



National Unit Specification: general information

UNIT Art and Design: Introduction to Sculpture Techniques (SCQF level 5)

CODE F5BY 11

SUMMARY

This Unit is designed to enable the candidate to develop skills in the applied use of a variety of sculpture techniques. The candidate will be introduced to the features of commonly used sculptural techniques and will then use a selection of construction methods to produce basic sculptural forms.

This Unit is suitable for candidates who:

- ◆ wish to develop applied skills in 3D sculptural techniques

OUTCOMES

- 1 Research common sculptural techniques.
- 2 Produce a simple relief panel.
- 3 Produce a simple 3D sculptural form.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would benefit from having previous experience of an art and design course or Units.

CREDIT VALUE

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5*).

**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.*

Administrative Information

Superclass: JB

Publication date: November 2008

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: general information (cont)

UNIT Art and Design: Introduction to Sculpture Techniques (SCQF level 5)

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Communication (SCQF level 5)
- ◆ Problem Solving (SCQF level 5)

These opportunities are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

UNIT Art and Design: Introduction to Sculpture Techniques (SCQF level 5)

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.

OUTCOME 1

Research common sculptural techniques.

Performance Criteria

- (a) Collate a variety of examples of common sculpture techniques.
- (b) Describe the construction processes used by the artists.
- (c) Describe the artists' use of materials and visual elements.

OUTCOME 2

Produce a simple relief panel.

Performance Criteria

- (a) Identify the potential and design limitations of relief sculpture techniques.
- (b) Develop a series of ideas for a simple relief panel that shows creative use and application of selected visual elements.
- (c) Use selected materials and construction techniques effectively.

OUTCOME 3

Produce a simple 3D sculptural form.

Performance Criteria

- (a) Identify suitable materials and construction techniques for the production of a 3D sculpture.
- (b) Produce preparatory studies that show the development of 3D sculptural form.
- (c) Use materials and selected construction techniques effectively.

National Unit Specification: statement of standards (cont)

UNIT Art and Design: Introduction to Sculpture Techniques (SCQF level 5)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Written and/or oral recorded evidence and product evidence should be gathered to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria. The candidate will produce a folio of work which will include:

- ◆ visual examples of (a minimum of three) common sculpture techniques. The examples should be described with reference to the artists' use of form, scale, line, tone and texture and include a clear description of the techniques and methods used in the construction and production of the sculptures.
- ◆ the development of ideas for a simple relief panel that show understanding of the potential and limitations of the technique. The panel should demonstrate the effective use of selected materials, techniques and visual elements.
- ◆ the development of a series of preparatory drawings or studies for a simple 3D sculpture that shows a developing awareness and understanding of 3D form. The developing ideas should be annotated indicating the ongoing consideration of choice of material and techniques. The annotated comment should also demonstrate a critical awareness of the potential and limitations of the chosen sculptural technique(s) and material(s).
- ◆ a simple 3D sculpture developed from the preparatory studies that demonstrates the effective use of selected materials and construction techniques.

Assessment should be ongoing throughout the duration of the Unit with assessment evidence being produced under open-book conditions.

National Unit Specification: support notes

UNIT Art and Design: Introduction to Sculpture Techniques (SCQF level 5)

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 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is an optional Unit of the National Certificate in Art and Design, but can also be taken as a free-standing Unit.

If this Unit is being delivered as part of a programme of art and design based Units, then it is recommended that centres consider an integrated delivery approach with other Units in the award.

The purpose of the Unit is to progress and develop the candidate's 3D construction skills within the area of sculpture. The Unit can be used to introduce the candidate to a variety of sculptural techniques through the research and investigation of simple sculptural construction methods, leading to the development of a series of ideas and the production of a relief panel. The final Outcome involves the development of an idea where the candidate applies their understanding of the potential uses and limitations of materials and techniques in the development and production of a simple 3D sculptural form.

This ongoing creative decision making process links theory with applied practice approaches to learning and the use of annotated comment and ongoing tutorial sessions can be used to assist the development of critical thinking skills, supporting the development of reflective practice.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In the delivery of the Unit the teacher/lecturer could begin by showing a variety of examples of sculptural forms from contemporary or historical contexts and discussing the techniques and materials used in the production of sculptural form. Group discussions could be used to identify a variety of visual examples of sculptural form and candidates should research and describe the construction methods used in the collated examples.

- ◆ A variety of techniques and materials could be discussed and demonstrated eg:
 - Carving — subtractive process (plaster, other)
 - Modelling — manipulation of malleable materials (clay, wax, paper — mache)
 - Casting — mould making techniques (eg lost wax casting)
 - Assemblage and construction — combining and joining a variety of materials to create a 3D form.

A teacher/lecturer observational checklist should be produced to cover the candidate's safe use of materials and working practices.

National Unit Specification: support notes (cont)

UNIT Art and Design: Introduction to Sculpture Techniques (SCQF level 5)

The development of ideas and concepts should be organic and experimental and the candidate should be encouraged to annotate the preparatory drawings/studies to clarify the rationale supporting the 3D design decision making process. This work could be produced in a working sketchbook or design sheet format with the developing ideas showing evidence of experimentation and consideration of the impact of materials, construction methods and scale. The teacher/lecturer should provide candidates with the opportunity to develop a range of 3D skills and processes through structured practical activities and assignments. It would be helpful if the teacher/lecturer demonstrated a variety of construction methods and materials relevant to the practical activities. In Outcome 1 it would be useful to provide candidates with simple visual notes of selected techniques allowing the candidate to add a description of the process and/or technique and working methods. This recording of working practice could be used for future learning after completion of the Unit.

The teacher/lecturer should initiate individual or group evaluation of the 3D forms using the recorded annotated comment as a starting point for the discussion. The teacher/lecturer should ensure that the candidate is aware of the design impact, potential and limitations of the sculpture techniques. The candidate should work independently with ongoing guidance from the teacher/lecturer throughout the Unit. The Unit will support the development of awareness of the visual elements, through the considered development of applied sculpture techniques after the completion of each Outcome, the candidate could be encouraged to reflect on their learning through participation in class/group critiques.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* in the planning and production of the relief panel and 3D sculpture. Critical Thinking skills may be developed in the annotated comment and through the consideration of how to most effectively use selected visual elements in the production of simple 3D sculptural forms.

Aspects of the Core Skill of *Communication* may be developed through participation in tutorial sessions and class critiques and may also be developed through the use of annotated reflective comment and the early research, description and analysis of a variety of sculptural forms.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for this Unit would be a practical exercise(s). The Outcomes could be assessed individually or progressively using continuous assessment with teacher/lecturers ensuring that candidates are aware of the ongoing assessment of their work. The collation of investigative research in Outcome 1 could be completed as a group task although the final descriptions of the sculpture techniques, materials and construction methods identified in the collated visual examples should be completed on an individual basis.

Class/group critiques promoting reflective practice and self/peer assessment could also be ongoing throughout this Unit. A variety of appropriate approaches to continuous assessment could be used, for example:

- ◆ reviewing the candidate's use of media and techniques through regular review and feedback in Outcomes 1 and 2
- ◆ ensuring sustained visual awareness of the source material(s) through demonstration, review and evaluative feedback on the developing studies and drawings
- ◆ the production of drawings with reference to the assessment criteria

National Unit Specification: support notes (cont)

UNIT Art and Design: Introduction to Sculpture Techniques (SCQF level 5)

The teacher/lecturer must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work that contributes to a candidate's assessment evidence must be carried out on an individual basis to ensure authenticity.

Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

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).