



## **National Unit specification: general information**

**Unit title:** Art and Design: Graphic — Finished Artwork  
(SCQF level 6)

**Unit code:** F9WL 12

**Superclass:** JC

**Publication date:** September 2010

**Source:** Scottish Qualifications Authority

**Version:** 01

## **Summary**

In this Unit candidates will develop the skills and techniques which will allow them to investigate and develop their knowledge of graphic design techniques and media handling skills for finished artwork. Candidates will learn about the different types of and production techniques used in finished artwork before developing roughs and presenting finished artwork along with a related production guide.

This Unit is suitable for candidates who:

- ◆ wish to develop specialist knowledge and skill in the use of techniques and media for finished artwork
- ◆ are undertaking a general programme of Art and Design Units

## **Outcomes**

- 1 Research a given brief for finished artwork.
- 2 Develop a range of ideas and roughs for finished artwork for a given brief.
- 3 Produce finished artwork with a related production guide.

## **Recommended entry**

While entry is at the discretion of the centre, candidates would normally be expected to have a working knowledge of basic graphic design skills.

## General information (cont)

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### Credit points and level

1 National Unit credit 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 finished artwork.

#### **Performance Criteria**

- (a) Identify and describe the main categories of finished artwork.
- (b) Identify and describe a range of production methods for finished artwork.
- (c) Collate visual examples of finished artwork that use different production methods.
- (d) Collate and present gathered research material.

### **Outcome 2**

Develop a range of ideas and roughs for a given brief.

#### **Performance Criteria**

- (a) Identify the main requirements of the brief.
- (b) Select a variety of research material with identified development potential.
- (c) Select and use suitable media materials and techniques.
- (d) Develop a range of roughs showing the creative and effective use of design elements.

### **Outcome 3**

Produce finished artwork with a related production guide.

#### **Performance Criteria**

- (a) Select a development idea for further refinement.
- (b) Produce a production guide for the manufacture of a piece of finished artwork.
- (c) Select and use media, materials and techniques effectively to produce finished artwork.

## **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 describes in detail the methods, processes and production of a minimum of four types of finished artwork.
- ◆ a minimum of four examples of collated visual annotated research material of typographic finished artwork that describes the use of assorted design elements.
- ◆ a range of roughs produced in response to a given brief which demonstrate alternative approaches, layouts and typographic flexibility and the creative use of selected media, materials and graphic design techniques and effective use of design elements.
- ◆ a piece of finished artwork of an effective standard which maintains visual continuity with the earlier development work and is informed by the collated research material.
- ◆ a simple production guide indicating the method of printing, paper type, colour and dimensions of the finished artwork.

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 may be presented in any preferred format, eg a sketchbook, workbook or display board format. 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 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.

This Unit is designed to offer candidates the opportunity to develop their use of drawing media materials and techniques for finished artwork.

The purpose of this Unit is for candidates to develop experience in using media materials and graphic design techniques, developing their skills for finished artwork along with 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 completing investigative research, analysing a brief for finished artwork and the production of development work before producing a piece of finished artwork with a related production guide. The brief(s) should be carefully constructed to allow for individual creative expression in the use and application of media and techniques.

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

This Unit introduces candidates to a variety of graphic design techniques, media and materials in the development and creation of finished artwork. The following information gives further clarification regarding the context in which the Outcomes and Performance Criteria are to be achieved.

#### **Outcome 1**

Teachers/lecturers should describe and provide examples of a variety of working methods and finished artwork types to the candidates before starting the Unit. Candidate research should be activity based and it may be beneficial to direct the scope of the research activity using the context of the brief. Effective use of annotated and descriptive content should be fostered through ongoing discussions and reviews of the collated visual research in either one to one or group settings.

#### **Outcome 2**

The investigation of typographic material as finished artwork should be based on a class assignment by teachers/lecturers. Design elements and features including symmetry/asymmetry, positive and negative images etc are some examples of how typography could be used creatively in the design process. All collated visual examples should show the candidates understanding of the creative applied use of identified visual elements.

## National Unit specification: support notes (cont)

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### Outcome 3

In developing the roughs the use of techniques and materials should be experiential and allow candidates to experience and investigate the use of a wide variety of media, materials and techniques for the production of finished artwork. The focus in this Outcome should be on developing direct experience of the creative use of media and materials, and for this reason not all experiments will be necessarily successful. This process is instrumental to developing candidate's critical and aesthetic awareness and for this reason all investigative development work should include brief annotation which indicates the candidates growing critical visual awareness.

### Outcome 4

The finished artwork will be reproduced and refined from a developmental idea that satisfies the requirements of the brief. The work should show increased confidence in the handling of media, materials and techniques from the earlier development work and it would be helpful if the candidate had a chance to review and discuss the effectiveness of their earlier work before choosing a final idea for the artwork. This can be done in a one to one or class group setting. Candidates should be encouraged to critically review the effectiveness of their artwork with reference to the brief. A simple production guide should complement the finished artwork.

## 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 the use of annotated commentary when developing ideas for the artwork and in the annotated research and description of production methods and types of finished artwork.

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* during the Unit with their involvement in planning and organising their development work and in reviewing and selecting a final rough for 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 four Outcomes.

The brief(s) 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.

## **National Unit specification: support notes (cont)**

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Through the use of open questions and group discussion a range of approaches and techniques could be considered. Candidates should also be encouraged to explore and investigate a wide variety of finished artwork types and styles looking critically at the designer's choice and use of materials, media for visual effect.

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 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](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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