

## National Unit Specification: general information

**UNIT** Expressive Activity (Higher)

**NUMBER** D016 12

**COURSE** Art and Design (Higher)

### SUMMARY

This unit develops the candidate's ability to investigate and respond to relevant sources of visual interest; record at first hand; identify and sustain lines of visual development and thought and bring these to considered conclusions; select and use appropriate media; develop aesthetic sensibility and understanding of the visual arts in society.

### OUTCOMES

- 1 Investigate and record a theme or themes of personal interest.
- 2 Develop personal ideas related to the selected theme(s) in a visual manner.
- 3 Produce finished visual work which conveys a personal response.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Standard Grade Art and Design at Credit level
- Intermediate 2 Art and Design or equivalent

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### Administrative Information

**Superclass:** JA

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## **National Unit Specification: general information (cont)**

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### **CREDIT VALUE**

1 credit at Higher.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## **National Unit Specification: statement of standards**

### **UNIT            Expressive Activity (Higher)**

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 the Scottish Qualifications Authority.

#### **NOTE ON RANGE FOR THIS UNIT**

Candidates should work with a minimum of two different forms of media/materials.

### **OUTCOME 1**

Investigate and record a theme or themes of personal interest.

#### **Performance criteria**

- (a) Identifies a theme or themes, indicating personal interest and possible approaches.
- (b) Carries out a detailed investigation, showing understanding of selected visual qualities of the chosen theme(s).
- (c) Personally identifies, selects and uses appropriate media, materials and process(es).

#### **Evidence requirements**

A maximum of two sheets of A2 or equivalent in three-dimensional work. At least one A2 sheet should demonstrate drawings or studies made directly from first-hand observation. A second A2 sheet or equivalent in three-dimensional form may be presented. Candidates should compile a folio of drawings and studies individually, in a series or sequence, from which assessment evidence will be drawn.

### **OUTCOME 2**

Develop personal ideas related to the selected theme(s) in a visual manner.

#### **Performance criteria**

- (a) Experiments with a variety of ideas showing significant personal interpretation and imagination.
- (b) Shows considerable understanding and assurance in the imaginative handling of media, materials and process(es).
- (c) Sustains identifiable lines of development which are progressive and productive.

#### **Evidence requirements**

A maximum of two sheets of A2 or equivalent three-dimensional work.

## **National Unit Specification: statement of standards (cont)**

**UNIT** Expressive Activity (Higher)

### **OUTCOME 3**

Produce finished visual work which conveys a personal response.

#### **Performance criteria**

- (a) Uses appropriate visual elements with understanding, subtlety, skill and sensitivity.
- (b) Shows consistent assurance, control and fluency in use of media, materials and process(es).
- (c) Produces finished work which clearly and effectively conveys personal interpretation, ideas, feelings and response.

#### **Evidence requirements**

Two-dimensional artwork not exceeding one A2 sheet or equivalent in three-dimensional work.

## National Unit Specification: support notes

### UNIT Expressive Activity (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

### GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

Information on context(s) is offered in the section dealing with the course details. The specific content of this unit should be based on the themes identified there.

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Within the course specification the Rationale and description of Expressive Activity define the nature and purposes of this activity.

The range of media from which candidates might select includes:

***Two-dimensional:***

pencil, graphite sticks, charcoal, pen and ink, ink wash, ball point, felt pens, markers, pastel, crayon, oil pastel, paint, photography, film, computer or electronically-generated images;

***Three-dimensional:***

clay, plaster, wood, metal, wire, mixed media.

Candidates should be offered opportunities to work with a range of media and to select stimuli which reflect personal interest, consider and discuss the responses of others to similar stimuli and the ways in which others have used media to create effect. Through such activities, they should develop skill in making decisions about the significant formal elements inherent in or associated with both stimuli and themes and in recording these in visual or note form.

Candidates should have opportunities to explore and identify relationships through a variety of means, for example, drawings, studies, collage, reference sources. They should, as appropriate, consider relationships to:

- art practice through, for example, the study of the figure, landscape, still life, history of painting
- social, political or religious influences
- formal concerns in historical categories such as Expressionism, Cubism, Realism, etc
- the work of others in response to similar theme(s) or working in similar media

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of a candidate's special needs should be taken into account when planning learning experiences and selecting assessment instruments. Alternative arrangements can be made as necessary.

Further advice on unit organisation, management and delivery, and possible integration with other units is provided in the Subject Guide for Art and Design.

## National Unit Specification: support notes (cont)

**UNIT** Expressive Activity (Higher)

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Each unit is assessed on a pass/fail basis. Candidates will be required to provide evidence of the achievement of the learning outcomes. Candidates should be aware of assessment requirements and arrangements. Formative assessment should be used to assist candidates in their work. Holistic approaches to assessment should be adopted. Materials will be provided from the National Assessment Bank to assist with this. Each item of evidence produced should be clearly identified with the outcome it supports and the performance criteria to which it relates.

A variety of means of assessment should be used and include:

- candidate/tutor review of candidate's management of time, resources and progress
- formative viewing and discussion of developing evidence at interim stages
- a 'mini review' or presentation of evidence selected by the candidate

A variety of instruments of assessment should be used, including:

- candidate self-assessment and/or peer assessment
- planned candidate/teacher/tutor discussion/evaluation
- summative assessment

### SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).