



National Unit specification: general information

Unit title: Art and Design: Graphic Design — Children’s Book Illustration (SCQF level 6)

Unit code: F9HJ 12

Superclass: JC

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Summary

In this Unit candidates will develop the skills and techniques which will allow them to investigate and develop skills in the field of children’s book illustration.

Candidates will research illustration through project work before investigating and using materials and techniques to produce finished artwork through interpretation of a brief.

This Unit is suitable for candidates who:

- ◆ wish to further develop knowledge and skills in the use of illustration for book sleeve design
- ◆ are undertaking a general programme of Art and Design Units

Outcomes

- 1 Research a given brief for children’s book illustration.
- 2 Produce roughs, colour ways and type specifications for the brief.
- 3 Produce finished artwork for the brief.
- 4 Produce a simple product specification to accompany the artwork.

Recommended entry

While entry is at the discretion of the centre, candidates would normally be expected to have basic 2D design skills and be familiar with basic typography and letterforms.

General information (cont)

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Credit points and level

1 National Unit credits at SCQF level 6: (6 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

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

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

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 for children’s book illustration.

Performance Criteria

- (a) Identify the main requirements of the brief.
- (b) Identify research sources with development potential.
- (c) Identify suitable materials and equipment.

Outcome 2

Produce roughs, colour ways and type specifications for the brief.

Performance Criteria

- (a) Identify and develop ideas for roughs for the brief.
- (b) Produce roughs, including colour.
- (c) Select and develop suitable text/lettering to brief specifications.

Outcome 3

Produce finished artwork for the brief.

Performance Criteria

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

Outcome 4

Produce a simple product specification to accompany the artwork.

Performance Criteria

- (a) Select an idea for a production specification.
- (b) Produce a production specification showing accurate information and standards.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

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

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

Candidates will produce a folio that includes:

- ◆ collated visual and annotated research material that demonstrates understanding of the main requirements of the brief in graphic design and illustration of a suitable nature for a children's book
- ◆ annotated initial development studies in monotone and colour which demonstrate the investigation of selected media, materials and techniques in illustrative graphic design and which uses research material to inform the creative development process through use of text and imagery, including roughs
- ◆ finished artwork developed by candidates in response to the requirements of the brief. The artwork will be based on candidates' earlier development ideas and will demonstrate the applied and effective use of selected media, materials and techniques as well as appropriate text and imagery for the chosen age group. The artwork will be presented in accordance with the requirements of the brief.
- ◆ a simple product specification to accompany the finished artwork that shows accurate information using suitable typographical terms to known measurements and standards

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

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

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 also be taken as a free-standing Unit.

The purpose of this Unit is for candidates to develop experience in using media, materials and graphic design techniques, developing initial skills for illustrative book cover design production and an understanding of the creative development process. This Unit should be delivered and taught within a creative art and design environment. To underpin this, the Outcomes follow the creative process of analysing a given brief for children’s book illustration, completing investigative research and development work before producing and presenting of a final artwork and a production specification to accompany the artwork. The brief should be carefully constructed to allow for individual creative expression in the use and application of suitable graphic design media and techniques, and as an initial guide for research into appropriate materials, imagery and text, given the context of the Unit.

Guidance on learning and teaching approaches for this Unit

This specialist Unit enables candidates to acquire, through project work, experience in the field of graphic design through children’s book illustration. The following information gives further clarification regarding the context in which the Outcomes and Performance Criteria are to be achieved.

Teachers/lecturers should provide candidates with guidelines on typographic and imagery suitability by means of worksheets and/or notes: this can include group discussions and critical review of known children’s illustrators’ designs and the vision behind their work, their use of graphic design methods, media and techniques and their choice of suitable imagery. This can be used as an introduction to the Unit and would be of benefit to candidates, both in the informed selection and application of graphic design techniques in their later work and in the use of imagery, typography and materials in the development of their final illustrative artwork. 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 wide range of available media, materials and graphic design/illustrative techniques, and should have the opportunity to explain the development of their work on an ongoing basis. Candidates can work individually for the duration of this Unit or in groups.

National Unit specification: support notes (cont)

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Outcome 1

The brief should be imaginative and well constructed to guide candidates through the creative process of researching and developing ideas and finished artwork for a defined purpose. It should be designed to allow for individual creativity, and any constraints should be clearly related to professional practice. When constructing candidate briefs teachers/lecturers should ensure that there are no artificial barriers to learning and assessment and candidates' special needs should be taken into account when planning learning experiences and preparing assessments. The brief for illustration could involve the creation and development of a piece of graphics based on a theme or topic either specified by teachers/lecturers or agreed with candidates. This may be linked with a defined children's author or area of interest for children, which would inform the presentation of the final artwork. This brief should allow candidates to gather suitable research material with development potential before generating and developing ideas through the use of media, materials and graphic design techniques in response to the brief. Suitable text can be explored here — legibility, scale, colour etc Teachers/lecturers should ensure that each candidate understands the main requirements of the brief before starting the developmental process. This understanding can be fostered through group or one to one discussions with candidates, in addition to the ongoing monitoring, discussion and reviewing of the collated research materials with individual candidates.

Outcome 2

The investigation of techniques and materials should be approached to allow candidates to experience and investigate the use of a variety of media, materials and techniques for illustration through book cover design/graphic design. As this Unit is intended as a specialist Unit these are likely to include the use of typography, roughs and other suitable graphic design techniques. The focus in this Outcome should be on developing direct experience of the creative use of media, materials and illustrative design experimentation, and for this reason not all experiments will be necessarily successful. This process is instrumental to developing candidates' critical and aesthetic awareness and for this reason all investigative development work should include brief annotation which indicates the candidates growing critical awareness of their work.

For candidates using basic exercises such as roughs, working drawings, type mark up and different ways of creating imagery eg through colour exercises might be useful techniques to serve as a way of developing their ideas. Candidates can be encouraged to show the sound relationships of the graphic elements through sketches and annotations, as well as understanding of accurate specification details.

Outcome 3

The final artwork will relate to the requirements of the given brief and should show increased confidence in the handling of media, materials and techniques from the earlier development work.

National Unit specification: support notes (cont)

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Outcome 4

Candidates should produce a simple production specification which shows accurate information clearly expressed using correct typographical terms to known measurements and standards. This can also include accurate use of printing methods, use of paper scales, colour and type.

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 when researching advertising in graphic design through techniques and materials.

Candidates may have opportunities to develop aspects of the Core Skill of Problem Solving during the investigation and production of the finished artwork.

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 staged assessment can be used to cover all five Outcomes.

The given brief should clearly indicate the scope of the activity, give guidelines to candidates on working to realistic timescales for completion of the key activities and should be constructed to provide candidates with some flexibility of choice and personalisation of the topic.

Through open questions and group discussion, children's book illustration and a range of graphic design techniques can be considered exploring the use of materials and media related to specific imagery making and textual handling methods

Teachers/lecturers 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 candidate assessment evidence must be carried out on an individual basis to ensure authenticity.

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)*.

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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