



National Unit Specification: general information

Unit title: Art and Design: Mixed Media Applications (SCQF level 6)

Unit code: F9W0 12

Superclass: JC

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Summary

In this Unit candidates will develop the skills and techniques that introduce them to the two-dimensional (2D) design studies process. This Unit allows candidates to apply mixed media skills to produce designs in 2D and bas relief. It enables candidates to produce articles and make formal presentations.

Candidates will research a given design brief before investigating 2D design techniques. They will prepare a design brief in order to produce an article, producing and presenting a final design brief of their own creation.

This Unit is suitable for candidates who:

- ◆ wish to develop their knowledge and skills in the presentation of formal 2D design applications
- ◆ are undertaking a general programme of Art and Design Units

Outcomes

- 1 Research a design brief.
- 2 Produce design ideas in 2D and bas relief in response to the design brief.
- 3 Construct a personal design brief for mixed media applications.
- 4 Develop ideas and concepts in relation to the personal design brief.
- 5 Produce and present final artwork.

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.

National Unit Specification: general information (cont)

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Credit points and level

2 credits at SCQF level 6 (12 SCQF credit points at SCQF level 6*).

**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 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 design brief.

Performance Criteria

- (a) Research the main requirements of the brief.
- (b) Research resources with development potential.
- (c) Research suitable materials and techniques.
- (d) Collate research material in response to the design brief.

Outcome 2

Produce design ideas in 2D and bas relief in response to the brief.

Performance Criteria

- (a) Identify and develop ideas in response to the brief.
- (b) Produce sample ideas in response to the brief.
- (c) Use media, materials and techniques to develop mixed media applications effectively.

Outcome 3

Construct a personal design brief for mixed media applications.

Performance Criteria

- (a) Define the design requirements for a personal design brief.
- (b) Identify suitable source material with development potential.

Outcome 4

Develop ideas and concepts in relation to the personal design brief.

Performance Criteria

- (a) Produce a range of ideas in response to the design brief.
- (b) Select and apply suitable materials and techniques in response to the design brief.

National Unit Specification: statement of standards (cont)

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Outcome 5

Produce and present final artwork.

Performance Criteria

- (a) Select final idea for production.
- (b) Identify and use selected materials and techniques effectively.
- (c) Present finished artwork.

Evidence requirements for this Unit

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

Written and/or oral evidence and product evidence should be produced to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria.

Candidates will produce a folio of work which includes:

- ◆ Collated research in response to a given design brief. This will demonstrate the candidate's understanding of the requirements of the task. The research will include the identification and selection of appropriate materials to interpret the brief that shows clear design potential for development.
- ◆ Creative 2D evidence of their ability to implement design using bas relief, mark making and manipulation techniques.
- ◆ Written and/or oral evidence of their personal design brief, identifying materials and equipment, awareness of time factor involved, artwork to be produced and a relevant marketing strategy for a minimum of three ideas.
- ◆ The presentation of a final artwork.
- ◆ Written and/or graphical evidence of different presentation methods for appropriate articles.
- ◆ Evidence of the candidate's ability to formally present a minimum of one designed article.

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(s).

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 80 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 also be taken as a free standing Unit.

This Unit enables candidates to apply mixed media skills to produce designs in 2D and bas relief. It will also enable candidates to produce articles and make a formal presentation. On completion of this Unit, candidates will be able to research a given brief and implement ideas in 2D and bas relief. Candidates will also be able to prepare a design brief for a selection of ideas, produce an artwork from this brief and carry out a formal presentation of the work produced.

Guidance on learning and teaching approaches for this Unit

Teachers/lecturers can provide candidates with exemplars of design briefs and subsequent finished articles. This could include group discussions and critical reviews of designers' visions for the finished articles and their working methods, techniques, inspiration and choice of materials and media. This could be used as an introduction to the Unit and would be of benefit to candidates both in the informed research and selection of their design brief and finished articles. Teachers/lecturers should use formative assessment methods to encourage the candidate to reflect on their work either individually or in groups. Candidates should have the opportunity to explore using a range of media, materials and 2D/bas relief techniques and should have the opportunity to explain the development of their work on an on going basis. The use of technology may be encouraged to enhance learning and to show candidates means of producing a formal and finished article.

Candidates should be encouraged to initiate their own ideas, with support and management from the teacher/lecturer, and to evaluate ideas in terms of the requirements of the design brief. When constructing the candidate's briefs, teachers/lecturers should ensure that there are no artificial barriers to learning and assessment and that candidate's particular needs are taken into account when planning learning experiences and preparing assessments.

Outcome 1

Candidates will be given a brief and asked to fully research it with a view to implementing design ideas. This could encourage candidates to explore the variety of materials which could be used then aid them in their selection of media for further development.

National Unit Specification: support notes (cont)

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Outcome 2

Candidates can be encouraged to explore and investigate a variety of design ideas through annotations, sketches, photographs etc. This will aid candidates to apply mark making and manipulation techniques in order to produce design ideas in 2D and bas relief as well as explore methods of composition.

Outcome 3

Candidates can be asked to draw up a design brief in which articles are identified: the articles could be from any of the design fields eg boxes, mobiles accessories — these could be discussed with the teacher/lecturer as to their suitability for the candidate and the centre's facilities. The teacher/lecturer could ensure candidates are clear about time allocated for this Outcome, materials to be used and the best marketing strategy to promote the articles. Candidates should identify a minimum of three ideas to be developed.

Outcome 4

Candidates should develop ideas and concepts in relation to their brief and experiment with a range of materials and techniques suitable for 2D and bas relief work.

Outcome 5

Candidates should include the production of at least one article from the design brief they have created, which may be their choice from Outcome 3. Candidates can include the development and production for any other ideas of their choice to show their skills and their understanding of the design application process.

Candidates should be encouraged, with the support of their teacher/lecturer, to explore a variety of possible methods of presentation. These can include photographs, display boards, a folio or an exhibition of their finished work. This will enable candidates to produce a formal presentation of the finished article.

Teachers/lecturers can assess the work of each candidate at each stage by way of an assessor observation checklist.

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 through commentary of their visual and annotated aspects of design applications.

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* during the production of their design application through the use of media, materials and methodology.

National Unit Specification: support notes (cont)

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Guidance on approaches to assessment for this Unit

A suitable instrument of assessment for this Unit would be a practical exercise. The Outcomes may be assessed on an individual basis or a combined stage assessment can be used to cover all five of the Outcomes.

If holistic assessment is being used, teachers/lecturers can indicate the scope of the activity using a structured assignment, setting indications of realistic timescales for completion of each part of the staged process. The selection of the candidate's chosen articles and final design brief should be discussed with the candidate formatively. An assessor observation checklist for recording the candidate's observance and use of suitable and safe working practices can also be used.

Teachers/lecturers must be satisfied that the evidence submitted is the work of the individual candidate. 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 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

History of changes to Unit

Version	Description of change	Date

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