

Art and Design: Expressive Activity Unit

SCQF: level 5 (9 SCQF credit points)

Unit code: J1YA 75

Unit outline

The general aim of this Unit is to develop learners' ability to produce expressive ideas and development work in response to stimuli. Learners will also develop critical understanding and knowledge of the social and cultural factors influencing art practice. On completion of this Unit, learners will be able to develop their personal ideas for expressive art work in 2D and/or 3D formats using a range of art materials, techniques and/or technology. They will also be able to critically reflect on their own work and the work of other artists.

Learners who complete this Unit will be able to:

- 1 Analyse the factors influencing artists and practice
- 2 Produce creative development ideas for expressive art work

This Unit also 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 equivalent 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 artists and art practice by:

- 1.1 Describing how artists use a range of art materials, techniques and/or technology in their work
- 1.2 Describing the impact of artists' creative choices on the artists' work
- 1.3 Analysing the impact of social, cultural and/or other factors on selected artists and their practice

Outcome 2

2 Produce creative development ideas for expressive art work by:

- 2.1 Selecting suitable subject matter for an expressive activity
- 2.2 Producing analytical drawings, studies and investigative research to represent specific features of the subjects
- 2.3 Using a selection of art materials, techniques and/or technology expressively
- 2.4 Developing selected visual elements and refining compositional ideas creatively in 2D and/or 3D formats
- 2.5 Using problem solving and evaluation skills when developing ideas for expressive art work

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:

- ◆ describing and analysing artists' work and practice using descriptive art vocabulary
- ◆ producing expressive drawings, studies and investigative research showing understanding of the subject matter
- ◆ using a variety of art materials, techniques and/or technology creatively for expressive effect in their work
- ◆ creative development of compositional ideas and art work in response to stimuli
- ◆ using problem solving and evaluation skills

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

Published: July 2019 (version 2.0)

Superclass: JA

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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