



National Unit specification: general information

Unit title: Art and Design: Spatial Design — Retail Display Model Making (SCQF level 6)

Unit code: F9W4 12

Superclass: TJ

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Summary

This Unit enables candidates to gain practical experience in the construction of a model retail window display scheme. The Unit has a strong practical focus and candidates will research a given design brief, develop ideas and models before producing a finished model retail window display scheme.

This Unit is suitable for candidates who:

- ◆ have basic design and three-dimensional (3D) construction skills
- ◆ have previous experience of an Art and Design Course.

Outcomes

- 1 Research a given design brief in retail display model making.
- 2 Develop initial ideas and concepts in 2D form.
- 3 Develop selected ideas and models in 3D form.
- 4 Produce a finished model retail window display scheme.

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.

General information (cont)

Unit title: Art and Design: Spatial Design — Retail Display Model Making (SCQF level 6)

Credit points and level

2 National Unit 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 given design brief in retail display model making.

Performance Criteria

- (a) Identify the main requirements of the design brief.
- (b) Collate reference sources relevant to the theme.
- (c) Produce a range of initial ideas and concepts in 2D.

Outcome 2

Develop initial ideas and concepts in 2D form.

Performance Criteria

- (a) Select media and materials suitable for use in developing initial ideas.
- (b) Use media and materials to effectively convey detailed visual ideas and concepts.
- (c) Develop a range of ideas and concepts using working drawings and orthographic projections, plans and elevations.
- (d) Demonstrate visual understanding of scale and the effective representation of 3D form.

Outcome 3

Develop selected ideas and models in 3D form to a given brief.

Performance Criteria

- (a) Select media, materials, tools and 3D construction techniques.
- (b) Use media, materials, tools and techniques effectively for developing selected ideas or concepts.
- (c) Produce models and related display items that meet the requirements of the brief.
- (d) Demonstrate safe working practices.

National Unit specification: statement of standards (cont)

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Outcome 4

Produce a finished model retail window display scheme to a given brief.

Performance Criteria

- (a) Select media, materials, tools and techniques.
- (b) Demonstrate effective use of design elements in the imaginative interpretation of the brief.
- (c) Demonstrate understanding of scale, form, space, colour, texture and detail in the production of a finished model window display scheme.
- (d) Use selected media, materials, tools and techniques observing safe working practices.

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 will be produced to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria. Candidates will produce a folio of work in response to a given brief which includes:

- ◆ the identification of the requirements of the brief. This will include consideration of the target market/audience, theme or visual focus for the display, timescales and the use of media, techniques and scale
- ◆ an edited collection of relevant annotated primary and secondary visual and/or written research material that demonstrates the candidate's awareness of the requirements of the brief
- ◆ the development of initial ideas and/or concepts in 2D for the retail display that demonstrates the creative use and interpretation of collated research material.
- ◆ a range of experimental working drawings and sketches which show the creative use of collated research material and sound drawing skills (scale, projections, elevations etc)
- ◆ the selection of an idea for subsequent development that meets the requirements of the brief
- ◆ the production of a simulated display mock up in 2D and 3D that shows awareness and understanding of the 3D construction process, experimentation with selected media and materials, visual and design elements
- ◆ the progressive refinement of media handling and related techniques in both 2D and 3D
- ◆ the production of a finished model retail window display scheme which shows effective media handling and the progressive refinement of selected media handling and construction techniques in response to the brief. The finished design will show the imaginative use of the collated research and development work in the production of a display scheme that takes due account of scale, form, pace and visual detail.

Candidates will produce the work under open-book conditions, throughout the Unit. Teachers/lecturers will record evidence of candidates observing and demonstrating safe working practices throughout practical activities on an assessor observation checklist. All

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 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.

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 Unit allows candidates to develop an individual and personalised response in an extended 3D project.

Candidates will research a given brief and produce ongoing development and final work in 2D and 3D form. This double credit Unit allows candidates to develop their understanding of the 3D design process through considered reflection and evaluation of both the design and development process before selecting a development idea/concept for production and realisation. Candidates should receive ongoing tutorial support throughout the delivery of the Unit.

Guidance on learning and teaching approaches for this Unit

This Unit should be delivered using a structured brief. The brief should direct candidates to collect, analyse and produce investigative research for a clearly defined project. The brief should provide sufficient detail and content to assist candidates in planning and implementing the project, while allowing for the development of an individual and personal response. The requirements of the brief should allow for the planning, development and evaluation of a project which supports the creative development of 2D and 3D skills. Candidates can present their investigative research individually to teachers/lecturers or as part of a peer group session thus allowing for the collective sharing of knowledge.

Teachers/lecturers should demonstrate the use, capability and potential of different approaches to the use of 3D media handling and construction techniques. Group critiques and reflective discussions can be used to support and guide the candidates through the creative development process. Candidates and teachers/lecturers should work collaboratively, selecting and organising the final folio of work for assessment. Candidates should be encouraged to annotate their initial ideas and ongoing development work and to use ongoing tutorial sessions and discussions, either individually or in group settings, to help them to reflect on their learning. Group discussion can also be used in the form of a class critique to further reinforce the focus and quality of candidates' reflective practice.

Centres should ensure that candidates take account of health and safety considerations when carrying out practical activities.

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 *Information and Communication Technology* through using the Internet to research practising artists and designers.

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* through investigation of the brief, the development process and the ongoing reflective evaluation of the developing practical work with reference to the requirements of the brief.

Candidates may have the opportunity to develop aspects of the Core Skill of *Working with Others* and *Communication* through group discussions, collaborative research approaches (eg the Jigsaw technique) and on-going evaluation of the design process.

Guidance on approaches to assessment for this Unit

A suitable instrument of assessment for this Unit would be a series of practical exercises. Candidates should be provided with clear instructions on the assessment requirements for this Unit.

Outcome 1

Assessment of Outcome 1 requires the collation and presentation of investigative research produced in response to a given brief. This can be formatively assessed through teacher/lecturer or peer presentation. This process may be further supported by candidate feedback in either written and/or oral format. Questioning techniques and/or group presentation could be made use of here and would allow for shared learning.

Outcomes 2 and 3

In Outcomes 2, and 3 teacher/lecturer and/or peer critiques can be given throughout the development process. All developing ideas/concepts should be retained as part of the ongoing folio of work. The applied use of media, materials and techniques should demonstrate an inquisitive, imaginative and exploratory mind. It would be expected that all experiments and approaches may not always work but the ability to self-reflect and comment on the personal learning should be taken into account.

Outcomes 3 and 4

In Outcomes 3 and 4 teachers/lecturers should ensure that candidates observe current relevant health and safety regulations throughout the production stages. Compliance with all safety requirements should be recorded on a checklist.

National Unit specification: support notes (cont)

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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)*.

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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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