



## National Unit Specification: general information

**UNIT** Art and Design: Project (SCQF level 5)

**CODE** F5CN 11

### SUMMARY

This Unit is designed to suit a broad range of art and design disciplines. It provides the candidate with an opportunity to work to a given project brief and to develop and use a variety of skills and techniques while completing an art or design project. Each candidate will produce research and develop ideas and concepts in response to the brief, before producing a final art or design work. The emphasis of the Unit is on the art and/or design process and not just on the quality of the final art or design work.

This Unit is suitable for candidates who:

- ◆ have little or no experience of the art and design creative process
- ◆ want to develop further art and design skills within a project context

### OUTCOMES

- 1 Plan a project in response to a given brief.
- 2 Develop ideas or concepts in response to the given brief.
- 3 Produce a final art or design work in response to the given 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.

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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 Intermediate 2 level (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.*

### CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

- ◆ Complete Core Skills                      None
- ◆ Core Skill component(s)                Critical Thinking at SCQF level 5  
    Planning and Organising at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

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

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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**

Plan a project in response to a given brief.

##### **Performance Criteria**

- (a) Identify the requirements of the given brief in terms of purpose, client, constraints and key issues.
- (b) Plan the development process in response to the given brief.
- (c) Produce relevant research taken from primary and secondary sources in response to the given brief.
- (d) Identify the creative potential offered by the collected research material in response to the given brief.

#### **OUTCOME 2**

Develop ideas or concepts in response to the given brief.

##### **Performance Criteria**

- (a) Develop a range of ideas or concepts from the collated research material in response to the given brief.
- (b) Experiment with a range of media and materials in response to the given brief.
- (c) Demonstrate effective use of media and techniques in response to the given brief.

#### **OUTCOME 3**

Produce a final art or design work in response to the given brief.

##### **Performance Criteria**

- (a) Select a final idea or concept for production of a final art or design work in response to the given brief.
- (b) Progressively develop and refine the selected idea or concept in response to the given brief.
- (c) Demonstrate refinement of media handling skills and techniques in the production of the final art or design work in response to the given brief.

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

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

Evidence is required to demonstrate that the 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 must produce a folio of work that includes the following:

- ◆ annotated primary and secondary research material that demonstrates the candidates' awareness of the art or design project brief requirements
- ◆ a basic project plan that includes timescales for completion of the key tasks and consideration of a variety of methods, techniques, materials and resources for completion of the project
- ◆ the development of ideas or concepts that demonstrate creative use and interpretation of the collated research material
- ◆ experimentation with media and materials in the development of a minimum of two distinct ideas or concepts in 2D or 3D form as appropriate

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

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

### **UNIT        Art and Design: Project (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 a mandatory Unit of the National Certificate in Art and Design, but can also be taken as a free-standing Unit.

The Unit is designed to suit a broad range of disciplines within the area of art and design. The purpose of the Unit is to develop understanding of working through the art and design creative process. The key stages for the candidates are analysis of the project brief, research, development of ideas or concepts and the selection and production of the final art or design work.

Briefs should be produced by the centre and tailored to the areas of study being undertaken within the programme. Alternatively briefs could be constructed to accommodate the candidate's prior skills and experience if completing as a free-standing Unit. The brief should be tailored to target art practices or design disciplines.

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

The candidate should be given a project brief which should be used as the starting point to generate research for the activity. This research should be individual in nature and lead the candidate on a personal line of enquiry. Exemplar material of a relevant standard could be made available for review and discussion at Unit induction, as this would support candidates' understanding of the Unit requirements before embarking on the project.

Analysis of the brief should be carried out by the candidate, enabling them to analyse the constraints and requirements of the brief, identify the key issues and interpret and decide upon an individual line of enquiry. This will help candidates to plan the project process and manage their timescales for completion of the key project stages. Research should take a variety of forms with the collated visuals demonstrating an understanding of the requirements of the brief with development work showing an individual and personal creative response by the candidate. Research material should include examples of primary source material eg photographs and drawings produced by the individual candidate and secondary research material eg exhibition catalogues, Internet research findings, exemplar materials, resources etc. The emphasis of the project planning Outcome is on the gathering and selection of relevant material in response to the given brief.

Development of concepts and ideas may take the form of two or three dimensional studies. The importance here is that the candidate has considered and worked on a minimum of two distinct ideas and has experimented and developed these using a range of media and materials. This will allow the candidate to select the most effective idea or concept for production in the final art or design work. This selection should be made in conjunction with the teacher/lecturer and or peer group.

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

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#### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

Candidates may have the opportunity to develop aspects of the Core Skill of *Problem Solving* during the planning of the project and investigation and development stages of the art or design project.

Through discussion with the teacher/lecturer in critiques and or tutorial sessions candidates may have the opportunity to develop aspects of the Core Skill of *Communication*.

Aspects of the Core Skill of *Information and Communication Technology* may be developed through Internet based research activity and/or through the development or theme of the given project (eg a Visual Communication/graphic design project or alternative which involves the candidate in developing ideas and concepts using ICT software).

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

A suitable instrument of assessment for this Unit would be a practical exercise(s) and written and/or oral recorded evidence. This project will allow the candidate to be supported throughout the process and allow them time to develop any areas that would benefit from further study and investigation.

Outcomes 1 and 2 would benefit from teacher/lecturer or peer group discussion where candidates are given the opportunity to discuss their analysis and research and can be questioned in areas they may have failed to notice or consider as possible areas of investigation. Working in this way will allow the candidates to learn from each other and broaden their understanding of the brief and develop critical thinking skills. Checklists could be used to record candidate progress during formative stages of assessment.

Outcome 3 is practical in terms of evidence and this could be assessed using a checklist in conjunction with the Evidence Requirements. Candidates should be supported by the teacher/lecturer when making choices in relation to selecting a chosen idea or concept for the final art or design 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](http://www.sqa.org.uk)).