



National Unit Specification: general information

UNIT Art and Design: Painting Media and Techniques (SCQF level 5)

CODE F5BA 11

SUMMARY

This Unit is designed to introduce the candidate to a range of painting media and techniques used by artists in both historical and contemporary practice. The Unit will focus on the production of experimental samples that show the creative and confident use of a variety of painting media and techniques.

This Unit is suitable for candidates who:

- ◆ wish to develop an applied understanding of painting media and techniques
- ◆ are completing a general programme of art and design Units

OUTCOMES

- 1 Research painting media and techniques used by artists.
- 2 Produce a range of painting samples to a given painting brief.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would benefit from previous experience of an art or design course or Units.

CREDIT VALUE

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5*).

**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.*

Administrative Information

Superclass: JB

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National Unit Specification: general information (cont)

UNIT Art and Design: Painting Media and Techniques (SCQF level 5)

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Information and Communication Technology (SCQF level 4)

These opportunities are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

UNIT Art and Design: Painting Media and Techniques (SCQF level 5)

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 SQA.

OUTCOME 1

Research painting media and techniques used by artists.

Performance Criteria

- (a) Identify historical and contemporary painter/artists.
- (b) Select visual examples of the artists' work.
- (c) Describe the painting techniques, approaches and painting media used by the identified artists.

OUTCOME 2

Produce a range of painting samples to a given painting brief.

Performance Criteria

- (a) Identify the main requirements of the given painting brief.
- (b) Select and use a variety of media and painting techniques demonstrating a creative approach to painting in response to the given painting brief.
- (c) Produce painting samples in response to the given painting brief.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria for this Unit.

Product evidence and written and/or oral recorded evidence should be produced to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

The candidate will produce a folio of work that includes:

- ◆ a minimum of six examples of painting taken from both historical and contemporary contexts. This will include a selection of work from two artists (a minimum of three examples for each). The six selected paintings must include the use of three or more different painting media and techniques.
- ◆ the paintings should be accurately identified including the artist name, the date of the painting and the technique, approach and/or medium used.
- ◆ the production of a minimum of five experimental painted samples from a given painting brief. The painting samples will show the candidate's understanding of the requirements of the painting brief which should state using a minimum of two different media and experimenting with at least three different techniques. The work will demonstrate the candidate's creative application and confident handling of media and techniques in response to the given painting brief.

The folio of work may be presented in a sketchbook, workbook or display board format.

Evidence will be produced throughout the delivery of the Unit under open-book conditions.

National Unit Specification: support notes

UNIT Art and Design: Painting Media and Techniques (SCQF level 5)

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

The Unit is an optional Unit of the National Certificate in Art and Design, but can also be taken as a free-standing Unit.

If this Unit is being delivered as part of a programme of art and design based Units, then it is recommended that centres consider an integrated delivery approach with other Units in the award.

The content of this Unit should be based on the identification and description of painting approaches, media and techniques from historical and contemporary contexts. The images should be selected by the candidate.

The selection of painting media and techniques could be wide ranging. Painting techniques may include reference to opaque techniques including graffito, impasto, stippling and dry brush effects or translucent and/or transparent effects eg wet in wet, bleeding, glazing etc.

Class activity should focus on a range of painting approaches, media and techniques that are demonstrated by the teacher/lecturer with reference to the work of practising artists.

This could include, for example:

Works in opaque media	Works in translucent/transparent media
Ingres, Cassatt, Turner, Ken Currie, (soft textures, blending techniques)	Japanese and Chinese paintings (brush techniques)
Van Gogh, John Bellamy (application techniques, impasto, sgraffito)	CR Mackintosh (watercolour techniques)
Seurat (theory based techniques, Pointillism)	Georgia O'Keefe (watercolour techniques)
Jackson Pollock (Action Paintings)	Elizabeth Blackadder (watercolour techniques)
Louise Hopkins (painting on fabrics)	

Definitions and explanation of painting terms should be provided by the teacher/lecturer.

It is expected the practical work within the Unit will be conducted in a studio environment. The candidates should be aware of relevant health and safety issues relating to painting media and studio practice and any dangerous substances should be used in compliance with current legislation.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Class visit(s) to a gallery could be used as an introduction to the Unit. This would allow the candidate to observe the use of painting approaches, media and techniques firsthand, although if this is not practicable then book or Internet based research could be used as an alternative approach. In introducing Outcome 1, the teacher/lecturer could identify a range of media and techniques making reference to examples from historical and contemporary practice. Group discussion should be encouraged to enable the candidates to become familiar with painting terms and definitions.

A 'visual library' or 'virtual gallery' could be provided as a learning resource for Outcome 1. This could be used to guide the candidate through a limited range of references from historical and contemporary practice, with the candidate adding to the content of the virtual gallery. The 'virtual gallery' could also be a source of inspiration for Outcome 2. The candidate should be encouraged to exchange ideas on techniques and develop an inquisitive approach to experimentation with painting approaches, media and techniques as an experiential approach to learning. The painting brief should allow the candidate the opportunity to develop an individual approach to the use of painting media and techniques allowing for the production of a confident and creative folio of painted samples.

This could be presented as a brief which is used, to:

- ◆ support experimentation with the visual elements used in a variety of painting genres eg still life, portrait or landscape etc
- ◆ allow the candidate to experiment with media and techniques to convey mood and atmosphere in a series of paintings before selecting appropriate techniques

It may be useful for future reference for candidates to keep a log book or diary of their own experiments using the various media and techniques.

In preparation for Outcome 2 formative class activities could be used to direct candidates through a wide range of approaches, techniques and experimentation with identified painting media and techniques. After this process of experiential learning the candidate would make a final selection of media and techniques in response to the given painting brief.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have opportunities to develop aspects of the Core Skill of *Information and Communication Technology* if they use the Internet to complete research into painting media and techniques.

This process could be further supported if candidates used a PowerPoint presentation or blog to integrate their research findings (images and text) in Outcome 1.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for this Unit would be a practical exercise(s).

The focus of the Unit is on the creative use of a variety of painting approaches, media and techniques. Ongoing class group reviews and/or peer assessment should be used to encourage the candidate to question and learn from each other and to critically review the gathered research on painting media and techniques used by artists. Ongoing reflection and self assessment of learning should be encouraged to help the candidate to develop the critical thinking skills required in making an informed final selection of media and techniques in Outcome 2.

Outcome 1

An appropriate instrument of assessment is a suitable structured assignment resulting in the production of an annotated workbook.

Outcome 2

An appropriate instrument of assessment is a structured practical assignment resulting in the production of a folio of painting samples.

Assessment approaches that could support candidate learning include the ongoing formative assessment of painting samples focusing on the approaches to developing creativity and experimentation with painting media and techniques.

The painting brief should provide guidance on the scale and content of the painting samples and give timescales for completion of the work.

The teacher/lecturer must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work that contributes to a candidate's assessment evidence must be carried out on an individual basis to ensure authenticity.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

National Unit Specification: support notes (cont)

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CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).