



## National Unit specification: general information

**Unit title:** 2D Digital Art (SCQF level 6)

**Unit code:** H2TP 12

**Superclass:** CE

**Publication date:** October 2012

**Source:** Scottish Qualifications Authority

**Version:** 01

### Summary

This Unit develops skills in 2D digital art, related to art and design disciplines. In this Unit, candidates will explore the creative development potential of 2D digital art and then develop experimental concepts and produce a range of experimental 2D digital art.

This Unit is suitable for candidates who are undertaking the study of 2D digital art for the first time and who wish to obtain a basic knowledge of 2D digital art in art and design.

This is an optional Unit in the National Certificate (NC) in Architecture and Art at SCQF level 6 and the NC in Architecture and Interior Design at SCQF level 6, but is also available as a freestanding Unit.

### Outcomes

- 1 Identify the use of bitmap and vectors in 2D digital art.
- 2 Use 2D design software.
- 3 Produce experimental 2D digital art.

### Recommended entry

While entry is at the discretion of the centre, it would be beneficial for candidates to have basic computer skills.

### 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.*

## **General information (cont)**

**Unit title:** 2D Digital Art (SCQF level 6)

### **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 components in this Unit.

## **National Unit specification: statement of standards**

**Unit title:** 2D Digital Art (SCQF level 6)

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**

Identify the use of bitmap and vectors in 2D digital art.

#### **Performance Criteria**

- (a) Identify and collate examples of bitmap and vectors used in 2D digital art.
- (b) Identify the strengths and weaknesses of bitmap and vectors used in 2D digital art.

### **Outcome 2**

Use 2D design software.

#### **Performance Criteria**

- (a) Create 2D digital art using appropriate software.
- (b) Manipulate 2D digital art using appropriate software.
- (c) Edit 2D digital art using appropriate software.

### **Outcome 3**

Produce experimental 2D digital art.

#### **Performance Criteria**

- (a) Produce an effective range of experimental 2D digital art concepts.
- (b) Select a suitable 2D digital art file format and resolution.
- (c) Save files using suitable naming conventions and filing structure.

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

**Unit title:** 2D Digital Art (SCQF level 6)

### Evidence Requirements for this Unit

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

For Outcome 1, candidates are required to provide written and/or oral evidence which includes:

- ◆ research based identification of a bitmap and vector 2D digital art
- ◆ a minimum of four annotated examples of the strengths and weaknesses of 2D digital art (at least two strengths, and at least two weaknesses)

For Outcomes 2 and 3, candidates are required to provide written and/or oral evidence in relation to a given project brief, which shows that they can:

- ◆ use appropriate 2D digital art software to create, edit and manipulate bitmap and vector images. The software used must be of commercial standard.
- ◆ create a minimum of four 2D digital images using the following appropriate tools:
  - bitmap: pen, paint brush, eraser and text
  - vector: pen, paint brush, shapes and text
- ◆ manipulate 2D digital images in a manner appropriate to the brief using the following:
  - bitmap: selection tools, adjustment colours, filter effects and layers
  - vector: selection tools, transformation and layers
- ◆ apply at least two edits to 2D digital art, eg cut, copy, paste
- ◆ produce four final 2D digital art concepts in response to the given brief
- ◆ optimise graphics as appropriate for intended method of delivery — correct file formats, compression, resolution and appropriate file size
- ◆ save 2D digital art in a format suitable for future editing
- ◆ use a suitable filing structure and naming conventions

Files should be printed out and submitted to the assessor. Evidence will be produced under open-book conditions and gathered throughout delivery of the Unit.

## National Unit specification: support notes

### Unit title: 2D Digital Art (SCQF level 6)

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 is an optional Unit in the National Certificate (NC) in Architecture and Art at SCQF level 6 and the NC in Architecture and Interior Design at SCQF level 6, but is also available as a freestanding Unit.

The purpose of this Unit is to enable candidates to acquire software skills to effectively undertake creative projects and to work with 2D digital art software applications. Candidates should be introduced to the creative potential and applied use of 2D digital art and its capabilities in relation to selected art and/or design specialisms. Candidates will create practical evidence, and should plan and develop ideas and concepts using appropriate software packages. Any files produced should be managed and stored with backup in a suitable format.

Areas of 2D digital art that have potential for research and development include, for example:

- ◆ installation sequences
- ◆ web pages/websites
- ◆ conceptual artwork developed from digital/scanned/manipulated images
- ◆ textiles, creation of patterns, constructed textile design
- ◆ fashion design, creation of 3D visuals
- ◆ three-dimensional rendering of an interior design scheme
- ◆ digitally produced illustrations using vector based graphics, or a mixed media approach
- ◆ design for corporate identity, advertising material and packaging
- ◆ photographic manipulation, retouching, photomontage

This Unit offers the potential to support independent learning, social learning and the ongoing development of reflective practice. It can be used to identify and analyse the use of 2D digital software within current art and design disciplines, allowing candidates to experiment with a variety of creative approaches in the use of 2D digital art.

Using available hardware and software, candidates should investigate methods of capture and creation. This will involve the use of a scanner to digitise data from an analogue source. Ideally a digital camera (stills or video) should be available to demonstrate the digital aspect of capture. Access to a graphics tablet and/or pen would be useful but is not essential. Candidates should make use of a paint program to manipulate captured images (eg colour adjustment, colour balance, crop, rotate, remove). Images should be created using draw and paint applications. Typical image manipulations include — resolution, type, resize, flip, rotate, skew, use of layers, fills/gradients, filters, effects, anti-aliasing, transparency, opacity, crop and use of other available tools within the application (eg move, marquee, lasso, magic wand, type effects, etc). Various tools for creating graphics include — pen, pencil, line, brush, fill colour, gradients, patterns, effects, etc.

## National Unit specification: support notes (cont)

### Unit title: 2D Digital Art (SCQF level 6)

The range of file types to study should include the common screen-based image types:

- ◆ image stills — GIF, JPEG and PNG
- ◆ vector file formats — AI

It is recommended that candidates are given a brief based on a topic or selection of topics to choose from, with the assessor acting as the client. Where candidates are given the option to select their own topic, it is recommended that these are agreed with the assessor. The range of topics should accommodate and engage candidates with the brief being issued early on in the Unit.

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

The tutor could provide candidates with an introduction to the main 2D digital art areas to be explored with an explanation of the origins and development of 2D digital art in art and design.

The tutor could select and provide an introductory selection of examples of contemporary 2D digital art applications which can be used by candidates. These should be supplemented with individually collated research material in the collated folio of work.

Candidates should be encouraged to explore the digital work of bitmaps and vectors within a chosen area to gain understanding of the creative potential and uses of digital media.

Research investigation could be completed through group work, although the four final annotated examples should be independently selected by candidates. Candidates should be encouraged to self-assess wherever possible. During the creative process, the use of peer group feedback and/or self-assessment sessions may be of help to ensure that candidates maintain an objective perspective.

Reviews of sketchbook/worksheets and digital files can be self-assessed individually with the tutor or through peer assessment processes including class and group critiques. Candidates should be supported in developing efficient systems of recording, storing and presenting information. The tutor should advise candidates and reinforce the importance of saving materials in a suitable format and creating backup files.

Prior knowledge and skills should be taken into account when delivering the Unit. The use of group work, buddy or online tutorials or checklists may assist and support effective learning and teaching.

Candidates will require individual access to the appropriate software and hardware throughout the Unit, and the time and space to use traditional art and design materials. While the actual distribution of time is at the discretion of the centre, a suggested distribution might be:

- Outcome 1 – 10 hours
- Outcome 2 – 20 hours
- Outcome 3 – 10 hours

## 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 structured practical exercise that allows candidates to demonstrate creative and imaginative development of a theme or topic.

Assessment evidence for Outcome 1 will be obtained via a series of practical tests designed to demonstrate candidates' knowledge and/or skills in creating, manipulating and editing 2D digital art. Candidates will be required to build a minimum of four images.

Assessment for Outcomes 2 and 3 will demonstrate candidates' knowledge and/or skills in creating and manipulating vector graphics. Candidates will be required to produce four 2D digital images. This will be an open-book assessment, carried out under supervised conditions where the assessor has the opportunity to ask candidates to demonstrate tasks.

The given brief should support and encourage skills development within a 2D digital art context through the development of digital concepts.

Formative assessment should be ongoing and could be through one-to-one tutor/candidate critique, self-assessment or through monitored peer group evaluation. Decisions made through formative assessment procedures could be recorded as a list of tasks completed with recommendations for development. Candidates should be given the opportunity to improve work on an ongoing basis following feedback from the assessor.

Authenticity of candidate work produced during self-directed study could be verified by question and answer sessions confirming the processes, problem solving, and decisions made. Assessor observation checklists should be used to record that all tasks have been undertaken correctly by candidates.

### 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)*.

### Opportunities for developing Core Skills

In this Unit candidates may have opportunities to develop aspects of the Core Skills of *Information and Communication Technology* and *Problem Solving*.

Aspects of *Information and Communication Technology* may be developed through activities in which candidates are using technology to create 2D digital art.

*Problem Solving* with particular reference to the component *Critical Thinking*, may be developed through all Outcomes.

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

**Unit title:** 2D Digital Art (SCQF level 6)

### **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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