

## National Unit Specification: general information

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

**CODE**                     DV38 13

**COURSE**                Art and Design: Expressive (Advanced Higher)

### SUMMARY

In this Unit, candidates will develop knowledge and understanding of the design process, investigate and respond to a design brief by developing ideas and possibilities leading directly to a 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 an optional Unit of the Advanced Higher *Art and Design Enquiry: Expressive* Course, but may also be used as a freestanding Unit.

### OUTCOMES

1. Identify a design problem or need of personal interest, and produce a design brief.
2. Produce investigative work in response to the chosen design brief.
3. Produce sustained development work which shows a personal and creative response to the brief and establishes the intended solution.

### 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:

- ◆ Higher 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 Advanced Higher (8 SCQF credit points at SCQF level 7)\*.

*\*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**

### **UNIT            Art and Design: Design Activity (Advanced 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**

Identify a design problem or need of personal interest, and produce a design brief.

##### **Performance Criteria**

- (a) Produce a design brief establishing the context and explaining relevant personal interest.
- (b) Record relevant market research.
- (c) Explore the design issues related to the brief.
- (d) Identify possible relationships to design practice.

#### **OUTCOME 2**

Produce investigative work in response to the chosen design brief.

##### **Performance Criteria**

- (a) Demonstrate consistent understanding of design requirements and constraints by undertaking a substantial personal investigation taking account of design issues, requirements and constraints.
- (b) Indicate interaction between personal work and design practice.
- (c) Demonstrate the ability to use chosen media, materials, processes and equipment.

#### **OUTCOME 3**

Produce sustained development work which shows a personal and creative response to the brief and establishes the intended solution.

##### **Performance Criteria**

- (a) Demonstrate the ability to progress sustained lines of development.
- (b) Select and refine one development idea suitable for progression to an intended solution.
- (c) Demonstrate inventiveness, flexibility, creativity and control throughout the development process.

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

**UNIT**            Art and Design: Design Activity (Advanced 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.

The Design Activity will be developed through the study of a single context or related contexts and one or more media processes. The candidate will produce a design brief and an individual body of work, in a series or sequence throughout the Unit.

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

- ◆ a design brief which clearly sets out the issues, requirements and constraints of the design problem or need
- ◆ identification of possible relationships with design practice
- ◆ work which shows a depth of understanding and controlled use of different types of media, materials, processes and equipment
- ◆ 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 the exploration of design ideas, clearly suggesting an intended solution
- ◆ the sustained development and refinement of one design idea which progresses to the intended solution.

The evidence must clearly show progression through the design process. It must reflect the type of design solution that is required (two and/or three dimensional) and show consideration 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 (Advanced 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.

Design study might focus on one of the following areas, although exploration of others would be valid:

- ◆ interior design (not decoration)
- ◆ visual communication (graphic design, animation, film)
- ◆ fashion
- ◆ textile/ fabric
- ◆ decorative design
- ◆ product
- ◆ jewellery
- ◆ environmental.

#### **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.

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

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

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.

At Advanced Higher, candidates should be encouraged to look beyond the immediate design problem or issue and consider effects, implications and the impact of design. Less obvious design issues and a range of approaches including, but going further than, a process based approach should be exploited.

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 use 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 the candidate is undertaking this Unit as part of the Advanced Higher Art and Design Course, it is not mandatory for the Design Activity to arise from or be the same as those themes selected for the Expressive Enquiry, although this is permitted.

The extent and depth of a candidate's interest and involvement in a chosen area or theme should lead to work outside the centre. It is particularly valuable for the candidate to develop and maintain a personal research file or sketchbook. A sketchbook or file of roughs, notes, jottings, etc should reflect the interests, ideas and developing thinking of the candidate.

### **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 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 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.

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

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

### **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)*.