

## Art and Design: Design Activity

**SCQF:** level 5 (9 SCQF credit points)

**Unit code:** J1YC 75

### Unit outline

The general aim of this Unit is to develop learners' ability to develop creative research and development ideas in response to a design brief. In this Unit, learners will analyse the impact that social and cultural factors have on designers and their practice. On completion of this Unit, learners will be able to develop and produce creative design ideas in response to a brief and critically reflect on their own work and the work of other designers.

Learners who complete this Unit will be able to:

- 1 Analyse the factors influencing designers and design practice
- 2 Produce creative design ideas and development work for a design brief

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 4 Art and Design Course or relevant component Units

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and Assessment Standards

### Outcome 1

#### **1 Analyse the factors influencing designers and design practice by:**

- 1.1 Describing how designers use design materials, techniques and/or technology in their work
- 1.2 Describing the impact of the designers' creative choices and design decisions
- 1.3 Analysing the impact of social, cultural and/or other factors on designers and their work

### Outcome 2

#### **2 Produce creative design ideas and development work for a design brief by**

- 2.1 Identifying the design opportunities, issues and constraints in the brief
- 2.2 Producing a variety of relevant investigative and market research in response to the design brief
- 2.3 Using a variety of materials, techniques and/or technology for creative effect
- 2.4 Developing and refining experimental design ideas, taking account of the design brief requirements
- 2.5 Using design-based problem solving, planning and evaluation skills in the creative process

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence will be a combination of practical, written, oral and/or recorded evidence.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole by combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

In this Unit, learners will be required to provide evidence of:

- ◆ understanding and analysis of designers' work and the influences on their design practice
- ◆ using design vocabulary to describe their own work and the work of other designers
- ◆ investigative and market research related to their design area
- ◆ creative development and refining of their design ideas, taking account of the requirements of the brief and design area

Exemplification of assessment is provided in *Unit Assessment Support*.

Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **3 Health and wellbeing**

### 3.1 Personal learning

## **5 Thinking skills**

### 5.4 Analysing and evaluating

### 5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information

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**Published:** July 2019 (version 2.0)

**Superclass:** JC

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### History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	.Unit code updated	Qualifications Manager	July 2019

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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