



National Unit Specification: general information

UNIT Art and Design: Sketchbook Development — Thematic Studies
(SCQF level 5)

CODE F5BW 11

SUMMARY

This Unit is designed to enable the candidate to develop the sketchbook process through the visual analysis of a given theme and related source imagery. The candidate will visually investigate and research a theme and develop it using media handling skills in a sketchbook format.

This Unit is suitable for candidates who:

- ◆ want to develop their ability to produce a thematic sketchbook
- ◆ are undertaking a general programme of art and design based Units

OUTCOMES

- 1 Produce initial research for a given thematic study.
- 2 Produce development work from the selected source material.

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: JC

Publication date: November 2008

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: general information (cont)

UNIT Art and Design: Sketchbook Development — Thematic Studies
(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:

- ◆ Problem Solving (SCQF level 5)

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

National Unit Specification: statement of standards

UNIT Art and Design: Sketchbook Development — Thematic Studies (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

Produce initial research for a given thematic study.

Performance Criteria

- (a) Select a range of visual source material with potential for development.
- (b) Identify a variety of potential development lines for the thematic study.

OUTCOME 2

Produce development work from the selected source material.

Performance Criteria

- (a) Explore selected visual qualities of the source material.
- (b) Use a range of development approaches, media and techniques in the creative development of the thematic study.
- (c) Produce drawings, studies and related 2D/3D development work that shows a personal response to the visual analysis of the source material.

National Unit Specification: statement of standards (cont)

UNIT Art and Design: Sketchbook Development — Thematic Studies
(SCQF level 5)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

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

The candidate will produce a sketchbook that includes:

- ◆ a collection of primary and supplementary secondary source material for the thematic study (drawings, photographs, cuttings, sketches etc). The collated visual research should be annotated to define opportunities for development and include the identification of two or more distinct lines of visual enquiry.
- ◆ development work in 2D and/or 3D form which shows the creative experimentation with a range of media and techniques (a minimum of three media, and three techniques). The development should show evidence of consideration of the visual qualities of the source material.

The work may be presented using a conventional sketchbook format (A5–A1 paper based) or by the use of a digital, electronic or display board format.

The candidate will produce the work under open-book conditions, throughout delivery of the Unit.

National Unit Specification: support notes

UNIT Art and Design: Sketchbook Development — Thematic Studies (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

This 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 Unit is designed to allow candidates to have the experience of individually preparing a sketchbook for an Art or Design project and may be suitable for candidates applying to more advanced levels of Art or Design courses. In this Unit candidates can produce a sketchbook for further development in either 2D or 3D Art or Design disciplines.

The candidate will produce work for a thematic study. Opportunities exist for this Unit to be integrated with other Units within the National Certificate in Art and Design — for example Art and Design: Project.

All visual responses to the source material and progressive development work should be collated in a sketchbook/folio of work. This should be annotated to show the progression and refinement of ideas. Collation of material should be ongoing and the sketchbook should be a ‘working’ sketchbook showing a progression of ideas rather than a scrapbook collated from a selection of sketches and development ideas. Since a sketchbook generally takes the form of a progressive record of a personal response to the thematic study, the candidate should be encouraged to continue the process of sketchbook development both during scheduled class time and in their own time.

Development work produced in this Unit can be used as a starting point for another Art and Design Unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit will encourage the candidate to follow a themed development that could be linked to a number of creative disciplines.

In Outcome 1 source material which has potential for the development of the theme or brief will include primary source materials or other selected visual information. Research can be sourced from books, photographs, the Internet, film, video, printed material, examples of the work of artists and designers, colour swatches, materials samples, site surveys, interviews, reports, questionnaires and many other sources. The type of research gathered will depend on the nature of the theme and the candidate’s personal preferences. However, it is recommended for portfolio preparation purposes that as much of the visual recording and development of ideas as possible will be generated as a direct response to observation and study of first hand source material.

National Unit Specification: support notes (cont)

UNIT Art and Design: Sketchbook Development — Thematic Studies (SCQF level 5)

In Outcome 2 candidates should be encouraged to visually record responses to a variety of source material through the production of drawings and studies. The sketchbook work should show selection and application of a variety of art and design media, and experimentation with a range of techniques. Mixed media work can also be used. The candidate should be able to draw on previous experience of the analytical and expressive use of various mediums and should be encouraged by the teacher/lecturer to explore the use of new materials and combinations of media. The candidate will demonstrate the progressive development of ideas and concepts. This is an essential part of this Unit and it is expected that candidates should produce a considerable body of work in the sketchbook which will demonstrate their ability to develop concepts and further refine ideas suitable for evolving into a final piece of art or design work.

Candidates be guided by the teacher/lecturer through exchanges of ideas, discussion, class crits and encouragement to use lateral thinking and mind mapping techniques.

Development work can be explored through colour scheme development, progressive drawing, developmental drawing, diagrams, collage techniques, storyboards, definitive drawings, maquettes, dummies, proofs, experimentation with techniques and materials and/or other appropriate developmental methods. The candidate should be encouraged to revise and rework ideas and concepts. The use of ongoing reflective comment on the candidate's thought processes and evaluation of lines of development should be demonstrated by annotation of the sketchbook.

The nature of a sketchbook is to show all work progressively and illustrate the thought processes involved in developing a piece of Art or Design work. The sketchbook should show ideas and concepts whether they are successful or not and illustrate the candidate's development of the project through relevant and evaluative comment or annotation.

Examples of completed sketchbooks might be shown to candidates. Teachers/lecturers should explain the value of sketchbooks in understanding the art and design process, and their use in progressive development of concepts and ideas. The value of the sketchbook as part of the portfolio presentation for more advanced Art and Design courses should also be made clear.

Although there is scope to include an element of digital work in this Unit it is envisaged as an intrinsically practical Unit utilising traditional skills.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* through the progressive development of visual lines of enquiry, with candidates actively reviewing and reflecting on the effectiveness of the creative development of ideas.

National Unit Specification: support notes (cont)

UNIT Art and Design: Sketchbook Development — Thematic Studies
(SCQF level 5)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

The candidate should be assessed on the process of responding creatively to a given thematic study and the progressive stages in creatively developing a range of ideas and concepts.

Assessment can take place at appropriate stages throughout delivery of the Unit, or on completion of the sketchbook. Regular feedback should be given to candidates throughout the production of the sketchbook to review their progress.

This Unit could be delivered at the same time as another appropriate Unit, and delivered using an integrated assessment. An alternative approach would be to use this Unit as a starting point before creating a final piece of art or design work for a project based Unit which could be delivered after the sketchbook is completed.

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 approach, any work which 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)*.

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).