

National Unit Specification: general information

UNIT Art and Design: Expressive Activity (Higher)

CODE DV37 12

COURSE Art and Design (Higher)

SUMMARY

In this Unit, candidates will develop knowledge and understanding of visual language and investigate and respond to a selected theme by selecting and using visual media, materials and processes. Candidates will identify and sustain lines of visual development and thought and bring these to considered conclusions. Candidates may study this Unit as part of a general education, for vocational reasons or for personal interest.

This Unit has been designed as a mandatory part of the Higher Art and Design Course, but may also be used as a freestanding Unit.

OUTCOMES

1. Investigate a theme of personal interest within an expressive context.
2. Produce development work related to the chosen theme which will contribute to an intended final outcome.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Standard Grade Art and Design at Credit level
- ◆ Intermediate 2 Art and Design or its Units.

Administrative Information

Superclass: JA

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CREDIT VALUE

1 credit at Higher (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

There is no automatic certification of Core Skills or Core Skill components 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 the Scottish Qualifications Authority.

OUTCOME 1

Investigate a theme of personal interest within an expressive context.

Performance Criteria

- (a) Select a theme of personal interest within an expressive context.
- (b) Produce a variety of analytical drawings and/or studies clearly related to the theme from first-hand sources.
- (c) Demonstrate the use of a variety of media, materials and techniques showing control, skill and creativity.

OUTCOME 2

Produce development work related to the chosen theme which will contribute to an intended final outcome.

Performance Criteria

- (a) Explore and develop visual ideas and compositions which show identifiable lines of progression clearly related to the chosen theme.
- (b) Select and explore the use of a variety of materials, techniques and processes.
- (c) Demonstrate clear lines of development which show progression towards an intended final outcome clearly related to the chosen theme.
- (d) Identify an intended final outcome.
- (e) Demonstrate an overall creative, controlled and individual response to the chosen theme.

National Unit Specification: statement of standards (cont)

UNIT Art and Design: Expressive Activity (Higher)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Product evidence and written or recorded oral evidence, supported by an assessor observation checklist, is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

Candidates will produce a body of expressive work, in a series or sequence, throughout the Unit. This work will be generated through the study of single context or related contexts and the use of one or more selected media process(es). Candidates might select from the areas of Portraiture, Figure Composition, Still Life, Natural Environment, Built Environment, or Fantasy and Imagination.

For assessment evidence, candidates will select, collate, organise and present work at a formal assessment review in a supervised environment. The work must include:

- ◆ examples of analytical drawings or studies (or equivalent in three dimensional work) made directly from first-hand observation
- ◆ examples of work clearly demonstrating control and skill in the use of media, materials, processes and colours/tone where appropriate
- ◆ at least one study demonstrating the ability to construct an image using colours where appropriate
- ◆ evidence of the use of different types of media
- ◆ evidence of the development of considered images
- ◆ evidence of understanding of visual elements
- ◆ examples of work that clearly show the exploration and development of compositional ideas and experimentation with picture-making considerations (or three-dimensional equivalent), one of which suggests the intended outcome.

An assessor checklist must be completed which records the candidate's progress throughout the Unit. The centre must be satisfied that the evidence submitted for assessment is the candidate's work. Although group work may be used a learning and teaching approach, any work which contributes to a candidate's assessment evidence must be carried out on an individual basis to ensure authenticity.

The National Assessment Bank item (NAB) for this Unit illustrates the standard and provides exemplification of the type of work suitable for this level. An assessor checklist is included in the NAB. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT Art and Design: Expressive Activity (Higher)

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

Candidates will develop Expressive Activity through the study of a single context or related contexts, and explore and use one or more selected media process(es). Expressive Activity includes:

- ◆ identifying and investigating themes and ideas of personal interest and relevance
- ◆ investigating and responding to visual and/or other stimuli
- ◆ analytical drawing from first-hand sources
- ◆ developing media-handling skills and creative techniques
- ◆ developing and resolving personal ideas and interpretations creatively.

Candidates might select from the areas of Portraiture, Figure Composition, Still Life, Natural Environment, Built Environment or Fantasy and Imagination.

Candidates can use a wide range of disciplines such as painting, drawing, printmaking, photography, three-dimensional construction/sculpture or mixed-media work.

The media from which candidates might select includes:

Two-dimensional:

pencil, graphite sticks, charcoal, pen and ink, ink wash, ball point, felt pens, markers, pastel, crayon, oil pastel, paint, photography, film, computer or electronically-generated images.

Three-dimensional:

clay, plaster, wood, metal, wire, fabric, mixed-media.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The candidate should have the opportunity to explore and consider appropriate areas of personal interest. This could include visiting outside agencies, galleries or exploring the Internet and communicating directly with artists.

The candidate should be offered opportunities to explore and work with a range of media and to select stimuli which reflect personal interest. They should consider and discuss the responses of others to similar stimuli and the ways in which others have used media to create effect. Through such activities, they should develop skill in making decisions about the significant elements inherent in or associated with both stimuli and themes and in recording these in visual or note form.

National Unit Specification: support notes (cont)

UNIT Art and Design: Expressive Activity (Higher)

Candidates should have opportunities to explore and identify relationships through a variety of means, for example, drawings, studies, collage, and reference sources. They could, as appropriate, consider relationships to:

- ◆ art practice through, for example, the study of portraiture, figure composition, still life, natural environment, built environment, fantasy and imagination, history of painting, social, political or religious influences
- ◆ historical and contemporary visual arts movements such as Expressionism, Cubism, Realism, Post-Modernism
- ◆ the work of other artists who have responded to similar theme(s) or have worked in similar media.

If this Unit is being undertaken as part of a Course, linking practical work with Art and Design Studies will include opportunities for candidates to evaluate the works of established artists. Study might focus on such important considerations as working methods and choice of subject matter.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be aware of assessment requirements and arrangements. Formative assessment in the form of candidate/tutor reviews may be used to assist candidates in their work. Teachers/lecturers may find it most useful to use the checklist to record candidates' progress throughout the Unit rather than leaving this until the end of the Unit.

Teachers/lecturers 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 should, however, be given autonomy in making the final selection and presenting their work for assessment, and should feel confident in doing so.

The selection of material for assessment and review between the candidate and assessor should be conducted at an appropriate time, which is likely to be towards the end of the Unit

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (SQA, September 2004)*.