



Art and Design (Expressive): Expressive Enquiry (Advanced Higher) Unit

SCQF: level 7 (16 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learners' creative expressive ability through a sustained and intensive expressive art enquiry. In the Unit, learners will develop creative self-expression, personal autonomy and independent higher-order thinking skills.

On completion of the Unit, learners will be able to engage intellectually and respond imaginatively to expressive stimuli and expressive contexts. They will have experimented with using a wide range of art materials, techniques and/or technology to develop original and highly effective compositions and ideas for expressive art work.

Learners who complete this Unit will be able to:

- 1 Identify suitable expressive stimuli for a visual enquiry
- 2 Produce creative investigative research material for the enquiry
- 3 Develop and refine a series of experimental development ideas for expressive art work

This Unit is a mandatory Unit of the Advanced Higher Art and Design (Expressive) Course and is also 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*.

The *Course Assessment Specification* for the Advanced Higher Art and Design (Expressive) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Art and Design (Expressive) Course.

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:

- ◆ Higher Art and Design or relevant component 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

The learner will:

1 Identify suitable expressive stimuli for a visual enquiry by:

- 1.1 Identifying suitable stimuli and establishing a personal focus to the enquiry
- 1.2 Identifying potential creative or expressive connections between the work of others and their own enquiry
- 1.3 Analysing opportunities and creative choices with reference to their understanding of artists and art practice
- 1.4 Planning and identifying initial approaches for developing and producing expressive ideas

Outcome 2

The learner will:

2 Produce creative investigative research material for the enquiry by:

- 2.1 Using a wide range of art materials, techniques and/or technology in sophisticated and highly expressive ways to explore and investigate stimuli
- 2.2 Developing initial visual concepts, expressive ideas and creative investigative studies which communicate their ideas, feelings and thoughts about their stimuli
- 2.3 Analysing and critically reflecting on the impact of their creative decisions and choices and their personal response to stimuli

Outcome 3

The learner will:

3 Develop and progressively refine experimental development ideas for expressive art work by:

- 3.1 Identifying initial expressive ideas with potential for further development and exploration
- 3.2 Using selected art materials, techniques and/or technology and the visual elements for expressive effect showing high levels of assurance and sophistication
- 3.3 Independently reviewing creative decisions, and refining and modifying their practice and approach to better communicate and realise their 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/annotated 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:

- ◆ applying knowledge and understanding of art and art practice to their own creative work
- ◆ planning, developing and progressively refining visual lines of enquiry
- ◆ producing a series of highly resolved experimental and exploratory ideas for expressive art work
- ◆ critical discrimination, aesthetic understanding and assured creative decision making when exploring and realising progressive lines of creative enquiry
- ◆ independent thinking and a highly personal and expressive response to stimuli

Exemplification of assessment is provided in *Unit Assessment Support*.

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: April 2013 (version 1.0)

Superclass: to be advised

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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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.