Higher National Unit Specification

General information

Unit title: Applied Philosophical Aesthetics (SCQF level 8)

Unit code: HM01 35

Superclass: DE

Publication date: September 2017

Source: Scottish Qualifications Authority

Version: 2

Unit purpose

This unit will provide learners with an opportunity to research and create art and design projects that help to develop an understanding of the application of philosophical aesthetic theories. This unit is designed to be a practical demonstration of philosophical aesthetics within the context of art and design where the learner will, as part of this process, develop research and analytical skills within a chosen vocational area of study.

Outcomes

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

1   Identify and evaluate philosophical aesthetics theories.
2   Develop an art and/or design work to a philosophical aesthetic theory brief.
3   Produce a finished art and/or design work to a philosophical aesthetic theory brief

Credit points and level

1 Higher National Unit 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 possess good communication skills. The previous study of philosophy through units and National Qualifications at SCQF level 5 or 6, or F1D6 35 *Philosophical Aesthetics: An Introduction* or similar qualifications, is desirable but not essential.

Higher National Unit Specification: General information (cont)

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Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill   Problem Solving at SCQF level 5

Core Skill component   None

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of the unit specification.

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. This unit is part of the HNC/HND Computer Arts and Design.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website **(http://www.sqa.org.uk/sqa/46233.2769.html)**.

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**.

Higher National 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

Identify and evaluate philosophical aesthetics theories.

Knowledge and/or skills

♦ Contemporary philosophical aesthetic theories
♦ Historical philosophical aesthetic theories
♦ Art and design context
♦ Research practices

Outcome 2

Develop an art and/or design work to a philosophical aesthetic theory brief.

Knowledge and/or skills

♦ Theoretical approach
♦ Project research
♦ Project development
♦ Working to a brief

Outcome 3

Produce a finished art and/or design work to a philosophical aesthetic theory brief

Knowledge and/or skills

♦ Theoretical application
♦ Project production
♦ Project presentation
♦ Project evaluation

Higher National Unit Specification: Statement of standards (cont)

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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

♦   investigate and evaluate contemporary philosophical aesthetic theories in relation to a chosen area of art/design practices.
♦   investigate and evaluate historical philosophical aesthetic theories in relation to a chosen area of art/design practices.
♦   assemble a written and illustrative research report covering each of the knowledge and/or skills, including explanatory notes.

Outcome 2

♦   describe the effectiveness of a specific aesthetic theory for an art and design project.
♦   apply a specific aesthetic theory to an art and design project.
♦   develop a range of ideas and solutions for an art and design brief.
♦   assemble an illustrative research portfolio covering each of the knowledge and/or skills, including explanatory notes.

Outcome 3

♦   apply an understanding of a specific aesthetic theory to a finished art and design project.
♦   produce finished ideas and solutions to a finished art and or design project.
♦   present a finished research project in an appropriate format.
♦   evaluate a finished art and or design project in terms of a specific/chosen aesthetic theory in a presentation or a written/oral report.

Higher National Unit Support Notes

Unit title: Applied Philosophical Aesthetics (SCQF level 8)

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

The purpose of this unit is to provide learners with an introductory knowledge of applying philosophical aesthetic theory to a practical project within an art and design context. The unit should provide the learner with an opportunity to develop an understanding with knowledge of the nature, role and importance of underpinning art and design projects through a theoretical lens, and as such guide content of a learner's project. An example of such a lens is to investigate a brief with a Feminist perspective, guiding the learner's work to account for arguments from their chosen theory. Reference should be made to the ideas associated with the chosen theory throughout the research, development and production of the project.

The unit should also be used to examine the historical and contemporary developments of philosophical aesthetics, which could include for example, outlining contrasting positions in philosophical debates about the arts. Here for example, the theory of Representation or Marxism could be contrasted with contemporary social approaches such as Feminism or Postmodernism. Other theories to draw upon could include Formalism, Aestheticism, Expression, the Institutional theory or Post-colonialism.

Philosophical aesthetics should be placed in context with art and design, for example the evaluation of art works should aim to examine the traditional bases for judgment in art such as the accuracy of Representation or eliciting emotion through Expression, and the criticism to which these have been subjected by social approaches, such as Marxism and Postmodernism. Learners should also consider socio-economic factors that influence or impact the development and responses to a work of art.

Guidance on approaches to delivery of this unit

This unit has been developed as part of Computer Arts and Design award and is designed to be delivered within the context of a creative and visual discipline. There is a range of theoretical knowledge that should be presented to the learner, which should then be applied to the research, and development of a creative project. A project brief could be either self-initiated or given to the learner.

The learners would then be expected to demonstrate their understanding of a chosen aesthetic approach through annotated and illustrative sketchbook evidence. This will underpin the subsequent design and development process for the given or self-initiated brief.

Higher National Unit Support Notes (cont)

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This unit could be delivered independently however there are a range of units within the Computer Art and Design Framework, which could be supported by an understanding of philosophical aesthetic theory. These could include, *Contemporary Art Practice: Digital Media Development, Contemporary Art Practice: Digital Media Production, Physical Computing for Artists* and *Designers, Art and Design: Interactive Media*. Such an approach would create an excellent holistic model of delivery.

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.

This is a practical unit and assessment evidence should be gathered within the context of a practical art and design research project.

Assessment guidelines

Outcome 1

Learners should demonstrate that they have a clear understanding of the theoretical approaches that can be applied to art and design projects. The learner should demonstrate that they have developed research and analytical skills that relate to the content of the unit. Evidence would be primarily gathered in a sketchbook, which may be used as part of an art and design project, and should include the identification and evaluation of philosophical aesthetic theories, as applied to a project brief.

Outcome 2

Learners should demonstrate that they have understood a chosen theoretical approach within the context of developing an art and design project. There should also be evidence of contextualisation with practices in art and design projects, with the learner drawing upon examples to assist in their application of the units content. Evidence would be primarily gathered using a sketchbook, which may be used as part of an art and design project, which will include an analysis of a chosen philosophical aesthetic theory, and a clear analysis of the usefulness of the theory as it applies to the project brief.

Outcome 3

Learners should demonstrate that they have understood an aesthetic theory within the context of developing and presenting a finished art and or design project. Assessment should be made through product evidence and the learner's ability to orally present their idea. The learner will need to evaluate their project in terms of the chosen theory and their methods. This could either be evidenced orally or a written document. There should be evidence of project research and the development of different ideas and solutions.

Higher National Unit Support Notes (cont)

Unit title: Applied Philosophical Aesthetics (SCQF level 8)

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

This Unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF Level 5

The delivery and assessment of this unit may contribute towards the development of Core Skills of *Communication, Numeracy* and *Information and Communication Technology (ICT)* and the development of other transferable skills, such as, essay writing, referencing, citation and bibliography skills and thinking, analytical and critical skills.

History of changes to unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 5 embedded.	14/09/2017

General information for learners

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This section will explain 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.

The purpose of this unit is to provide you with an introductory knowledge of aesthetics for solving a project problem or question, or approaching a project brief with a specific philosophical theory in mind. This would include a general understanding of some of the issues and debates relating to the arts.

The unit will also be used to develop your knowledge of historical and contemporary theories in aesthetics. You will be introduced classical ideas such as representation and questions around beauty, and issues relating to meaning in a work of art. You will then have an opportunity to develop knowledge of form and expression, as relating to the arts. You may also explore other closely related sociological theories important to understanding the nature of aesthetics. These may include, but are not exclusive to Feminism, Post-colonialism, Marxism or Post-modernism.

You will also have the opportunity to place aesthetic theories in context with art and design, for example in the 1950s artists such as Mark Rothko and Jackson Pollock developed styles making art that where a direct result of expressionist thinking. Similarly, artists Sol LeWitt and Donald Judd were concerned primarily with the formal qualities of their work, rejected any notion of representation. Other artist could be explored for their relationship with socio-political thoughts and theories; artists who use feminism as a way to explore culture; artists using Marxism as a way to investigate consumption or capitalism are examples.

All of the above ideas and theories relating to philosophical aesthetics will be placed in the context of a practical art and/ or design project. You will work to an art and design project brief that demonstrates your understanding of the application of philosophical aesthetics. This process will include developing both research and sketchbook solutions for the brief. You will be expected to present your finished project and evaluate its content in terms of aesthetic theory and ideas.

This unit has the Core Skill of Problem Solving embedded in it, so when you achieve this unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF Level 5