

National Unit Specification: general information

UNIT	Visual Presentation: Art and Design (Advanced Higher)
NUMBER	D022 13
COURSE	Art and Design: Research and Appreciation (Advanced Higher)

SUMMARY

This unit develops the ability to:

- review and prioritise a given a body of work, identifying essential ideas and information
- in light of priorities, identify the purposes of and audience for visual communication of ideas and information selected
- within resources and constraints, organise ideas and information into a structured, visual whole.

OUTCOMES

- 1 From a given body of work, identify and select essential ideas and information for visual presentations.
- 2 Identify and select appropriate means for visual presentations, in light of resources and constraints.
- 3 Communicate ideas and information as a structured, visual whole.

RECOMMENDED ENTRY

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

- Higher Art and Design
- equivalent

Administrative Information

Superclass:	JA
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National Unit Specification: general information (cont)

UNIT Visual Presentation: Art and Design (Advanced Higher)

CREDIT VALUE

1 credit at Advanced Higher.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	Critical Thinking H Planning and Organising H

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 Visual Presentation: Art and Design (Advanced 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.

OUTCOME 1

From a given body of work, identify and select essential ideas and information for visual presentation.

Performance criteria

- (a) Show ability to identify and understand main ideas and information.
- (b) Define purpose(s) of communication.
- (c) Describe intended audience for communication and circumstances in which communication will be viewed.

Evidence requirements

Task/brief or specification listing:

- main headings of essential ideas and information
- purpose of communication
- audience for communication

OUTCOME 2

Identify and select appropriate means for visual presentation, in light of resources and constraints.

Performance criteria

- (a) Considers different modes of possible communication, taking account of implications and identifying one as most appropriate to purposes and audiences.
- (b) Identifies and lists resources available and constraints applicable.
- (c) Plans and generates additional information necessary for clarity of communication.

Evidence requirements

- Listings of major resources (ie bibliographies, references, extracts) and constraints: some understanding of implications of both
- Experimental work of format(s) appropriate to intentions, showing evidence of:
 - consideration and preliminary trialling of different appropriate modes of communication; some awareness of properties and potential of these; selection and justification of a single mode;
 - personal planning and effective generation of adequate additional materials necessary for clarity of communication.

National Unit Specification: statement of standards (cont)

UNIT Visual Presentation: Art and Design (Advanced Higher)

OUTCOME 3

Communicate ideas and information as a structured, visual whole.

Performance criteria

- (a) Shows ability to identify relevant ideas and information in light of purpose(s), audience, resources and constraints, making and prioritising appropriate selections.
- (b) Collates, manages and organises all ideas and information effectively, assembling them into coherent, understandable, visual whole.
- (c) Applies appropriate visual communication skills with understanding, consistency, ability and precision.

Evidence requirements

A single, structured, visual presentation incorporating a number of complementary parts, intended for joint, simultaneous or sequential viewing.

National Unit Specification: support notes

UNIT Visual Presentation: Art and Design (Advanced 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.

This unit is concerned with the selection, management and presentation of information for an identified audience. The content which is the subject of this unit will arise from another unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Within the course specification the nature and purposes of this unit are defined and described in:

- Rationale
- Course content
- Approaches to learning and teaching

This unit is concerned with presentation of evidence from another unit. Of necessity, therefore, all or most of this unit must follow the other. Nevertheless, a degree of integration will be possible. While generating evidence in the other unit, the eventual purpose and destination of evidence should be borne in mind. Also, as the other unit develops it may well be possible for some preliminary selection and preparation of evidence to be undertaken.

Within this unit, it will be permissible for brief material to be generated which is additional to that arising from the other unit, although only in so far as this is deemed necessary or desirable to aid clarity of presentation/communication.

Resources will include materials, time and space. Constraints will include costs, space and deadlines. Other issues of resources and/or constraints may apply in particular circumstances.

In terms of the form of visual presentation, opportunities exist for imaginative interpretation of possibilities offered. While written dissertations will be acceptable, folios, video, multimedia, computer-generated presentations and other forms will be possible. Of paramount importance is the design, coherence, structure, precision, clarity and effectiveness of the presentation – not the format adopted.

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

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be aware of assessment requirements and arrangements. Formative assessment should be used to assist students in their work. Holistic approaches to assessment should be adopted. Materials will be provided from the National Bank of Assessment 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:

- student/tutor review of student's management of time, resources and progress
- interim review of selected evidence
- individual tutorials.

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

- student self-assessment and/or peer assessment
- planned student/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).