



National Unit Specification: general information

Unit title: Art and Design: Model Making: General 1 (SCQF level 6)

Unit code: F9WN 12

Superclass: TD

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Summary

In this Unit candidates will develop the skills and techniques which introduces them to the model making process.

Candidates will research a given brief before investigating techniques and materials to produce and present a final three dimensional (3D) model.

This Unit is suitable for candidates who:

- ◆ wish to develop basic knowledge and skill in model making
- ◆ are undertaking a general programme of Art and Design Units

Outcomes

- 1 Research a given brief.
- 2 Investigate appropriate techniques and materials for model making.
- 3 Construct a 3D scale model.

Recommended entry

While entry is at the discretion of the centre, candidates would benefit from having previous experience of an Art and Design course or Units.

National Unit Specification: general information (cont)

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Credit points and level

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.*

Core Skills

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

Opportunities for candidates to develop aspects of Core Skills 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

Research a given brief.

Performance Criteria

- (a) Identify an appropriate subject in response to the brief.
- (b) Measure and record all dimensions of the subject.
- (c) Prepare a set of working drawings showing scale dimensions.

Outcome 2

Investigate appropriate techniques and materials used for model making.

Performance Criteria

- (a) Research techniques used for model making.
- (b) Experiment with various model making materials.
- (c) Select appropriate materials.

Outcome 3

Construct a 3D scale model.

Performance Criteria

- (a) Select suitable materials for production of a 3D scale model.
- (b) Demonstrate effective and safe handling of materials in the production of a 3D scale model.
- (c) Produce a 3D scale model.
- (d) Apply appropriate finishes to the 3D scale model.

National Unit Specification: statement of standards (cont)

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Evidence requirements for this Unit

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

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

Candidates will produce a folio that includes:

- ◆ Collated visual and annotated research material that demonstrates an understanding of the main requirements of the given brief.
- ◆ Annotated initial development studies which demonstrate the investigation of selected media, materials and techniques in model making which uses research material to inform the creative development process.
- ◆ A 3D scale model outcome developed by the candidate in response to the requirements of the brief. The outcome will be based on the candidate's earlier development idea(s) and will demonstrate the applied and effective use of selected media, materials and techniques.

The evidence for this Unit will be produced under open book conditions throughout delivery of the Unit, with progress monitored by the teacher/lecturer on an ongoing basis.

The folio of work can be added to in a sketchbook, workbook or display board format and all assessment evidence must be retained along with a copy of the brief and the final 3D scale model.

National Unit Specification: support notes

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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 of Art and Design at SCQF level 6. It can also be taken as a free-standing Unit.

This Unit enables candidates to explore and experience model making, using mixed media. Candidates will be given a brief and will investigate ideas for models. Through choice and measurement of an object candidates will produce and select working drawings to scale. Candidates will apply construction techniques in the production of a 3D scale model and prepare the finished model for photographic purposes. On completion of this Unit candidates should be confident in applying the skills they have learned, developing ideas and producing a finished 3D model to specified requirements.

Guidance on learning and teaching approaches for this Unit

Teachers/lecturers can provide candidates with exemplars of models explaining use of scale, the application of dimensions and use of suitable materials. This can include group discussions and a critical review of model making — perhaps related to an artist or designer — and their use of investigative techniques, working drawings and construction methods. The teacher/lecturer can explain the safe use of materials and their importance when constructing and finishing the candidates' models. Candidates should have the opportunity to explore a wide range of media, eg a variety of cards, boards and papers, expanded polystyrene, balsa wood, suitable glues etc and should have the opportunity to explain the development of their work on an ongoing basis. The following information gives further clarification regarding the context in which the Outcomes and Performance Criteria are to be achieved.

Outcome 1

Candidates should work primarily in two dimensions, through working drawings as part of the ongoing investigative process. The brief should be imaginative and well constructed to guide candidates through the creative process of researching and developing ideas for the final model for a defined purpose. It should be designed to allow for individual creativity, and any constraints should be clearly related to professional practice. When constructing the candidate briefs teachers/lecturers should ensure that there are no artificial barriers to learning and assessment and candidate's special needs should be taken into account when planning learning experiences and preparing assessments.

National Unit Specification: support notes (cont)

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Outcome 2

The investigation of various viewpoints of the chosen subject should be approached to allow candidates to experience and investigate the use of a variety of media, materials and techniques for model making. As this Unit is intended as an introduction to model making these are likely to include the use of scale drawings and dimension measurements. The focus in this Outcome should be on developing direct experience of the creative use of drawing to the required dimensions and could demonstrate this through the use of different media. This process is instrumental to developing candidate's critical and aesthetic awareness and for this reason all investigative development work should include brief annotation which indicates the candidates' growing critical awareness of their work.

Outcome 3

The final 3D model as specified in the brief should be capable of being produced by candidates with some experience in 3D work at this level. The model produced will therefore reflect the candidates' experience of the subject area using appropriate scale, craftsmanship and suitable materials. The completed model will relate to the requirements of the given brief and should show increased confidence in the handling of media, materials and techniques from the earlier development work.

Candidates should demonstrate a safe understanding of how to apply finishes to their 3D model — for example undercoating, gouache, emulsion, watercolour, acrylic, airbrush, stippling textural effects or the centre's available materials. Candidates can show awareness of safe practices through the use of demonstrations or through a checklist before starting to apply finishes to their model. The presentation of the completed model will involve the display of candidates' work that meets the requirements of the brief. If there are centre restrictions on space and storage, candidates and teachers/lecturers may find it helpful to record their final model and/or development work photographically throughout the Unit.

Opportunities for developing Core Skills

Candidates may have opportunities to develop aspects of the Core Skill of *Communication* through teacher/lecturer led group discussions and through commentary when analysing the 3D form of model making.

The Core Skill of *Problem Solving* can be developed while experimenting with the construction of 3D forms.

The Core Skill of *Numeracy* can be developed by analysing different scales and dimensions for the development of the 3D model.

National Unit Specification: support notes (cont)

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Guidance on approaches to assessment for this Unit

A suitable instrument for assessment for this Unit would be a practical exercise. The Outcomes may be assessed on an individual basis or a combined staged assessment could be used to cover all three Outcomes.

If holistic assessment is being used, the model making brief should indicate the scope of the activities involved and include realistic timescales for completion and should be constructed to provide candidates with some flexibility of choice. A checklist for safe working practices could be used for Outcome 3.

Candidates can be encouraged to keep a photographic record of all their 3D models and these should show

- ◆ compliance with the requirements of the brief
- ◆ the effective use of construction methods, media and techniques

Teachers/lecturers 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 Communication 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)*.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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