

## National Unit Specification: general information

**UNIT** Art and Design: Design Activity (Higher)

**CODE** DV38 12

**COURSE** Art and Design (Higher)

### SUMMARY

In this Unit, candidates will develop knowledge and understanding of the design process, investigate and respond to a design brief and develop ideas and possibilities directly related to a possible solution. Candidates may study the 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. Produce a design brief.
2. Produce investigative work related to the design brief.
3. Produce development work in response to the design brief.

### 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.

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### Administrative Information

**Superclass:** JA

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## **National Unit Specification: general information (cont)**

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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 Skills components in this Unit.

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

### **UNIT Art and Design: Design Activity (Higher)**

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**

Produce a design brief.

##### **Performance Criteria**

- (a) Identify a design need or problem.
- (b) Define the design issues and constraints relating to the need or problem.

#### **OUTCOME 2**

Produce investigative work related to the design brief.

##### **Performance Criteria**

- (a) Undertake a personal investigation exploring design requirements, constraints, issues and market research related to the brief.
- (b) Select relevant information, ideas and visual material to allow progression to development.

#### **OUTCOME 3**

Produce development work in response to the design brief.

##### **Performance Criteria**

- (a) Select and explore the use of materials, technologies and processes.
- (b) Demonstrate the ability to progress clear lines of development.
- (c) Select and refine one of the development ideas for progression to an intended solution.
- (d) Demonstrate inventiveness, flexibility, creativity and control throughout the development process.

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

**UNIT**            Art and Design: Design Activity (Higher)

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

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

The Design Activity will be developed through the study of single, or related contexts, and one or more media processes. The candidate will produce a design brief and individual work, in a series or sequence throughout the Unit. Candidates might select one area from Graphic Design, Product Design, Interior Design, Environmental/Architectural Design, Jewellery Design or Textile/Fashion Design.

Assessment evidence must show the process through developing the design brief, undertaking research and investigation and carrying out development work.

Assessment evidence will be presented in work which is collated, organised and presented in a logical way under supervised conditions. Assessment will be carried out at a formal review of the work which must include:

- ◆ a design brief which clearly sets out the design issues and constraints of the client, real or invented
- ◆ two and/or three-dimensional research and investigation work that clearly establishes the context and market research
- ◆ two and/or three-dimensional development work that clearly shows a minimum of two ideas, one of which is fully refined and clearly suggests the intended solution.

The evidence must show progression through the design process. It must reflect the type of design solution that is required (two and/or three-dimensional) and show understanding of the relevant design issues.

A completed assessor checklist is required which records the candidate's progress. The assessor must be satisfied that the evidence submitted is the work of individual candidates. 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: Design 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 Design Activity through the study of a single context or related contexts and one or more selected media process(es).

Design Activity is concerned with developing and applying skills of flexible, creative thought and action through:

- ◆ identifying a design need or problem
- ◆ investigating the requirements and constraints of a design need or problem
- ◆ considering design issues
- ◆ developing and considering approaches and possible solutions.

Study might be based on an area of personal interest to the candidate selected from Graphic Design, Product Design, Interior Design, Environmental/Architectural Design, Jewellery Design or Textile/Fashion Design.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The candidate should have the opportunity to explore and consider appropriate design areas of personal interest. This could take the form of visiting outside agencies, galleries, viewing existing design items or exploring the Internet and communicating directly with designers or design companies.

A design brief should be negotiated with the teacher/lecturer and/or client, real or invented. It should define criteria to be met and constraints within which solution(s) should be sought. Within these parameters, it should offer opportunities for open-ended problem solving in a focused manner, with direction and purpose clearly evident and understood by the candidate. It should be simply stated and underpin all further design work.

A range of design issues and constraints should be taken into account. These may include function/purpose, aesthetics and creativity, and other appropriate issues, such as economic, environmental, ergonomic, cultural, moral or social factors, may also be included. Candidates should consider any constraints set by the brief such as size, materials, colour, health and safety, and target market, and discuss the approaches, methods and solutions of others to similar design problems, needs or opportunities.

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

### **UNIT            Art and Design: Design Activity (Higher)**

Selection and effective use of appropriate media, materials and processes will be of importance throughout and candidates should have the opportunity to explore a variety of technologies and materials, which may include computer technology. Drawing may be used in the Design Activity, but it should serve a clear purpose in supporting the problem-solving activity outlined by the brief.

Teachers/lecturers may wish to consider encouraging class discussion and other creative approaches to problem solving.

The candidate should develop skills in making informed decisions about approaches and possible solutions to both requirements and implications of the design problem being addressed. Research and experimentation should lead to identification, production and clear communication of an intended solution.

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 designers.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Candidates should be aware of assessment requirements and arrangements. Formative assessment should be used to assist candidates in their work. Teachers/lecturers may find it 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.

Evidence should show that the candidate has carried out some market research relating directly to the subject of the brief. This evidence may include photographs, sketches, diagrams, illustrations, cuttings from publications, annotations, models and sample materials and so on. These items may be accompanied by a comment explaining the selection or a short product analysis about some aspect of the design for example, materials used, form and manufacturing processes.

The selection of material for assessment and the review between 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)*.