

Art and Design: Expressive Activity Unit

SCQF: level 6 (9 SCQF credit points)

Unit code: J222 76

Unit outline

The general aim of this Unit is to develop learners' ability to produce expressive ideas and development work in response to stimuli. Learners will also develop critical understanding of the social and cultural factors influencing art practice.

On completion of the Unit, learners will be able to use a range of art materials, techniques and/or technology for visual impact when developing their personal ideas and art work in 2D and/or 3D formats. They will also be able to critically reflect on their own work and the work of other artists.

Learners who complete this Unit will be able to:

- 1 Analyse the factors influencing artists and art practice
- 2 Produce creative development ideas for expressive art work

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 5 Art and Design Course or relevant equivalent Units

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and Assessment Standards

Outcome 1

- 1 Analyse the factors influencing artists and art practice by:**
- 1.1 Describing how artists use a range of art materials, techniques and/or technology in their work
 - 1.2 Analysing the impact of the artists' creative choices in a range of artists' work
 - 1.3 Analysing the impact of social, cultural and/or other factors on selected artists and their practice

Outcome 2

- 2 Produce creative development ideas for expressive art work by:**
- 2.1 Negotiating suitable stimuli for the expressive art activity
 - 2.2 Producing analytical drawings, studies and investigative research to represent specific qualities of the subjects
 - 2.3 Using a selection of art materials, techniques and/or technology for creative effect and expressive impact
 - 2.4 Developing selected visual elements and refining compositional ideas purposefully and creatively in 2D and/or 3D formats
 - 2.5 Using complex problem solving and evaluation skills when planning and refining development ideas for expressive art work

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence will include a combination of practical, written or oral and/or recorded evidence.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole by combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

In this Unit, learners will be required to provide evidence of:

- ◆ analysis of the things that have influenced and inspired artists and their work using descriptive art vocabulary
- ◆ producing expressive drawings, studies and investigative research showing understanding of the subject matter
- ◆ using a variety of art materials, techniques and/or technology creatively for expressive effect in their work
- ◆ creatively developing and refining expressive ideas and art work in response to stimuli
- ◆ using complex problem solving and evaluation skills during the creative process

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

3 Health and wellbeing

3.1 Personal learning

5 Thinking skills

5.4 Analysing and evaluating

5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

Published: September 2018 (version 2.0)

Superclass: JA

History of changes

Version	Description of change	Authorised by	Date
1.1	Unit Outline section: new final sentence added to paragraph two. Assessment Standard 1.1: 'equipment' removed. Assessment Standard 2.2: 'which' changed to 'to'. Evidence Requirements for the Unit section: bullet points one and two combined and new final bullet point added.	Qualifications Development Manager	April 2014
2.0	Assessment Standard 1.3: 'and/or other factors' added.	Qualifications Manager	August 2016
3.0	Level changed from Higher to SCQF level 6.	Qualifications Manager	September 2018
4.0	Unit code updated	Qualifications Manager	July 2019

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.

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