

Understanding Standards Presentation – commentary

Nominee Training Event Art and Design 01.10.15

Slide 4

Assessment Standard 2.1 **has** been met. The candidate has selected suitable stimuli for an expressive activity – “nature”

Assessment Standard 2.2 **has** been met. The candidate has produced artwork/ideas using 2 or more art materials and one or more techniques. The candidate has used a wide variety of different media and techniques.

Assessment Standard 2.3 **has** been met. Candidates are required to produce a minimum of 2 simple observational drawings and studies to demonstrate a basic understanding of the subject matter and some applied knowledge of the visual elements. These drawings show a good understanding of the subject’s shape and form. The candidate has a good understanding of how to mix and blend colours at this level.

Assessment Standard 2.4 **has** been met. Candidates are required to produce 1 compositional idea and one expressive artwork showing their response to their theme. The candidate has developed the composition fully for this level and has a sound understanding of use of media. The candidate has produced above minimum requirements for this Assessment Standard.

Assessment Standard 2.5 **has not** been met. There is no evidence of the candidate reflecting upon their work.

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Assessment Standard 2.1 **has** been met. The candidate has selected suitable stimuli for an expressive activity – “brick-a-brac”

Assessment Standard 2.2 **has** been met. The candidate has produced artwork/ideas using 2 or more art materials and one or more techniques. The candidate has used a wide variety of different media and techniques.

Assessment Standard 2.3 **has** been met. Candidate are required to produce a minimum of 2 simple observational drawings and studies to demonstrate a basic understanding of the subject matter and some applied knowledge of the visual elements. These drawings show a good understanding of the subject’s shape and form. The candidate has a good understanding of how to mix and blend colours at this level.

Assessment Standard 2.4 **has** been met. The candidate is required to produce 1 compositional idea and one expressive artwork showing their response to their theme. The candidate has developed the composition fully for this level and has a sound understanding of use of media. The candidate has produced above minimum requirements for this Assessment Standard.

Assessment Standard 2.5 **has** been met: there is evidence of the candidate reflecting upon their work with regards to use of materials/techniques, their opinion of their work and why they chose this particular theme.

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Assessment Standard 2.1 **has** been met because the candidate has selected a suitable stimuli for an expressive activity – portraiture “man and machine”.

Assessment Standard 2.2 **has** been met because the candidate has produced artwork/ideas using 2 or more art materials and techniques.

Assessment Standard 2.3 **has** been met. The candidate is required to produce a minimum of 3 simple observational drawings and studies to demonstrate a basic understanding of the

subject matter and some applied knowledge of the visual elements. The candidate drawings show a good understanding of the subject's shape and form.

Assessment Standard 2.4 **has** been met. The candidate is required to produce a minimum of 2 compositional ideas in response to their theme. This candidate has produced above the minimum requirements for this Assessment Standard.

Assessment standard 2.5 **has not** been met because there is no evidence of the candidate reflecting upon their work.

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Assessment Standard 2.1 **has** been met because the candidate has selected suitable stimuli for an expressive activity – still life “Tea Party” and included a mind map about their theme.

Assessment Standard 2.2 **has** been met because the candidate has produced artwork/ideas using 2 or more art materials and techniques.

Assessment Standard 2.3 **has** been met. The candidate is required to produce a minimum of 3 simple observational drawings and studies and has achieved above the minimum requirements for this Assessment Standard.

Assessment standard 2.4 **has** been met because the candidate has produced a minimum of 2 compositional ideas in response to their theme.

Assessment Standard 2.5 **has** been met because there is evidence of the candidate reflecting upon their work and using simple evaluative skills in the creative process when developing their expressive artwork. The work is annotated throughout the unit.

The skill level and handling of media is National 4 standard and therefore is in line with the National Standards.

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Assessment Standard 1.1 **has** been met because the candidate has selected one development idea from their previous unit for further development.

Assessment standard 1.2 **has** been met because the candidate has planned how to adapt and refine their ideas to express their theme/stimuli considering scale, techniques and materials.

Assessment standard 1.3 **has** been met because the candidate has developed their idea by exploring a variety of different line drawing compositions and, by using annotations, they have considered a variety of media and techniques that they will use.

Assessment Standard 1.4 **has** been met because the candidate has successfully produced a final expressive outcome which shows visual continuity from their earlier work. There is also evidence of some refinement from their original idea. They have used the visual elements with some skill and have resolved straightforward visual problems.

Assessment Standard 1.5 **has not** been met as there is no evidence of the candidate reflecting on the visual qualities of their artwork. Reflection can be ongoing as the work proceeds and not just at the end. There should be some aesthetic awareness and the ability to identify one or more areas in visual elements, media handling etc. which were successful and one or more areas which were less successful.

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The candidate evidence meets the requirements of all of the Assessment Standards for Outcome 1. There is a final expressive art work here. The selection of the idea, the planned use of composition and media are evidenced in the accompanying text, as is the evaluation. The creative use of media and techniques and the effective use of visual elements is evidenced in the art work.

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Assessment Standard 2.1 **has** been met because the candidate has selected a suitable subject matter.

Assessment Standard 2.2 **has** been met. The candidate has produced 9 drawings in a variety of media and techniques. The minimum requirement is 3 investigative studies and using 2 different media and techniques throughout the unit. The candidate has produced work above the minimum requirement.

Assessment Standard 2.3 **has** been met because the candidate has used a wide variety and selection of art materials and techniques, expressively as well as writing comments on the use of media and techniques that they have used.

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Assessment Standard 2.4 **has** been met.

Provided the candidate has achieved Assessment Standards 2.1, 2.2 and 2.3, this would be a natural progression as the candidate has produced 2 compositional ideas in different media and techniques based on the theme of portraiture. The minimum requirements for assessment standard 2.4 are for the candidate to produce 2 compositional ideas based on their theme. Two distinct ideas are required. The candidate has explored 2 alternative approaches to the creative development of the investigative research.

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Assessment standard 2.1 **has** been met because the candidate has chosen a suitable theme for Expressive Activity unit – portraiture titled “Change”

Assessment standard 2.2 **has** been met because the evidence shows 4 studies produced in 3 different types of media. The candidate has produced evidence above minimum requirements.

Assessment standard 2.3 **has** been met because the candidate has used a selection of art materials and techniques expressively.

Assessment Standard 2.4 **has** been met because the candidate has produced 2 clear lines of development drawing on earlier investigation work and has explored expressive possibilities with regards to their theme using media/techniques from before as well as introducing a new medium of oil pastel. They have also started to refine their ideas through the use of annotation.

Assessment Standard 2.5 **has** been met because the candidate shows excellent evaluative skills which demonstrate the awareness of their strengths and areas for improvement and shows evidence of creative decision making. This has been done through the use of annotating. This has been done throughout the unit and not just at the end.

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Assessment Standard 2.1 **has** been met because a suitable theme has been chosen for expressive unit – The environment “Looking Closely”

Assessment Standard 2.2 **has** been met because the candidate has produced more than 3 studies and in a variety of different types of media. This candidate has produced more than the minimum requirements for this particular assessment standard.

Assessment Standard 2.3 **has** been met because the candidate has used a selection of art materials and techniques expressively from printmaking, oil pastel, pen and wash etc.

Assessment Standard 2.4: This candidate has produced 2 clear lines of development drawing on earlier investigation work and had explored expressive possibilities with regards

to their theme using media/techniques from before. The candidate has introduced the medium of photography which is acceptable. They have also started to refine their ideas through the use of annotation.

Assessment Standard 2.5 **has** been met because the candidate shows excellent evaluative skills which demonstrate the awareness of their strengths and areas for improvement and shows evidence of creative decision making. This has been done through the use of annotating throughout the unit and not just at the end. The candidate is also not just describing what they are doing they are using evaluative skills.

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Assessment Standard 2.1 **has** been met because there is a **clear theme** which is portraiture and still life combined.

Assessment Standard 2.2 **has not** been met as the candidate has only produced 2 studies. A minimum of 3 studies are required.

Assessment Standard 2.2 **has** been met because the candidate has used 2 different types of media/techniques. The minimum requirements for this assessment standard are a minimum of 2 media and techniques.

Assessment Standards 2.3 and 2.4 **has not** been met because although the candidate has produced 2 compositional sketches drawing on earlier work, the compositions are very limited, based on a single idea, and have not developed or refined any further art materials and techniques.

Assessment standard 2.5 **has not** been met because there is no evidence of any problem solving and evaluative skills when developing ideas for their expressive work.

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Assessment Standard 2.1 **has** been met because the candidate has chosen a suitable theme – Still life – “tea party”

Assessment Standard 2.2 **has** been met because the candidate has produced 4 studies in 4 different types of media. This candidate has produced more than the minimum requirements for this particular assessment standard.

Assessment Standard 2.3 **has** been met as the candidate has used a selection of art materials and techniques expressively.

Assessment Standard 2.4 **has** been met as the candidate has produced clear lines of development drawing on earlier investigation work and has explored expressive possibilities with regards to their theme using media/techniques.

Assessment Standard 2.5 **has not** been met as the candidate has not shown any evidence of evaluative skills and has not demonstrated the awareness of their strengths and areas for improvement.

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Assessment Standard 2.1 **has** been met as a suitable theme – portraiture – “internal tensions” has been chosen. They have also tied in the work of the artists that they are studying in Outcome 1, which is the written aspect of the Course.

Assessment Standard 2.2 **has** been met as 3 studies have been produced in 2 different types of media. This candidate has met the minimum requirements for this particular assessment standard.

Assessment Standard 2.3 **has** been met because the candidate has used a selection of art materials and techniques expressively across the investigation studies and the development.

They have used 4 different types of media and techniques and have therefore achieved over the minimum requirements.

Assessment Standard 2.4 **has** been met: This candidate has produced 2 clear lines of development drawing on earlier investigation work and has explored expressive possibilities with regards to their theme using media/techniques. The development work shows refinement.

Assessment Standard 2.5 **has** been met as the candidate has shown evidence of evaluative skills and has demonstrated the awareness of their strengths and areas for improvement via the use of annotations.

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Assessment Standard 2.1 **has** been met as a suitable theme for expressive unit – “kitchen still life” has been chosen.

Assessment Standard 2.2 **has** been met. 6 studies produced in different types of media. This candidate has more than met the minimum requirements for this particular assessment standard.

Assessment Standard 2.3 **has** been met. The candidate has used a selection of art materials and techniques expressively across the investigation studies and the development. They have used 4 different types of media and techniques and have therefore achieved over the minimum requirements.

Assessment Standard 2.4 **has** been met. This candidate has produced 2 clear lines of development drawing on earlier investigation work and had explored expressive possibilities with regards to their theme using media/techniques. The development work shows refinement. The candidate has also developed the ideas further with the used of annotations.

Assessment Standard 2.5 **has not** been met. The candidate has not shown evidence of evaluative skills and has not demonstrated the awareness of their strengths and areas for improvement.

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Assessment Standard 2.1 **has** been met. The candidate has responded to the design brief by identifying the following:

The purpose and function of their design

What they are going to be designing

A clear theme

Target market: to be sold in Edinburgh Zoo

Assessment Standard 2.2 **has** been met. The candidate has come up with 2 design ideas based on their theme. This particular candidate has a wide variety of different relevant research along with market research and development sketches. The overall quality of the candidate’s drawing skills is not of a high standard but at this level it does not have to be as it is about their ability to develop their ideas that is more critical. The investigative research material links with the demands set out by the brief.

Assessment Standard 2.3 **has** been met. This particular candidate has come up with a series of designs based on their theme using more than 2 materials and techniques – ICT, printmaking, collage and various other techniques/materials. Therefore the candidate has met more than the minimum requirements. The candidate has developed a wide variety of logo designs. Although basic, the candidate has experimented, explored and developed one main design idea. There is a clear theme running through their work. Through the use of annotation they have developed their ideas further.

Assessment Standard 2.4 **has** been met. The candidate has been able to present facts and opinions about their work and has discussed/described the materials and techniques they

have used as well as what aspects of their design that they like/don't like and what is effective about it.

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Assessment Standard 2.1 **has not** been met. The brief is not included with this evidence. It may be inferred from the work included that the task is to produce repeat design based on nature. Nevertheless, the brief should be included to put this work into context.

Assessment Standard 2.2 **has not** been met. The candidate should collect 2 examples of relevant design. However, market research is missing from the evidence here and therefore it does not yet meet the assessment standard. The candidate has come up with 2 design ideas based on their theme. This particular candidate has a wide variety of relevant research and development sketches. The overall quality of the candidate's drawing skills is not of a high standard but at this level it does not have to be as it is about their ability to develop their ideas that is more critical.

Assessment Standard 2.3 **has** been met. This particular candidate has come up with a series of designs based on their theme using more than 2 materials and techniques – printmaking, collage and various other techniques/materials. The candidate has developed a wide variety of possible designs to be used for a textile design. Although basic, the candidate has experimented, explored and developed one main design idea. There is a clear theme running through their work. Through the use of annotation they have developed their ideas further. The candidate did go on to choose the yellow and green flower pattern as a final repeat pattern design.

Assessment Standard 2.4 **has** been met. The candidate has produced an evaluation and has been able to present facts and opinions about their work and has discussed/described the materials and techniques they have used as well as what aspects of their design that they like/don't like and what is effective about it.

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Assessment Standard 2.1 **has** been met. The candidate has selected a brief and identified the relevant design issue e.g. client, function, materials, product and scale etc.

Assessment Standard 2.2 **has** been met. The candidate has produced relevant investigation and market research in response to the design brief.

Assessment Standard 2.3 **has** been met. The candidate has used a variety of different materials and techniques for creative effect. They have produced 2 ideas and developed them further by using different materials and techniques all of which ties in with their theme and the design brief.

Assessment Standard 2.4 **has** been met. By using annotations the candidate has used design based problem solving, planning and evaluative skills in their creative process.

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Assessment Standard 2.1 **has** been met. The candidate has selected one design idea for further development from the previous unit of work which satisfies the main design requirements demanded by the brief.

Assessment Standard 2.2 **has** been met. The candidate produced a simple plan for developing and refining their design idea on how to produce an effective solution. This has been done by a series of sketches and annotations as well as exploring materials.

Assessment Standard 2.3 **has** been met. The candidate used design materials and techniques creatively and imaginatively.

Assessment Standard 2.4 **has** been met. They have produced a final solution based on the development work. There is visual continuity from earlier work along with some refinement as well as meeting the demands required by the design brief.

Assessment Standard 2.5 **has** been met. The candidate has reflected on the effectiveness of their design against the requirements of the brief. This has been done by a written evaluation and they have identified one basic strength and one weakness on the final design (50 to 80 words is suffice).

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Assessment Standard 2.1 **has** been met. The candidate has selected one design idea for further development from the previous unit which satisfies the main requirements demanded by the brief through annotating and using evaluative comments.

Assessment Standard 2.2 **has** been met. They have produced a simple plan for developing their design idea considering design requirements, scale, techniques and materials through annotating and using evaluative comments.

The evidence for 2.3 is contained within the final design. Candidates are likely to demonstrate creative exploration as they refine their idea but at NATIONAL 4 a minimum requirement would be to demonstrate this evidence in the final design.

Assessment Standard 2.4 **has** been met. The candidate has created a final solution that is based on the development work. There is continuity with their earlier work and it shows some refinement.

Assessment Standard 2.5 **has** been met. The candidate has produced a design evaluation reflecting on the effectiveness of their design against the requirements of the brief. The candidate has identified one area of strength and one weakness with their final design. The evaluation may be between 50 to 80 words to meet this requirement.

Slide 24

Assessment Standard 2.1 **has** been met. The candidate has selected a brief as the focus of their design activity. They have researched their theme, client, function, materials, product and scale.

Assessment Standard 2.2 **has** been met. They have collected a variety of different market research and have produced investigative materials related to the task with potential for creative development. High quality observational drawing is not essential in this unit. It is about the ability to use the drawing to develop design ideas that is important. However, as a means of investigation they are of a satisfactory quality.

Assessment Standard 2.3 **has** been met. The candidate has used a wide variety of materials and techniques for creative effect.

Assessment Standard 2.4 **has** been met. The candidate produced a variety of different design developments however a minimum of 2 is required for this stage. The candidate has met over and above the minimum requirements. The developments show visual continuity with earlier investigation work as well as using selected media and techniques to realise the design ideas. These designs have been refined and the brief has been taken into account. They have also used annotation to show further development along with evaluative comments.

Assessment Standard 2.5 **has** been met. The candidate has used design based problem solving, planning and evaluation skills to produce an evaluation. They have distinguished between successful and less successful approaches.

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Assessment Standard 2.1 **has not** been met. Although we can guess what the brief might be, there is no brief present. The specifications are missing and that makes it difficult to drive the design process or evaluate its effectiveness. At National 5 this is not sufficient to meet the standard.

Assessment Standard 2.2 **has** been met. They have collected a variety of different market research and have produced investigative materials related to the task with potential for creative development. High quality observational drawing is not essential in this unit. It is about the ability to use the drawing to develop design ideas that is important. There is no need for drawings even although the candidate has produced drawings. Drawing is a valid method of investigation, of course, and in this case it is relevant and of a satisfactory quality. Assessment Standard 2.3 **has** been met. The candidate has used different materials and techniques for creative effect.

Assessment Standard 2.4 **has** been met. The candidate produced 2 different design developments. The developments show visual continuity with earlier investigation work as well as using selected media and techniques to realise the design ideas.

Assessment Standard 2.5 **has not** been met. There is no evidence of any evaluation.

Slide 26

There are several ways of recording evidence. Some centres have used a sketchbook approach. All of the Assessment Standard are in this sketchbook. The candidate has been able to research their design brief and theme thoroughly and have been very experimental in their approach.

They are beginning to identify design opportunities related to the brief e.g. clear theme, function, materials etc. They are starting to produce a variety of in-depth investigative and market research in response to the brief. The candidate is using a variety of materials and techniques experimentally for creative effect by making samples. The sketchbook approach to gathering research and initiating ideas can be used at any level. In design, photographic references are often used. Drawing may be used as a method of investigation but it is not a requirement. Photographic material, (often of high quality images), can be found at all levels. What distinguishes between the levels is the purposeful selection and relevance of the images and the consideration and effectiveness of their use. This slide contains a very effective drawing which demonstrates drawing ability and suggests Higher level. However, the use of the reference material to generate ideas is limited. There are two ideas and some experimentation but the engagement with the reference materials and the intrinsic quality of the developments is of National 5 standard.

Slide 27

Again a sketchbook approach to research and development has been used. In this example there is very little drawing. The brief requires an outcome constructed from paper. Highly focused and relevant research has been undertaken by exploring the characteristics of paper and by investigating the qualities of the research images and translating these into paper forms. Where drawing has been used it has been to visualise ideas and to consider how paper forms could address the brief. There is clarity of purpose in the process from research to ideas and effective consideration of possible solutions to the brief.

Careful examination of all of the relevant material in this sketchbook would be necessary to ensure that each of the Assessment Standard had been met. Although this one page may not look Higher standard the sketchbook is full of other developments and samples.

Slide 28

A focused selection of market research and relevant contextual images has been used to inform this initial development of an idea. There is distinct articulation between the creative experiments and the research material. The unit meets the quality requirements of Higher but a second, distinct idea would be needed to meet Assessment Standard 2.4.

Slide 29

All of the Assessment Standard for Outcome 2 have been evidenced here. The brief is defined, market research is relevant and focused and further contextual requirements of the brief have been investigated. A range of ideas has derived effectively from the research material and they have been refined in 2D and 3D experiments. The evaluation has been incorporated into the sheets.

Slide 30

All of the Assessment Standard for Outcome 2 have been evidenced here. A design brief, market research, contextual images and some examples of typography provide the research. 2 distinct ideas have been derived from the research material and one has been further refined. The evaluation completes the outcome.

Slide 32

This meets the requirement of studying two works by two designers (4 in total) by annotating one A2 sheet per designer. At National 4 the requirement is to describe the things that have influenced the designers and their work. The writing is not extensive but sufficient to meet the requirements for this level. The sheet is illustrated with prints of the designs.

Slide 33

This is a sketchbook approach to National 5. The candidate has selected two examples by each artist and has illustrated and annotated the sketchbook. The requirement here is to **analyse** the factors influencing designers and design practice – a higher order demand than National 4. Here the candidate has personally taken photographs of art works while on a visit to Jupiter Artland.

Not all of the evidence required to meet the Assessment Standard is apparent in this slide. Further examination of the sketchbook would be required. Labelling or otherwise identifying which pages provide evidence for which Assessment Standard can assist both the assessor and the verifier.

Slide 34

In this approach to National 5 the candidate has investigated the artworks by making copies and exploring the media and techniques. Typed and printed text provides evidence of the candidate's analyses. It should be remembered that evidence may be provided verbally, where appropriate, and the evidence can be recorded by the assessor in a suitable manner.

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The approach to Higher appears similar to the National 4 example – an A2 sheet. Greater emphasis is placed on analysis at Higher than at National 5 and the quality, depth and sophistication of response differentiates the levels. The candidate has labelled the material to identify which Assessment Standard apply.

Slide 36

A worksheet approach to Outcome 1 at Higher. Here the candidate is directed to describe and analyse. The visual elements and design factors are identified. This is a partial study of one example of work by one designer. For Outcome 1 the candidate would require to describe and analyse 2 works by 2 designers as well as analyse the external factors which impacted on the works.

Slide 38

There is an intentional similarity in the format of National 4, 5 and Higher as the work is hierarchical. Candidates may advance through the levels and be familiar with the process. What differentiates one level from another is largely the intrinsic quality of the work. An example here is of observation drawings. These are partially effective and have qualities appropriate to National 4.

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The subject is the same. However, these drawings demonstrate greater assurance, effective media handling and visual awareness appropriate to National 5.

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The same subject, the same media and techniques but clearly the level of skills is of a higher order. All 3 slides show the same subject but the intrinsic quality in each is quite distinct.

Slide 41

What about Advanced Higher? The progression in skill level does not necessarily continue to even greater heights at advanced higher. The emphasis in Advanced Higher is particularly on the creative application of those skills.

Slide 42

This candidate is clearly focused and has identified a positive link between their own area of interest and the work of other artists. There is evidence of drawing skills and purposeful exploration of visual elements and media. In this approach, it is likely that the candidate will overtake a number of Assessment Standards through the natural course of the enquiry. It is not always necessary or desirable to tackle discrete tasks which address individual assessments

Slide 43

There may be no drawing. Investigation may take other forms. Here the candidate is exploring surface qualities and the effects of light on form.

Slide 44

Focused exploration into the properties of materials, texture, pattern and colour – clearly perceptive and creative and without the need to demonstrate academic drawing skills.

Slide 45

A similar approach in this design enquiry creatively explores the relationship between printed and written text and the surface that it is placed upon.

Slide 46

In this first year of the new Advanced Higher there are not yet any 'live' examples of work which specifically address the Assessment Standards. The examples shown are drawn from candidates who demonstrate that the Assessment Standards can be naturally achieved in the course of their personal, focused and creative study.

Slide 47

There is a visual similarity in this example to the sketchbook approach of National 4, National 5 and Higher which reminds us that the levels are hierarchical and that this candidate is building on the skills acquired previously.

Slide 48

The Unit Assessment Support materials provide excellent guidance on the mandatory requirements of the Outcomes and advice on making assessment judgments and approaches to generating evidence. The relevant Unit Assessment Support packs should be used in the assessment of Unit evidence.