SQA Advanced Unit specification

General information

Unit title: Creative Project for Artists and Designers

Unit code: HT6K 48

Superclass:	JC
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Source:	Scottish Qualifications Authority
Version:	01

Unit purpose

This Unit is designed to challenge the learner to develop and produce work from a live or simulated brief which is of a professional standard and presented appropriately.

Outcomes

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

1 produce research for a live or simulated project brief
2 develop and evaluate concepts from a project brief
3 produce and present final work to a professional standard

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. However, it may be beneficial if the learner had undertaken the Unit HT6J 48 *Art and Design Project*.

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

Unit title: Creative Project for Artists and Designers

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

Produce research for a live or simulated project brief.

Knowledge and/or Skills

♦ Analysis of the project brief
♦ Identification of areas for development
♦ Analysis and collation of sources
♦ Time management

Outcome 2

Develop and evaluate concepts from a project brief.

Knowledge and/or Skills

♦ Extracting relevant information
♦ Exploring creative concepts
♦ Selecting materials
♦ Evaluating concepts
♦ Re-investigating solutions
♦ Communicating chosen solution

Outcome 3

Produce and present final work to a professional standard.

Knowledge and/or Skills

♦ Using materials and techniques
♦ Producing finished design solutions
♦ Evaluating finished design solutions
♦ Presenting work formally

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

♦ interpret the project brief in an analytical and creative manner therefore creating a synthesis of ideas, concepts, information and issues. This will be demonstrated through the following:

— annotated sketch-book/notebook/moodboards with relevant research to support the development of the project brief
— produce a time schedule for the project

Outcome 2

♦ produce a sketchbook/workbook/files or 3D equivalent where at least four ideas and concepts are fully explored
♦ select and present one solution to be taken through to completion

Outcome 3

♦ produce final design solutions to a professional standard which clearly meets all the requirements of the project
♦ use materials and techniques to a professional standard
♦ present final design solutions in a professional manner

SQA Advanced Unit Support Notes

Unit title: Creative Project for Artists and Designers

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 designed to mirror the role of an artist/designer working in a real-life situation. The actual brief can be a live project or one which is designed to engage the learner in a simulated live commission. The project should encourage individual creativity as well as a professional approach to the development, production, and presentation of the work.

Outcome 1

The learners should be presented with a project brief or live project which allows for personal in depth research and investigation. Learners should be given time to analyse and research their project using a broad range of sources and media. The material generated should be developed through discussion, evaluation and personal enquiry. The process of gathering information, evaluating information and selecting material should be recorded and kept in sketchbook/notebook or working document. Presentation and assessment of this material may be visual and/or oral.

Outcome 2

Initially learners should be encouraged to explore a wide variety of concepts in response to the project. Ideas, once formalised, should be analysed and fully explored thus demonstrating a broad knowledge of the subject matter. The process of self-evaluation should be encouraged. Final selection of concept should be made through consultation with the tutor. A considered use of media should be evidenced.

Outcome 3

The chosen final product/s should be produced to a high standard and be in a format which would be appropriate to be viewed by a client. A clear presentation can be given in a simulated environment which would mirror that in the appropriate industry. This should be assessed through the use of a checklist alongside the final product.

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 learners with the opportunity to demonstrate their proficiency in applying their knowledge and skills and at the same time encourages a creative response. The projects should be set in a real context which gives the learner the opportunity to experience a live or simulated situation. This Unit may be delivered independently or in conjunction with other Units forming part of the award. The amount of work required to pass this Unit should be clearly stated in the brief as a guideline.

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.

The learners will produce the following:

Outcome 1

The form of this research should relate to the demands laid out in the project brief. All materials analysed and produced should be stored in the appropriate manner and presented for assessment.

Outcome 2

Work may be presented for this Outcome in a variety of formats appropriate to the task undertaken. Assessment should focus on the depth of research carried out and the sophistication of ideas.

Outcome 3

The final product and presentation will demonstrate all of the skills and knowledge gained in all three Outcomes. Attention will be given to the depth of enquiry and the standard of the overall product or concept. A checklist should be used to assess the presentation. This would normally be an oral presentation.

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 on-going, 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 to 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 for Artists and Designers, 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

General information for learners

Unit title: Creative Project for Artists and Designers

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 mirror the role of an artist/designer working in a real-life situation. The actual brief may be a live project or one which is simulated to give you the experience of a live project. The project should encourage individual creativity as well as a professional approach to the development, production, and presentation of your work.

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

♦ analysing and researching from your client brief
♦ developing your own concepts and ideas
♦ producing work to a professional standard
♦ presenting your work to a client

Outcome 1 refers to the analysis of the project. Here you must identify the key issues being asked of you. Things to look for include time scale, the purpose, and target audience, the technology available to you, requirements or constraints and possible themes and ideas to be explored, etc. This information should be clearly presented in a notebook or sketchbook and analysed fully. Here you can take your influences from a huge range of sources and it will be up to you to select carefully what you choose to use. Support at this stage should come through discussion with your peers and your tutor.

Outcome 2 refers to the development of your ideas and responses to the project. Your enquiry should be personal and you should select materials and methods of work which develop your ideas but that also demonstrate your abilities and skills. Ideas should be fully explored and a range of solutions considered. Evidence of this will be assessed and should be kept in an appropriate format. A final concept/solution should be selected to take to final presentation.

Outcome 3 refers to the production and the presentation of your final idea/s. This should be carried out within the timescale and to the best of your ability. It should demonstrate a well conceived idea as well as creative and skilled use of materials. You will be given an appropriate time in which to present your idea and this will take the form of a real situation.

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