creative process in a manner which follows that of professional practitioner in their specialist areas of study. This Unit may be delivered as a stand-alone Unit or it may be taught alongside other Units within Art and Design frameworks.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Research a given project.
- 2 Develop concepts for a project.
- 3 Produce and present the final project.

Credit points and level

1 SQA credit at SCQF level 8 (8 SCQF credit points at SCQF level 8)

Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. Learners should have some prior experience of the creative process either in the form of Creative Units at NQ level or Art and Design Enquiry at Higher level.

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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.

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.

SQA Advanced 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 SQA.

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. Learners 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

Research a given project.

Knowledge and/or Skills

- ◆ Evaluate the requirements of the project
- ◆ Gather relevant resources
- ◆ Respond to the demands of the project

Outcome 2

Develop concepts for a project.

Knowledge and/or Skills

- ◆ Extract relevant information pertinent to the project from source material
- ◆ Explore creative concepts and possible solutions
- ◆ Use materials in an appropriate manner
- ◆ Clearly present ideas
- ◆ Select an appropriate option

Outcome 3

Produce and present the final project.

Knowledge and/or Skills

- ◆ Select appropriate media
- ◆ Demonstrate the ability to competently handle chosen media
- ◆ Demonstrate that all project requirements are met
- ◆ Present work

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or skills across all Outcomes by showing that they can:

Outcome 1

- ◆ analyse a creative project and by doing so demonstrate that they can evaluate the project requirements. Respond to the project issues and gather relevant information by which they can develop and form a personal line of enquiry. Information must be gathered in both visual and written form through annotation and notes. This process must be recorded in notebook/sketchbook or on separate sheets and include the following:
 - written analysis of the requirements of the project
 - annotated examples of artists'/designers' approach to the subject
 - annotated examples of contextual material
 - relevant drawing/sketches/images

Outcome 2

- ◆ produce, in the most appropriate format, potential solutions. Each learner must demonstrate a range of options, which have been considered and explored using appropriate media. This should be evidenced by:
 - a sketchbook/workbook/file or 3D equivalent where ideas and concepts are fully explored
 - selection of one option to be taken to completion

Outcome 3

- ◆ produce a final project which clearly meets all requirements
- ◆ present work in a manner appropriate to the chosen discipline

SQA Advanced Unit Support Notes

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Unit Support Notes are offered as guidance and 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 allow learners studying in a specific field, the opportunity to explore their subject through the synthesis of skills, research and personal enquiry. The process they undertake should mirror that used by designers/artists in their own specialist area.

Outcome 1

Learners should be presented with a project outline, with clearly defined criteria. Project outlines should be written to allow for personal creative interpretation. Learners should be encouraged to research from a wide source of references, which should encourage a creative and lively response to the project. This might include historical, contemporary or social influences. All work should be collated in either sketchbook/notebook or digital format.

Outcome 2

Emphasis here should be placed on the creative process and the individual's interpretation of the project. Ideas, once formalised, should be analysed and fully explored. Learners should be encouraged to evaluate work in progress and make judgements regarding possible solutions and approaches. Selection of a final project may be made in conjunction with the tutor. A considered use of media should be in evidence.

Outcome 3

The final project should be produced and presented in a manner appropriate to the conventions of the discipline. Where a large-scale piece is envisaged then a scale model would be acceptable. Presentation of the final project should be made in the most appropriate manner and could take the form of a critique, an exhibition, installation or presentation. This should be made clear to learners from the outset of the project.

Guidance on approaches to delivery of this Unit

This Unit is likely to form part of a Group Award, which is primarily designed to provide candidates the opportunity to develop their knowledge and skills and apply them in a manner which follows the conventions of professional practice in their chosen field. The Unit may be delivered independently or in conjunction with other Units forming part of the award. However, it is important to note that this Unit serves as an introduction to exploring the creative *process* and should not be confused with the final Graded Unit. Therefore, to differentiate between the two Units, it is suggested that this Unit be undertaken early in the programme of delivery, if it is to form an integral part of the overall award.

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

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcome 1

The form of this research should directly relate to the area of study undertaken and should be clearly identified. All materials collated in the form of drawings, sketches, cut outs, articles, photographs, etc should be supported by appropriate analysis.

Outcome 2

Work may be presented for this Outcome in a variety of ways appropriate to the subject area. During the assessment, emphasis should be placed on the developmental process undergone by each candidate. Materials should be chosen for their appropriateness to the concept and the personal line of enquiry. Both 2D and 3D solutions will be considered appropriate. Maquettes and models should be considered in relation to the ideas explored and not the finish. Ideas and concepts should be clear to the assessor, and where this is not the case the candidate should support with an appropriate alternative presentation. This Outcome should be assessed in conjunction with Outcomes 1 and 3.

Outcome 3

When assessing the final project, consideration should be given to the whole creative process rather than focusing solely on the quality of the finish. The final project must demonstrate the skills and knowledge gained in all three Outcomes.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Learners will be expected, as they undertake the Unit, to analyse and seek solutions to a range of theoretical and practical problems or issues relevant to their project work. Formative work in which they identify and consider all components, including available resources, and analyse the significance of each in order to identify an appropriate strategic approach, will provide opportunities to develop *Problem Solving* skills to an advanced level. Evaluation of all aspects of proposed design solutions and their potential and actual impact would be ongoing, with assessor guidance as appropriate.

Learners should work towards a standard which would be acceptable in industry. Resources available should include appropriate software packages to support the effective and accurate presentation of information. Formative opportunities to create designs, compositions or models from different types of data with appropriate models of presentation styles may be particularly useful.

Learners need to be aware of how to select and import relevant data in order to most effectively present information in numerical and graphical form to meet a given specification. Support in the interpretation and application of graphical concepts and in conducting any required sustained complex calculations should be available if needed. Although skills in written communication are not formally assessed, learners should express essential ideas and information accurately and concisely, using accurate spelling and language structures.

If group working is an aspect of the creative project, there are opportunities to foster co-operative working skills as learners:

- ◆ analyse the task and identify the elements comprising the task
- ◆ negotiate the nature and scope of goals, roles and responsibilities taking account of all resources including strengths and weaknesses of individuals
- ◆ negotiate rules for effective management of the group
- ◆ use working methods consistent with available resources
- ◆ demonstrate and explain to others
- ◆ fulfil their own roles and responsibilities
- ◆ review and evaluate own contribution with justification, supporting conclusions with evidence

History of changes to Unit

Version	Description of change	Date

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

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

General information for learners

Unit title: Art and Design Project

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to give you experience of working through a creative project. It will allow you to work through the creative process from start to finish. You will be encouraged to work creatively throughout. It is designed to allow you the opportunity to bring together your skills and knowledge of your subject to realise a final project.

This Unit is split into three areas and concentrates on the following:

- 1 Research a given project.
- 2 Develop concepts for a project.
- 3 Produce and present the final project.

Outcome 1 relates to the research of the project. Here you should identify the requirements, and any other key issues relating to the final project such as historical, contemporary or social references. All research should be kept in the form of a sketchbook/notebook. All research should be kept and annotated showing how it relates to your project.

Outcome 2 relates to the development of your ideas. Here you should consider a range of creative possibilities. Materials should be used appropriately and your ideas, creative concepts should be analysed and recorded.

Outcome 3 relates to the making and presenting of your idea. This should demonstrate a clear link between your research and development. You should be able to show appropriate use of materials, personal lines of enquiry and a considered presentation of your work.

In order to complete this Unit successfully you will be required to demonstrate you have achieved success in all three Outcomes.