

## National Unit Specification: general information

**UNIT**                      **Art and Design: Expressive Enquiry (Advanced Higher)**

**CODE**                     DV3F 13

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

### SUMMARY

In this Unit, candidates will develop knowledge and understanding of visual language, investigate and respond to a selected theme, select and use visual media, materials and processes, identify and sustain lines of visual development and thought and bring these to considered conclusions. 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 Advanced Higher *Art and Design: Expressive* Course, but may also be used as a freestanding Unit.

### OUTCOMES

1. Identify and state intentions regarding the investigation of an area of personal interest and relevance within an expressive context.
2. Produce investigative and development work in response to the chosen theme.
3. Produce visual outcomes in response to the theme.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have gained 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**

2 credits at Higher (16 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: Expressive Enquiry (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 and state intentions regarding the investigation of an area of personal interest and relevance within an expressive context.

##### **Performance Criteria**

- (a) Select a theme or area of personal interest within an expressive context and explain the reasons for the choice and describe the perceived potential of the area or theme.
- (b) Describe the intended methods for exploration and development of the chosen area or theme.
- (c) Identify possible relationships to/with art practice.

#### **OUTCOME 2**

Produce investigative and development work in response to the chosen theme.

##### **Performance Criteria**

- (a) Demonstrate interaction between personal work and art practice showing an overall creative and individual response to the chosen theme.
- (b) Show imaginative personal interpretation of the visual qualities of a range of selected sources.
- (c) Demonstrate sustained investigation and development, refinement and resolution of a wide variety of ideas.
- (d) Show breadth and depth of understanding with assurance and control in the choice and use of media, materials, processes and equipment.

#### **OUTCOME 3**

Produce visual outcomes in response to the theme

##### **Performance Criteria**

- (a) Demonstrate understanding of visual images and exploit the qualities of selected media, materials, processes and equipment.
- (b) Communicate clearly personal thoughts, feelings, ideas and interpretations in visual outcomes.

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

**UNIT**            Art and Design: Expressive Enquiry (Advanced Higher)

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

Product evidence and written or 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 a single context or related contexts and explore media processes.

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:

- ◆ recorded evidence that clearly explains the reasons for selecting the chosen area or theme and describes the intended methods for exploration and development of the theme
- ◆ identification of possible relationships with art practice
- ◆ analytical drawings, studies or equivalent in three dimensional work
- ◆ work which shows a depth of understanding and controlled use of different types of media materials, processes and equipment
- ◆ sustained development of considered images which show refinement
- ◆ experimentation with compositional ideas or three dimensional equivalent
- ◆ communication of personal thoughts, ideas and feelings in outcomes arising from development work.

A completed assessor checklist is required which records the candidate's progress. The assessor must be satisfied that the evidence submitted for assessment 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: Expressive Enquiry (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 80 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 Enquiry includes:

- ◆ identifying and investigating themes and ideas of personal interest and relevance
- ◆ investigating and responding to visual and/or other stimuli
- ◆ analytical drawing
- ◆ extending the development of media-handling skills and creative techniques
- ◆ developing and resolving personal ideas and interpretations creatively
- ◆ communicating personal thoughts, feelings, ideas and interpretations through the production of two and/or three-dimensional artwork.

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

They could, as appropriate, consider relationships to:

- ◆ art practice through, for example, the study of the figure, landscape and still life
- ◆ social, political or religious influences
- ◆ movements in historical and contemporary categories such as the Renaissance, Expressionism, Cubism, Realism, Post Modernism and Contemporary Art
- ◆ the work of significant artists working in a similar theme(s) or similar media.

The Expressive Enquiry should be undertaken and presented as a personal and predominantly visual enquiry into an area or theme which provides adequate potential for development and is relevant to the candidate. Candidates should identify and select sources, stimuli and influences which reflect personal interest, considering and discussing the responses of others to similar stimuli. Work should be carried out in a wide variety of media, taking account of ways in which others have used media to create effects. Through such activities, candidates should develop skill in making decisions about the key elements inherent in or associated with stimuli, themes and influences and in recording these in visual or note form.

The extent and depth of a candidate's interest and involvement in a chosen area or theme should lead to work beyond the centre. It is particularly valuable for the candidate to develop and maintain a

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

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personal research file or sketchbook. Information may be gathered in visual and other forms. 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 must 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)*.