



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

**Unit title:** Design Elements and Principles (SCQF level 6)

**Unit code:** H2TV 12

**Superclass:** TD

**Publication date:** February 2013

**Source:** Scottish Qualifications Authority

**Version:** 02

### **Summary**

In this Unit, candidates will explore fundamental ideas about the practice of good visual design that are assumed to be the basis of all intentional visual design strategies. The elements form the 'vocabulary' of the design, while the principles constitute the broader structural aspects of its composition. Awareness of the elements and principles in design is the first step in creating successful visual compositions. These principles, which may overlap, are used in all visual design fields.

This Unit is suitable for candidates who wish to further develop their knowledge design theory and practice within a specific context or are undertaking a general programme of architecture and interior design Units.

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 Investigate a variety of design elements and principles in design practice.
- 2 Research design elements and principles from a given brief.
- 3 Produce a design work to meet the brief.

### **Recommended entry**

While entry is at the discretion of the centre, it would be beneficial for candidates to have some prior knowledge of general design.

## General information (cont)

**Unit title:** Design Elements and Principles (SCQF level 6)

### 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

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill                      None

Core Skill component                      Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

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

**Unit title:** Design Elements and Principles (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**

Investigate a variety of design elements and principles in design practice.

#### **Performance Criteria**

- (a) Select an area of the design discipline for investigation.
- (b) Gather relevant and accurate investigative material.
- (c) Critically analyse the defining features of the selected design practice.
- (d) Identify the most influential/effective design elements and principles in the selected design practice.
- (e) Produce an accurate summary of design elements and principles in the selected design practice.

### **Outcome 2**

Research design elements and principles from a given brief.

#### **Performance Criteria**

- (a) Select a variety of research material with identified development potential.
- (b) Develop a range of initial ideas.
- (c) Use selected design elements and principles effectively.

### **Outcome 3**

Produce a design work to meet the brief.

#### **Performance Criteria**

- (a) Identify and define an initial idea for development.
- (b) Demonstrate consistent and effective use of design elements and principles in the development and production of the final design work.
- (c) Use design elements and principles demonstrating a personal, creative and expressive response to the given brief.

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

**Unit title:** Design Elements and Principles (SCQF level 6)

### **Evidence Requirements for this Unit**

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

Written and/or oral and product evidence in the form of collated visual research will be produced under open-book conditions. Candidates will produce a folio of evidence that is collated, organised and presented in a logical way using either traditional or electronic formats. The folio will include:

- ◆ collated research and investigation evidence in the form of visual research and recorded information, including notes, cuttings, and sketches and collated factual information of the selected area of the visual arts or design
- ◆ identification of a minimum of two contemporary practitioners working in the same design discipline
- ◆ an accurate description of the design elements and principles used by the selected practitioners together with accompanying visuals (minimum of two per practitioner)
- ◆ analysis of the selected design elements and principles. This should include the use of relevant vocabulary and reasoned argument, a summary of the collated factual information and the critical analysis of the defining features of the selected design practice.
- ◆ product evidence in the form of written/annotated collated research material in response to the given brief
- ◆ presentation of personal response demonstrating critical and reflective thinking which identifies potential uses for the acquired knowledge

Candidates will produce the work under open-book conditions, throughout delivery of the Unit.

## **National Unit specification: support notes**

### **Unit title:** Design Elements and Principles (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 specific content of this Unit should be based on areas of personal interest selected by candidates but negotiated with the tutor. Candidates will be involved in researching and investigating various design elements (light, colour, shape and space, etc) and principles (balance, scale, storytelling and movement, etc) in dynamic design practice.

The potential areas of study are wide ranging but any significant design elements and principles within design practice may be considered appropriate topics for the investigation. Any significant designers or design works, either historical or contemporary may also be the focus of the investigation.

Detailed study of the design elements and principle in innovative practice will provide candidates with opportunities to develop critical thinking skills and reflective practice that can be applied to practical design based activities.

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

Candidates should have the opportunity to engage in active research and investigation. This should encourage and support awareness, knowledge and understanding of design practice. This will allow candidates to formulate, present and justify opinions and personal responses.

Teaching and learning approaches may include visiting outside agencies, galleries or exploring the internet and communicating directly with artists, designers, design companies and/or manufacturers.

Candidates can use a range of approaches in the production of evidence for this Unit. Research and investigation may be approached individually or as a group in order to widen the range of information gathered but this will be analysed and presented on an individual basis.

Evidence can be presented using a variety of approaches, for example using an integrated, annotated and illustrated study or visual presentation developed using a software package.

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

**Unit title:** Design Elements and Principles (SCQF level 6)

### **Guidance on approaches to assessment for this Unit**

A suitable Instrument of Assessment for this Unit would be a practical exercise. Tutors should assist candidates to prepare for assessment by advising and guiding them in the selection of work and how to present it logically and coherently. Candidates must, however, be given autonomy in making the final selection and presentation of their work for assessment, and should feel confident in doing so.

#### **Outcome 1**

Evidence for Outcome 1 should be monitored and gathered on an ongoing basis with teacher/lecturers using individual and group tutorials for feedback to inform future learning. Candidates are required to identify and describe the design elements and principles used by identified practitioners within the same selected design discipline. This information may be presented in any appropriate format but it is recommended that a combination of visual and written and/or oral descriptive content is produced, either using paper-based or electronic formats.

#### **Outcome 2**

Candidates should be asked to research, develop and consider diverse solutions by manipulating design elements and principles, producing a range of initial ideas. Candidates will consider any constraints identified in the investigation including light, colour, scale and size, material and texture.

#### **Outcome 3**

The selection and presentation of material for assessment of Outcome 3 is likely to take place towards the end of Unit delivery. Selection and effective use of media, material and processor will be of importance throughout. Candidates should be encouraged to explore a variety of design elements and principles, where delivered within a Group Award, reflecting the knowledge and skills across it, where possible. All assessment evidence should be presented in a folio of work that is collated, organised and presented in a logical way.

The tutor must be satisfied that 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)*.

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

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### **Opportunities for developing Core Skills**

Through providing detailed responses to the investigative material using relevant vocabulary and reasoned argument in defining the key features of the selected area(s) of the design, candidates will have the opportunity to develop aspects of the Core Skill of *Communication*.

Candidates may have the opportunity to develop aspects of the Core Skill of *Information and Communication Technology* in the collation of investigative research via the internet, and may also have additional opportunities through the selection of an area of ICT based design for investigation and study and where candidates choose to present the collated research using ICT based software packages.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5.

### **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
02	Core Skills Component Critical Thinking at SCQF level 5 embedded.	04/02/2013

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