



## National Unit Specification: general information

**UNIT** Art and Design: Painting to a Theme (SCQF level 6)

**CODE** F5C7 12

### SUMMARY

In this Unit candidates will generate research and develop ideas around a chosen theme and work towards producing a final painting. The candidate will develop painting skills and produce paintings to a chosen theme.

This Unit is suitable for candidates:

- ◆ who are seeking to develop skills for portfolio preparation
- ◆ undertaking a general art and design award

### OUTCOMES

- 1 Research a given thematic painting assignment.
- 2 Develop visual ideas in response to the given thematic painting assignment.
- 3 Produce a painting in response to the given thematic painting assignment.

### 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 6 (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.*

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### Administrative Information

**Superclass:** JB

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

**UNIT**      Art and Design: Painting to a Theme (SCQF level 6)

### **CORE SKILLS**

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

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

- ◆ Communication (SCQF level 5)
- ◆ 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: Painting to a Theme (SCQF level 6)**

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 a given thematic painting assignment.

##### **Performance Criteria**

- (a) Identify the requirements of the given thematic painting assignment.
- (b) Collate a range of initial research evidence in response to the given thematic painting assignment.

#### **OUTCOME 2**

Develop visual ideas in response to the given thematic painting assignment.

##### **Performance Criteria**

- (a) Produce visual source imagery for a selected theme.
- (b) Demonstrate detailed visual analysis of the thematic source imagery and concepts.
- (c) Use a variety of approaches and progressively develop visual ideas for the given thematic painting assignment.
- (d) Select creative solution for proposed final painting.

#### **OUTCOME 3**

Produce a painting in response to the given thematic painting assignment.

##### **Performance Criteria**

- (a) Select and use painting media and techniques.
- (b) Demonstrate the effective handling of selected painting media and techniques.
- (c) Demonstrate effective use of composition, colour and visual elements.
- (d) Produce a painting which demonstrates a creative and personal response to the given thematic painting assignment.

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

**UNIT**      Art and Design: Painting to a Theme (SCQF level 6)

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

Evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria

Written and/or oral recorded evidence and product evidence should be produced to demonstrate that the candidate had achieved all of the Outcomes and Performance Criteria.

The candidate will produce a folio of work which will include:

- ◆ a minimum of one A3 page of annotated research on the theme identifying the requirements of the painting assignment.
- ◆ investigative paintings and/or studies that demonstrate the candidate's interpretation and development of the theme. This will include a minimum of three A3 sheets (or equivalent) that demonstrates a creative approach to the developmental painting.
- ◆ a minimum of one completed painting, no smaller than A3 size.

The evidence should be produced throughout delivery of the Unit, under open-book conditions to a given thematic painting assignment. The given thematic painting assignment should provide scope for individual and personal interpretation of the selected theme.

## **National Unit Specification: support notes**

### **UNIT      Art and Design: Painting to a Theme (SCQF level 6)**

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.

Selection of the theme could be open or from a range listed in the given thematic painting assignment. The theme should be selected with support from the teacher/lecturer who should ensure the topic provides sufficient material for visual analysis. A useful context for the given thematic painting assignment may be to simulate a professional artist's proposal for a commission.

Possible themes include:

#### **Historical**

An assignment/commission to produce paintings with a theme from specific artefacts from a museum collection.

#### **Environmental**

An assignment/commission to produce paintings with a theme for a specific place, a natural setting or urban space.

#### **Personal**

An assignment/commission to produce portrait paintings.

Candidates could be encouraged to produce visual research from first source material. It is expected the practical parts of the Unit will be conducted in a studio environment. The candidate should therefore be made aware of any relevant health and safety issues relating to the studio environment. Dangerous substances are always to be used in compliance with current legislation.

## National Unit Specification: support notes (cont)

### UNIT Art and Design: Painting to a Theme (SCQF level 6)

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

This Unit is intended to support the development of painting skills building towards finished work. The emphasis is on confidence and competence using paint, exploring ideas for a theme and selecting work to continue to a further stage. In preparing for Outcome 1 it would be useful for the candidate to have an understanding of the creative development process. A suitable starting point may be to visit a gallery or an artist's studio or invite a local artist to show candidates how his/her sketchbooks are used to develop creative concepts and bring these to a conclusion. Looking at exemplar sketch books which show work in response to a similar brief/commission may also be useful.

The given thematic painting assignment could be presented in the form of a commission or a competition taken or adapted from a real source. This approach would simulate the practical working experience of a professional artist and contribute to developing employability skills. The theme of the thematic painting assignment may be open and derive from the candidate's personal experience or another area of study (possibly integrated with another Unit). Alternatively the assignment may give a specific area of focus or list a choice of themes as indicated in the 'Guidance on the Content and Context for this Unit'. At this level the individual candidates should take some responsibility in the selection of the theme, but the selection should be made with the support of the teacher/lecturer.

#### Outcome 1

The candidate should be encouraged to produce an individual response to the chosen theme. This stage will involve collecting and collating relevant research material. Annotation of the gathered research should be encouraged, and this stage may include researching the approaches taken by other artists working on similar themes and topics.

#### Outcomes 2 and 3

Activities should focus on the development of expressive, creative and exploratory painting development work which should encourage the candidate to develop their confidence in handling painting media, techniques and in the selection of visual elements. The candidate should be encouraged to adopt an experiential approach to planning, evaluating and reviewing the ongoing development of their own artwork, a logbook or diary may be useful here. Individual and group reviews/assessments could widen and enhance the learning experience.

The selection of a creative solution to take forward and prepare for Outcome 3 evidence should be made with guidance from the teacher/lecturer.

#### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have opportunities to develop aspects of the Core Skill of *Communication* through the annotation process and could be further supplemented and supported by using candidate tutorials or critiques throughout delivery of the Unit.

Throughout the progressive development of visual lines of enquiry based on the critical selection of initial research candidates may have opportunities to develop aspects of the Core Skills of *Problem Solving*.

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

### **UNIT        Art and Design: Painting to a Theme (SCQF level 6)**

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

A suitable instrument of assessment for this Unit would be a practical exercise(s). A holistic approach to assessment is recommended in this Unit.

Formative assessment and informal reviews with the peer group would encourage candidates to question and learn from each other. Self reflection may help the candidate build useful critical skills, particularly for Outcome 2. Assessment evidence generated throughout the Unit should guide the candidate to produce paintings appropriate to Outcome 3.

In relation to the selected theme, it should be remembered that candidates are being assessed on evidence in the form of visual analysis and development of ideas based on a theme.

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)*.

#### **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)*.