



## National Unit Specification: general information

**Unit title:** Art and Design: Surface Decoration Introduction (SCQF level 5)

**Unit code:** F9VK 11

**Superclass:** JB

**Publication date:** September 2010

**Source:** Scottish Qualifications Authority

**Version:** 01

### Summary

This Unit has been designed to enable candidates to develop skills and investigate materials and techniques to use in the creative application of surface decoration within a specific discipline. The Unit provides a basis for utilising surface decoration in response to a given brief.

This Unit is suitable for candidates who:

- ◆ wish to develop skills and knowledge in the application of surface decoration
- ◆ are completing a programme of Art and Design Units

### Outcomes

- 1 Research a given brief.
- 2 Develop a range of ideas in response to a given brief.
- 3 Produce finished artwork in response to a given brief.

### Recommended entry

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

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

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### **Credit points and level**

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.*

### **Core Skills**

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

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit Specification.

## **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.

### **Outcome 1**

Research a given brief.

#### **Performance Criteria**

- (a) Identify the main requirements of the brief.
- (b) Gather and collate source material with development potential.

### **Outcome 2**

Develop a range of ideas in response to a given brief.

#### **Performance Criteria**

- (a) Select source material with development potential.
- (b) Select media, materials and techniques.
- (c) Progressively experiment with the use of selected media, materials and techniques.

### **Outcome 3**

Produce finished artwork in response to a given brief.

#### **Performance Criteria**

- (a) Select suitable materials and techniques in response to the brief.
- (b) Show confident application of selected materials and techniques to produce finished artwork.

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

**Unit title:** Art and Design: Surface Decoration Introduction (SCQF level 5)

### Evidence requirements for this Unit

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

Product evidence and written and/or oral evidence is required to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria. Candidates must demonstrate the ability to select and use a range of materials and techniques appropriate for surface decoration in response to a given brief.

Candidates will produce a folio of work that includes:

- ◆ The identification of the main requirements of the brief. This will include the market/target audience, theme or visual focus, and the use of materials and techniques.
- ◆ Annotated source material that demonstrates the candidate's awareness of the briefs requirements.
- ◆ The production of a range of 2D and/or 3D samples that record the exploration and experimentation with selected surface decoration materials and techniques.
- ◆ The production of a minimum of three development ideas demonstrating the appropriate and safe use of materials and techniques for surface decoration suitable for the specified discipline/context.
- ◆ The production of a final piece of artwork that shows the confident use of selected materials and techniques.

The evidence for this Unit must be produced under open book conditions throughout delivery of the Unit, with progress monitored by the teacher/lecturer on an ongoing basis.

The folio of work may be presented in a sketchbook, workbook or display board format and all assessment evidence must be retained along with a copy of the brief.

## **National Unit Specification: support notes**

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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 at SCQF level 6. It can be taken as a free standing Unit.

This Unit is intended to compliment other Units within the National Certificate in Art and Design at SCQF level 6.

The purpose of this Unit is to allow candidates to explore the process of applying surface decoration using and experimenting with a variety of materials and techniques in response to a given brief. The brief covers both the instructions set out in finding the solution to a design problem, and the sort of project that might be set for candidates of an Art or Design discipline. It should be imaginative, and allow for individual creativity, and the constraints involved should not necessarily be those of real professional practice.

The investigation of techniques and materials should be approached with the idea that candidates should experience in broad terms the skills and use of media associated with the particular Art or Design discipline.

### **Guidance on learning and teaching approaches for this Unit**

Teachers/lecturers should develop and issue a brief providing guidance and inspiration, which takes account of the different disciplines that candidates could be exploring and developing. Analysis of the brief should be carried out by the candidate, enabling the main requirements and key issues to be established.

Exemplar material could be made available for review and discussion at Unit induction, as this would support the candidates' understanding of the Unit requirements.

Candidates should be made aware of a selection of media and materials suitable for exploration, experimentation, development and use in the Unit. Experimental samples could be made in any suitable 2D and/or 3D materials. Teachers/lecturers can demonstrate various working methods and techniques for the production of a variety of surface decorations, techniques and approaches relevant to specific art or design disciplines.

Candidates should be encouraged to develop their practical skills in the handling of their chosen materials and the application of techniques.

Candidates should be encouraged to investigate the working methods and approaches of relevant professional artists or designers. This can be carried out by visiting galleries, using books and publications or accessing the internet.

## National Unit Specification: support notes (cont)

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### Opportunities for developing Core skills

Candidates may have opportunities to develop aspects of the Core Skill of *Communication* through teacher/lecturer led group discussions and presentation of work.

Candidates may have opportunities to develop aspects of the core skill of *Problem Solving* through investigation of the brief, the development process and ongoing reflective evaluation with reference to the requirements of the given brief.

### Guidance on approaches to assessment for this Unit

A suitable instrument for assessment for this Unit would be a practical exercise(s).

As this Unit can be integrated with others, a brief can be written by teachers/lecturers which applies only to this Unit, or could be written to apply to several Units.

Candidates should be aware of all assessment requirements and arrangements.

Continuous assessment in the form of candidate/teacher/lecturer reviews may be used to assist candidates in the progression of their work. Although assessment may be ongoing, teachers/lecturers should assist candidates to prepare for the final assessment by advising and guiding them in the selection and presentation of the work to be assessed.

The folio should be assessed to ensure that candidates demonstrate an individual explorative approach to the work and has applied all the necessary knowledge and required skills.

### 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 Communication 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)*.

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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