

Higher National Unit Specification

General information for centres

Unit title: Developing Artwork for Environments

Unit code: F1CP 35

Unit purpose: This Unit is designed to enable candidates to gain knowledge and understanding of historical and contemporary developments in environmental arts practice. It will offer candidates the opportunity to analyse and compare a variety of approaches used by professional artist practitioners in producing art as a response to the environment. Candidates will develop and present concept(s) in response to a given or self-generated brief that will complement their course of study.

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

- 1 Investigate developments in environmental art practice.
- 2 Produce research for a given/self-generated brief which engages with an environment(s).
- 3 Develop and present concept(s) for an artwork which engages with an environment(s).

Credit points and level: 2 HN Credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**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.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. Candidates should have an understanding of the creative process having completed HN Units in Contemporary Art Practice or have similar qualifications or experience.

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

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.

General information for centres (cont)

Assessment: This Unit may be assessed holistically. However, each Outcome may be assessed separately if this is considered to be more suitable to the candidate's learning programme.

This Unit will be assessed by:

Outcome 1: Investigative report presented in written/oral format with supporting visual material.

Outcome 2: A response to a given/self-generated brief.

Outcome 3: The presentation of concepts for an environmental artwork.

Assessment may be linked to another Unit if it is incorporated as part of an integrated project. An assessment matrix should be used to ensure that all Knowledge and Skills items and Outcomes are achieved.

Higher National 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

Investigate developments in environmental art practice

Knowledge and/or skills

- ◆ Environmental arts practice
- ◆ Research approaches
- ◆ Analysis and evaluation

Evidence Requirements

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

- ◆ source and collate examples of differing approaches/working methods associated with environmental arts practice
- ◆ analyse and compare the working methods, materials, context, target audience and presentation of the selected practitioners/artists

Evidence should be presented in a form that contains referenced, annotated visual material or as an oral presentation/commentary with accompanying visual material.

Assessment guidelines

Group discussion as well as personal investigation could be used to analyse the work of art practitioners who use or have used environments as context for their practice. Candidates would be assessed on the relevance of visual reference material included in the report/oral response and their interpretation of collated material.

This Outcome could be assessed on its own or as part of a holistic assessment for the whole Unit.

Higher National Unit specification: statement of standards (cont)

Unit title: Developing Artwork for Environments

Outcome 2

Produce research for a given/self-generated brief that engages with an environment(s)

Knowledge and/or skills

- ◆ Requirements of a brief
- ◆ Contextual research
- ◆ Environmental considerations
- ◆ Collation
- ◆ Evaluation and reflective practice

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can, with reference to a given/self-generated brief:

- ◆ interpret the requirements of the brief
- ◆ select and use appropriate research techniques
- ◆ identify and collate contextual research
- ◆ evaluate issues which may have implications for any proposed artwork(s)
- ◆ consider environmental impact(s)

Evidence should be presented in a form that contains referenced, annotated visual material or as an oral presentation/commentary with accompanying visual material.

Assessment guidelines

Candidates should be assessed on the relevance and scope of visual/written or recorded reference material included in their research.

This Outcome could be assessed on its own or as part of a holistic assessment for the whole Unit.

Outcome 3

Develop and present concept(s) for an artwork which engages with an environment(s)

Knowledge and/or skills

- ◆ Conceptual and visual development
- ◆ Materials and methods
- ◆ Safe working practices
- ◆ Environmental considerations
- ◆ Time management
- ◆ Evaluation
- ◆ Presentation

Higher National Unit specification: statement of standards (cont)

Unit title: Developing Artwork for Environments

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can, with reference to the collated research gathered in Outcome 2:

- ◆ develop a range of concepts
- ◆ demonstrate safe and considerate approaches to work practices
- ◆ demonstrate environmental consideration in the selection and use of media and materials
- ◆ manage time effectively
- ◆ present and evaluate proposed concept(s) for an environmental artwork

Evidence should be in the form of a visual presentation to the tutor, peers or other audience, with oral/written commentary.

Assessment guidelines

Supporting material in the form of samples, maquettes, sketchbook material and/or film/video/digital evidence could help illustrate an oral presentation.

The number of concepts presented for assessment will be agreed with the tutor. Allowances should be made for the scale and complexity of the candidate's work. However the tutor should ensure that the amount of evidence generated by the candidates equates to the hours of study allowed for this Outcome, for example, concepts are supported by developmental material which reflects the intent/content of the body of work.

Administrative Information

Unit code:	F1CP 35
Unit title:	Developing Artwork for Environments
Superclass category:	JB
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History of Changes:

Version	Description of change	Date
02	Minor changes to Assessment Guidelines, Outcomes 1 and 3.	14/12/10

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Higher National Unit specification: support notes

Unit title: Developing Artwork for Environments

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 80 hours.

Guidance on the content and context for this Unit

This Unit is designed to enable candidates to gain knowledge and understanding of historical and contemporary developments in art practice that use the environment(s) as either location or source. It will offer candidates the opportunity to analyse and compare a variety of approaches. Candidates will develop and present concept(s) in response to a given or self-generated environmental brief which will complement their course of study.

The term 'environment' is used loosely and can be interpreted as, for example, rural landscape, urban cityscape, immediate/intimate environment, found spaces, etc. Examples explored should cover a range of responses by artists whose work may focus on aspects of the environment rather than merely location, for example, environmental issues, health, social, cultural and other less tangible sources. The scope should be wide and the range of case studies should span several decades and approaches, to allow candidates to gain awareness of how art, in response to the environment, has evolved. Examples may be representational, architectural, assemblage, textile, new media and conceptual in nature. This list is intended for guidance and is not exhaustive. Analysis should include concepts, research methods, practical techniques, context, target audience and presentation explored by professional artists.

Guidance on the delivery and assessment of this Unit

This Unit has been developed as part of the HND Contemporary Art Practice Group Award. It is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. Opportunities may be taken to link or integrate with other aspects of the course and a thematic approach adopted for both delivery and assessment.

In **Outcome 1** candidates should be encouraged to examine both historical and contemporary developments in art practice that use the environment(s) as either location or source by researching, analysing and comparing differing approaches. This research could be carried out individually and/or through group sessions where case studies are explored and discussed. Candidates should be given the opportunity, where possible, to visit places where artworks are sited and meet artist practitioners working in response to the environment. Group discussion, library visits, access to public and environmental art websites, artists' books, art publications, slide/digital presentations, handouts, artists' talks, studio visits are to be encouraged. Short practical exercises could also provide candidates with a greater understanding of techniques used by professional artists. Research may be integrated with other research based Outcomes from the Contemporary Art Practice Group Award.

In **Outcome 2** candidates should interpret and respond to a given/self-generated brief for the development of artwork(s). Approaches to research could include archived written material, sketches, photography, film, video, recorded sound/interviews, etc. Collated research should clearly show an in-depth exploration of an aspect of the environment(s) in response to the brief. For example, this may focus on rural/urban location, material resources from the environment, social/cultural issues,

Higher National Unit specification: support notes (cont)

Unit title: Developing Artwork for Environments

and personal responses to immediate interior/exterior environments. Evidence of collated research should be presented in visual/written format.

Outcome 3 using the research material collated in Outcome 2 candidates should explore a range of concepts which could successfully be developed into an artwork. Concept development may be shown in the form of annotated images, sketches/drawings collated in sketchbook/workbook, photographs, film/video, recorded interviews, digital presentations and/or imagery, samples, maquettes, etc. Practical investigations should demonstrate conceptual development for one or more possible solutions.

Candidates should show an ability to critically reflect upon their concepts and be able to express sound reasons for rejecting some ideas and continuing to develop others.

As this Unit is about the processes involved in the development of artwork(s), candidates would not be expected to produce completed artwork. Candidates should present evidence to show that they have reached a reasoned decision about the concept that they could carry forward to develop into a completed artwork. Evidence should be presented in a form that contains referenced, annotated visual material or as an oral presentation/commentary with accompanying visual material.

Candidates could take one or more of the concepts developed in this Unit and further refine the concept and produce artwork as part of another Unit within the Contemporary art Practice Award.

Opportunities for developing Core Skills

To develop and present appropriate art work candidates have to research environmental art practice and investigate in depth suitable source materials and techniques. Analytical evaluation of information selected and collated would be integral to achievement. All elements of the Core Skill of Problem Solving should be naturally developed and enhanced as candidates undertake all the practical work in planning an environmentally aware response to a brief. Researching and evaluating the importance of all factors in the planning stage will include ethical sourcing of materials and media. Considering such constraints and health and safety factors will develop skills in critical and creative thinking. Review, reflection and justification of approaches selected will be an aspect of the presentation of concepts and will reinforce analytical approaches to working practice.

Although oral and writing skills are not formally assessed candidates would be expected to express themselves effectively to support the presentation of art work. Centre designed checklists for self assessment may be helpful to enhance communication skills development. Written reporting should be accurate. Oral work should demonstrate the use of effective verbal and non-verbal techniques, including the ability to present materials professionally and provide confident, in depth responses to detailed questions from others.

Open learning

The practical nature of parts of this Unit would make it difficult to deliver via open learning. Although the planning and evaluative stages could be delivered in this way, it would require a considerable degree of planning by the centre to ensure the sufficiency and authenticity of candidate evidence.

Higher National Unit specification: support notes (cont)

Unit title: Developing Artwork for Environments

For further information and advice please refer to the SQA document *Assessment and Quality Assurance for Open and Distance Learning* which is available on SQA's website: www.sqa.org.uk.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

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This Unit will allow you to gain knowledge and understanding of historical and contemporary developments in art practice which use the environment(s) as either location or source. It will offer you the opportunity to analyse and compare a variety of approaches enabling you to make informed choices when selecting approaches to creating artworks. After the general research has been carried out you will then investigate personal approaches and develop and present concept(s) in response to a given or self-generated environmental brief.

For **Outcome 1** you will investigate developments in environmental art practice. You will explore different research methods to access information. You will produce research that discusses the approaches, methods, concepts and materials the artists may have used.

For **Outcome 2** you will respond to a given/self-generated environmental brief by identifying and carrying out research that will allow you to present information and ideas in relation to the brief. Your collated research will show an exploration of an aspect of the environment in response to the brief.

Finally, for **Outcome 3**, using the research material collated in Outcome 2 you will explore and produce a range of creative concepts that could be successfully developed into an environmental artwork(s).

At all times you will use safe and considerate work practices.