National 2 Creative Arts Course Support Notes

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 2 Creative Arts Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification* and the *Unit Specifications* for the Units in the Course.

General guidance on the Course

Aims

The aims of the Course are to enable learners to:

♦ demonstrate an awareness of the range of creative arts
♦ work imaginatively and develop individual creativity
♦ communicate thoughts, meaning and ideas through creative work
♦ demonstrate skills in using techniques, processes, materials and media to produce creative work
♦ use media and technology as part of the creative process

Course activities also provide opportunities for learners to develop generic and transferable skills in planning, problem-solving, communication, literacy and ICT. Learners will also have opportunities to develop skills in working independently and in collaborating and working with others, including recognising creativity and skills in the work of others.

In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work including literacy, health and wellbeing and thinking skills in a contextualised, engaging and enjoyable way.

Progression into this Course

Entry to this Course is at the discretion of the centre.

This Course is suitable for learners who want to develop their creative arts skills. It is suitable for learners with a general interest in the subject and for those wishing to progress to higher levels of study. It takes account of the needs of all learners by providing sufficient flexibility to enable learners to achieve in different ways and at a different pace.

This qualification may be suitable for learners who have successfully completed qualifications in creative arts, computing, crafts or related areas at SCQF level 1.

Experiences and outcomes
Experiences and outcomes from the early and first level art and design curriculum area may provide an appropriate basis for doing this Course. The following experiences and outcomes are particularly relevant:

♦ experiencing the energy and excitement of presenting for audiences and being part of an audience for other people's presentations
♦ an ability to choose ways to create images and objects using a variety of materials
♦ inspired by a range of stimuli, an ability to express and communicate ideas, thoughts and feelings through creative activities
♦ an ability to working independently and with others to solve design problems
♦ responding to the work of others by discussing own thoughts and feelings

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course. Some Units may offer more opportunities than others for the development of skills, knowledge and understanding. The table below shows where there are opportunities to develop these within the individual Units.

Skills, knowledge and understanding	Developing Skills in Creative Art	Working with Images, Graphics and Sound	Working with Textiles	Creating Materials for Performance	Creating Materials for Display
Demonstrate an awareness of the range of creative arts	■	□	□	□	□
Ability to respond to a range of stimuli	■	■	■	■	■
Ability to participate in creative arts activities	■	■	■	■	■
Ability to use skills, techniques, processes and materials to produce creative work	■	■	■	■	■

Key: ■ **= significant opportunities to develop within the Unit**
□ = some opportunities to develop within the Unit

Creative arts activities can be 2D or 3D and might include Computer-Aided Design (CAD), cartoons, ceramics, collage, comedy, costume, creative writing, drama, drawing, electronic images, film making, jewellery, lighting, make-up, modelling, montage, music, painting, photography, poetry, printmaking, puppetry, sculpture, song, sound, stage sets, scenery and props.

Materials used in the production of creative work can be either 2D or 3D or a mix of both.

2D materials might include pencil, graphite sticks, charcoal, print, pen and ink, ink wash, ball point, felt pens, markers, pastel, crayon, oil pastel, photography, film, electronically generated images.

3D materials might include clay, plaster, plastics, wood, metal, wire, textiles, papier-mâché, mixed media.

Other materials might include computer software and applications including downloads, CDs, DVDs, electronic equipment (for example amplifiers and microphones) instruments (actual and electronic), make-up, music-mixing equipment, props, sounds/music-making software.

Visual elements might include tone, shape, form, colour, line, pattern and texture.

Practical outcomes need not include finished work as long as they provide satisfactory visual evidence of the learner's personal work.

Suggested learning and teaching approaches for the development of the skills, knowledge and understanding for each Unit can be found in the *Unit Support Notes* and in the 'Approaches to learning and teaching' section of this document*.*

Progression from this Course

On successful completion of this Course, the learner could progress to:

♦ other Units, Awards and Courses at National 2
♦ National 2 Performance Arts Course
♦ National 3 Art and Design Course or its component Units
♦ National 3 Drama Course or its component Units
♦ National 3 Fashion and Textile Technology Course or its component Units
♦ National 3 Music Course or its component Units
♦ training and/or employment opportunities

Learners may progress to the full Course or to individual Units within same.

The following diagram shows other SQA Courses and Awards at National 2 which could provide opportunities for increasing breadth and depth of learning in subjects which have a creative focus at SCQF level 2.

Further details about these Courses and Awards can be found on SQA's website.
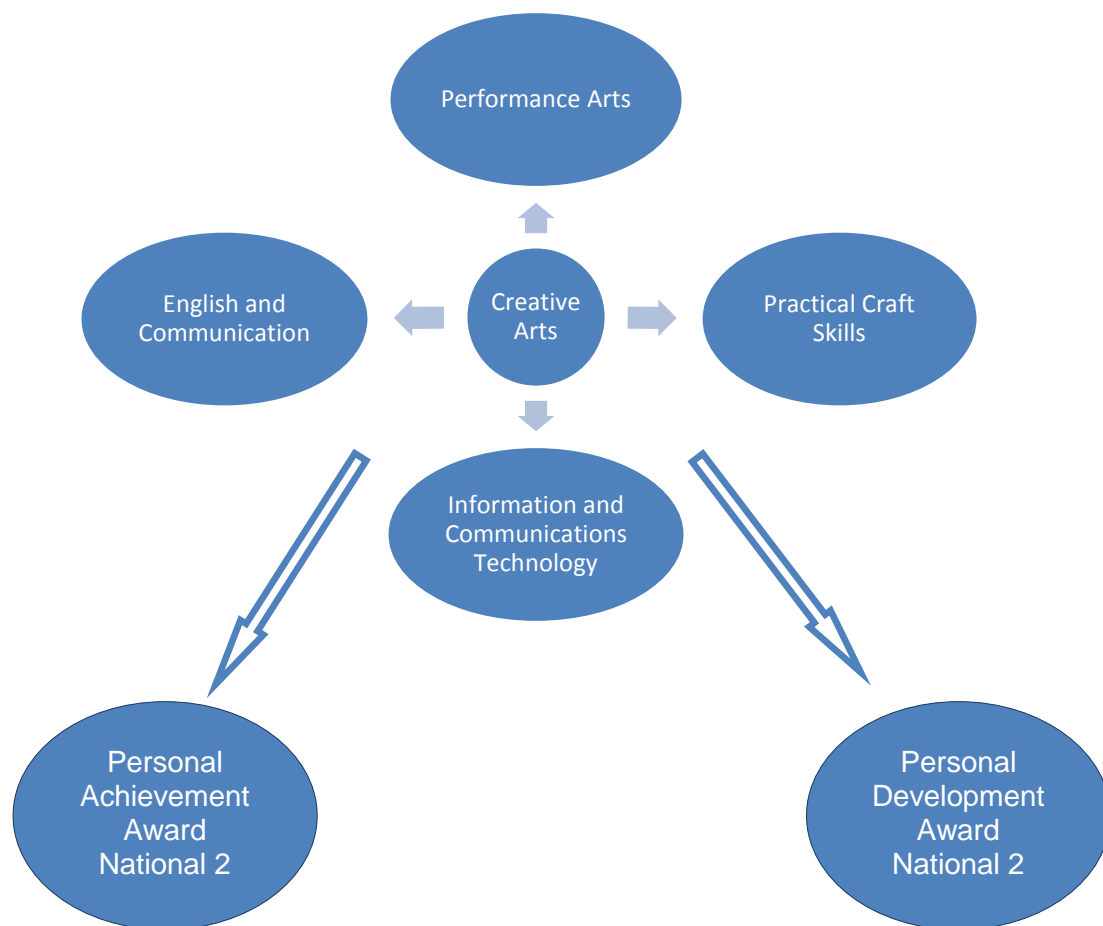
Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured progression involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

Relationships between National 3 and National 2 Units
Some National 3 Units can substitute for the National 2 Units and so contribute to the Course Award.

The table below shows the relationships between these National 3 Units and National 2 Units.

National 2 Unit title	Substitute Unit from National 3
Creating Materials for Performance	Music Composing Skills
Developing Skills in Creative Arts	Art and Design: Expressive Activity
Working with Textiles	Fashion and Textile Technology: Textile Technologies

Alternatively a National 3 Unit may provide some evidence which can be used for a National 2 Unit but cannot be a substitute for it. Where this occurs, teachers/lecturers should refer to the Outcomes and Assessment Standards of the National 2 Unit to determine what additional evidence is required.

Approaches to learning and teaching

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching which can be used for any of the component Units within the Course.

Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge learners.

The skills based focus of the Course readily lends itself to a variety of approaches to learning and teaching which reflect those used within broad general education and the values and principles of Curriculum for Excellence.

Learning should, where possible, be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

The distribution of time between the various Units is a matter of professional judgement and is entirely at the discretion of the Centre. Each Unit is likely to require an approximately equal time allocation, although this may depend on the learners' prior learning in the different topic areas, learning and teaching methods adopted and the design of the Course.

Sequencing and integration of Units
The timing and sequencing of the delivery and assessment of the Units is at the discretion of the centre. However, learning and teaching approaches which provide opportunities to integrate skills wherever possible are suggested.

The Units can be taken as part of a cluster of Units within the Course framework. In this case it is suggested that the mandatory Unit, *Developing Skills in Creative Arts* could be delivered first, as this is a good introductory unit, providing the learner with opportunities to develop skills and knowledge across a range of creative art activities.

Having completed the mandatory Unit, the learner then has the opportunity to develop a particular aspect, focus or theme through their choice of optional Units. This could be primarily visual and/or aural, through the *Working with Images, Graphics and Sound* Unit and the *Creating Materials for Performance* Unit. Alternatively, the *Working with Textiles* Unit and the *Creating Materials for Display* Unit provides opportunities for the learner to create more physical representations of creative work.

Learners also have the opportunity to take Units independently, and therefore Centres can combine Units to suit individual learner needs (for example, linking to other curriculum areas) and/or delivery patterns within the Centre.

This flexibility means that study programmes can be developed which provide a pathway for each learner to focus on their particular strengths and interests, and to work with others and/or on individual activity as appropriate, and which allows integration of Units in respect of learning, teaching and assessment.

This not only allows personalisation and choice for the learner but also allows the Centre to develop, deliver and record each learner's progression and achievement through the Course.

When developing the approach to learning teaching and assessment for each Outcome, it is suggested that teachers/lecturers consider the following issues:

♦ the range of creative arts skills, techniques, processes and materials available to the Centre
♦ the resources available to the Centre
♦ the extent to which cross – curriculum and/or inter-disciplinary working can be offered (for example, across art, craft, drama, music)
♦ the prior experiences and achievements of learners
♦ the needs of learners

The following examples provide illustrations of how possible learning pathways might be developed:

Indicative study programme 1 — completion of National 2 Creative Arts Course:

Focus on developing skills across a range of contexts

Unit title	Unit Outcomes	Example of learning activity
Developing Skills in Creative Arts (mandatory Unit)	1 Demonstrate an awareness of how creative work is produced

2 Participate in creative activity in response to given stimuli | The learner chooses to make a collage which involves:

♦ selecting and using skills and techniques as appropriate
♦ working with a variety of materials (including cutting/adapting as appropriate)
♦ working to a design they have created

Note: This Unit could be linked to activities in other Courses at National 2, for example:

♦ English and Communication
♦ Performance Arts
♦ Information and Communications Technology
♦ Practical Craft Skills |

Working with Textiles (optional Unit 1)	1 Demonstrate skills and knowledge in working creatively with textiles	The learner chooses to make a winter scarf for themselves which involves:
	2 Produce a creative textile item	♦ selecting and using skills/techniques/equipment/materials as appropriate ♦ working to a design they have created ♦ producing a scarf of appropriate length and width Note: This Unit could be linked to activities in other Units at National 2, for example: ♦ Practical Craft Skills: Working with Craft Tools: An Introduction ♦ Practical Craft Skills: Working with Textiles ♦ Practical Craft Skills: Making a Craftwork Item
Creating Materials for Display (optional Unit 2)	1 Demonstrate skills and knowledge across a range of techniques and processes used to produce creative work for display	The learner chooses to make a necklace which involves: ♦ selecting and using skills/techniques/equipment/materials as appropriate ♦ working to a design they have created ♦ producing and wearing the finished necklace
	2 Produce and display original creative work	Note: This Unit could be linked to activities in other Units at National 2, for example: ♦ Using Performance Skills ♦ Contributing to a Performance

Indicative study programme 2 — completion of National 2 Creative Arts Course:

Focus on integrated theme: working creatively with technologies

Unit Title	Unit Outcomes	Example of Learning Activity
Developing Skills in Creative Arts (mandatory Unit)	1 Demonstrate an awareness of how creative work is produced 2 Participate in creative activity in response to given stimuli	The learner creates a short film celebrating the food of Scotland which includes: ♦ using appropriate images (raw ingredients, recipes, finished food) ♦ using text/lettering to accompany the selected images ♦ recording a commentary(which can be narrated by others) and/or: ♦ adding a soundtrack to accompany the images (using existing music or original music created by using music-making software/instruments/voice/downloads)
Working with	1 Demonstrate	

Images, Graphics and Sound (optional Unit 1)	skills in using images, graphics and sound creatively 2 Use images, graphics and sound to produce creative work	Note: These Units could also be linked to activities in other Units at National 2, for example: Internet Applications Multimedia Applications Working with Digital Images
Creating Materials for Performance (optional Unit 2)	1 Demonstrate skills and knowledge across a range of techniques and processes used to create materials which could be used in a performance 2 Create original work which could be used in a performance	

Further information about integrating approaches to learning and teaching, assessment and gathering evidence can be found in the relevant *Unit Support Notes.*

Possible approaches to learning and teaching
It is important that learners have the opportunity to explore a range of creative arts activities, and are provided with the opportunity to practise and consolidate these skills in different contexts. Teachers/lecturers should also ensure that the learner's development of their skills and ideas is captured, as well as the final creative work (ie evidence of the process is as important as the creative work produced) and that opportunities for assessment and feedback to learners are provided within the learning and teaching activities.

Learning about Scotland and Scottish culture will enrich the learner's learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should do this.

A supportive learning environment is recommended to enable a learner to achieve the best they can. This includes learning and teaching approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to creative activities
- individual and collaborative working which provides learners with the opportunity to share and develop ideas for creative work
- thematic or interdisciplinary approaches which build on the relationship between creative arts and other curriculum areas such as performance arts, technology, craft, food, health and wellbeing
- using probing questions/statements which ask learners to explain their thinking and their approach(es) to the creative activity involved
- whole centre events such as concerts, seasonal fairs, themed activities
- collaborative learning to carry out creative activities; learners could be asked to work in pairs or groups
- learning through discovery, for example finding out what creative effects can be produced by using different techniques, processes and materials
- using 'real life' and/or simulated environments to provide contexts for creative activities
- participating in drama/role-playing activities
- project/theme-based/interdisciplinary learning to apply creative skills to activities in other subject areas (for example, creating music to be used in the end-of-session concert)
- undertaking voluntary work (in the centre and/or in the community)
- work placement opportunities
- workshops delivered by subject experts (within the centre and/or external)
- attending performances/shows/events/exhibitions (formal/informal, within the centre and/or within the community)
- extra-curricular activities
- using seasonal celebrations as the context for creative activities (for example, birthdays, Scottish celebrations and events, religious festivals and events)
- activities using instruments and associated equipment (for example, amplifiers/microphones/sound production equipment/music downloads)
- the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)
- using aural and visual media (including film, DVD, CD, music-related software) to help learners visualise contexts for learning
- using e-assessment journals and portfolios to keep track of evidence (including work in progress)
- using ICT and other technologies in creative contexts (including web-based research, computer games, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- other specific opportunities for integrated learning identified and developed within centres themselves

Many of the above approaches could involve group work. Group work can be used within Units and across Courses where it is helpful to simulate real life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Cross-curriculum working

Opportunities for cross-curriculum working which can provide a framework for the development of integrated approaches to learning teaching and assessment could also be considered. For example, learners could be involved in scheduled events which take place across the teaching year, which might include:

♦ seasonal fairs
♦ seasonal celebrations
♦ coffee mornings
♦ shows and concerts
♦ fund raising
♦ tuck shops

The range of contexts for learners to develop and practise their skills in association with these events could include:

Creative activity	Links to other curriculum areas
Posters/programmes/tickets/ advertising flyers for events	Literacy Performance Arts Business Enterprise Information and Communications Technology
Stage sets/props/costume/make-up/music/lighting	Performance Arts Practical Craft Skills Information and Communications Technology
Packaging for sweets/cakes/other items	Food Business Enterprise Information and Communications Technology
Creative work for sale (for example, artwork, collage, jewellery, sculpture)	Numeracy Enterprise Business
Creative work for display: artwork, collage, photography, sculpture	Within the centre Within the local community
Creative work for performance: costume, scripts for comedy/drama, music, poetry, song, sound effects and production	For performances within the Centre For performances in the local community

Examples of learning and teaching contexts that could be used for the Units in this Course can be found in the *Unit Support Notes.*

Developing skills for learning, skills for life and skills for work

The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Course where there are appropriate opportunities.

Throughout this Course, there are significant opportunities to develop the following Skills for Learning, Skills for Life and Skills for Work:

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
1 Literacy	
1.3 Listening and talking	The Course provides opportunities for teacher/lecturer/learner interaction, in terms of explaining the activity, inviting and answering questions, and eliciting from the learner the reasons for their choices, how they are developing their ideas and what their creative outcome represents. There are also opportunities for interaction with others through collaborative activities which could require input from others or, alternatively, provide opportunities for others to comment on the learner's work in progress, and vice versa. Text-based creative activities developed for the *Developing Skills in Creative Arts* , the *Working with Images, Graphics and Sound* and the *Creating Materials for Performance* Units can provide the learner with opportunities to further develop their reading and writing skills.
3 Health and wellbeing	
3.1 Personal learning Being actively engaged in learning and how it can be planned, implemented and sustained, including following-up on curiosity, thinking constructively and learning from experience.	Learners have opportunities to participate in creative activities which require them to plan, organise, participate in and reflect on their work, and the work of others. This can include collaborative working, peer review and self-assessment. This could include the development of a brief for a creative activity which addresses the following questions: ♦ Who is it for? ♦ What does it look like? ♦ What materials do I need? ♦ What skills/techniques will I use?

3.2 Emotional wellbeing Developing ways to manage your feelings; developing positive attitudes and resilience; building confidence.	Learners have the opportunity to develop their self-confidence through their participation in creative activities, and to express their feelings through their creative work. This could include establishing how the learner feels about the activity and how they have responded to the brief by discussing their finished work.
5 Thinking skills	
5.1 Remembering The ability to identify, recognise and recall sequences.	Learners can practise their skills, namely to recognise and recall sequences, techniques and processes involved in creative activity by applying their knowledge to different creative activities as required by the Units. This could include sustained work to create a series of pieces.
5.3 Applying The ability to use existing information to solve a problem in a different context; to plan, organise and complete a task.	Learners can apply the skills and knowledge they have developed by undertaking practical creative activities in the different contexts provided by the Units. This could include the learner observing/ reviewing the work of others and applying new ideas/techniques/skills to their own work.
5.5 Creating The ability to make, write, say or do something new.	Learners can apply their skills and knowledge to produce original creative work. This could include the learner choosing a creative activity and selecting and using skills/techniques/processes/materials to produce a creative item.

There will be opportunities to use other skills for learning, skills for life and skills for work throughout this Course. Where this happens, teachers/lecturers should ensure that learners are aware of this and work with them to develop these as well. This might include the following:

3 Health and wellbeing

3.5 Relationships

Opportunities to build the learner's social and working relationships, allowing them to practise their interpersonal skills, can be provided through collaborative creative activities.

4 Employability, enterprise and citizenship

4.3 Working with others

Creative activities can be devised to provide opportunities for learners to develop their skills in working with others, which can include activities which require working co-operatively in the use of resources, sharing resources, and encouraging consideration of other learners' work and skills. This can also include peer example, review and support.

Approaches to assessment

Learners will benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure that they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

Assessment strategies and methods
There may be opportunities in the day-to-day delivery of the Units in the Course to gather evidence which satisfies a number of Units, a Unit or part of a Unit. This is naturally occurring evidence and teachers/lecturers are encouraged to record this where possible.

It is anticipated that assessment will be integrated with the approaches to learning and teaching adopted for the Units in this Course. Centres are therefore encouraged to consider at the outset the approaches to be adopted for assessment and the gathering of evidence for each Outcome.

Suggested approaches to assessment for any of the component Units could include:

♦ observation during practical activities (using an observational checklist, visual recording, photography or equivalent to capture evidence)
♦ peer assessment during and on completion of activities (including peer example, review and support)
♦ oral questioning during and on completion of activities (using a recording or transcript as evidence)
♦ learning and teaching activities which produce naturally occurring opportunities for assessment (for example, demonstration of skills, knowledge and understanding during the learning process)
♦ visual recording or photographing the learner's activities (both within and outwith the centre)
♦ using a project/extended activity to assess a range of Outcomes or Units
♦ identifying opportunities for assessment within 'real world' activities and events (for example, coffee morning/seasonal fairs/seasonal celebrations/other events)
♦ identifying opportunities for assessment within extra-curricular activities (both within the centre for example, school clubs and within the community for example, voluntary organisations, clubs)
♦ integrating assessment across curriculum areas (for example, a topic being studied in history could provide the context for creative arts-related activities)

It is recommended that centres adopt an approach to assessment which avoids duplication across the learner's journey, but which also allows the learner to demonstrate their best work. Assessment should also capture both the developmental process and the creative work produced (ie both process and product).

Centres are also encouraged to consider the timing, duration and location of assessment activities to increase the flexibility of approaches to, and the range of opportunities for, assessment. Teachers/lecturers could also foster a common understanding of assessment and ensure consistency of approach by sharing standards and moderation across their Centre.

Authentication
For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment.*

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

♦ inform learners of their progress
♦ identify where further consolidation is required
♦ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

Combining assessment across Units

Gathering evidence
One approach to gathering evidence might involve creating a folio or workbook for each Unit or, alternatively, the learner could compile one folio or workbook which encompasses all work for all Units, provided evidence of completion of all Unit Outcomes is contained within the folio or workbook. This might be an appropriate approach where the learner chooses to develop a theme across all Units. Further advice about integration of outcomes is provided in the *Unit Support Notes.*

The folio or similar method of collating evidence could comprise:

♦ written evidence (responses to quizzes, discrete tests)
♦ oral evidence from discussions between the teacher/lecturer and the learner, or between learners (this approach may be particularly useful to confirm understanding or to gather evidence from a learner whose written ability is limited)
♦ observation notes/checklists used during group or collaborative activities
♦ workbooks or jotters which show a collection of evidence generated during day-to-day teaching and learning activities
♦ computer generated assessment records (including printouts from simulations, games or digital activities)
♦ photographs of project (including development of ideas, experimentation with materials)
♦ computer-generated graphics
♦ a record of decisions taken about the work (compiled by the learner)
♦ a learner record (completed by the teacher/lecturer)
♦ photographs to record milestone achievement
♦ diagrams, illustrations and/or sketches
♦ visual recordings of practical activities
♦ learners' responses to prompt questions before, during and on completion of activities
♦ reviews by others (including peer review, involvement of external specialists, other subject specialists if interdisciplinary working is involved)

- practical work (which need not include finished work as long as there is satisfactory visual evidence of the learner's personal work)

Evidence may be recorded in any form appropriate to the activity involved which can include: orally, in writing, electronically, on tape or film.

Each learner's attainment must be recorded and evidence held to allow a final judgement of performance to be made against the specifications of assessment of a Unit or the Course. This means that the learner/teacher/lecturer must ensure that records of work are complete, relevant and available.

It is important that teachers/lecturers keep accurate records of their assessments to meet assessment standards and to support learners by:

- informing them of their progress
- identifying where further consolidation is required
- ensuring that the Unit and Course requirements and all aspects of assessment are fulfilled
- providing feedback on the effectiveness of teaching

Guidance on appropriate approaches to assessment and gathering evidence for the Units within the Course can be found in the *Unit Support Notes.*

Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences, or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials which reflect an inclusive view.

Learners undertaking qualifications at SCQF level 2 are likely to require more support with their learning than at other levels, and learners should be given as much support as they need to engage with learning, teaching and assessment activities while maintaining the integrity of the Outcome and Assessment Standards.

Examples of support might include:

♦ allowing extra time to complete activities
♦ practical helpers under direct learner instruction could assist with practical activities (this could also include a reader or scribe as appropriate)
♦ The use of specialised and adapted equipment
♦ The use of ICT and other assistive technologies

It is recognised that Centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Course Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that Centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements section of SQA's website: www.sqa.org.uk/sqa//14977.html.

Appendix 1: Suggested resources

Suggested organisation *(All available via the internet)*	Possible resources and/or support materials
BBC Schools: Learning Zone Websites for 11-16 year olds	Range of learning and teaching resources including creative activities packages, virtual tours
Channel 4 (learning website)	Range of learning and teaching resources including teacher packs and learner activities
Guardian Newspaper (learnthings website)	Range of learning and teaching resources, including activities, assessment and teacher packs
Khan Academy	Range of educational videos
Learning and Teaching Scotland	Range of learning resources across all Curriculum for Excellence curriculum areas
Royal Commission on the Ancient and Historical Museums of Scotland (scran website)	Library of images and media from museums, galleries, archives and the media
Schoolzone Educational Intelligence	Website offering a 'one-stop' service for teachers by providing details of wide range of web-based resources
Sewing and Craft Alliance (sewing.org website)	Range of free resources relating to sewing and craft projects from beginners upwards
Tate Museum: learning for schools	Range of free resources for teachers, including activities, games, virtual tours of exhibits/curios

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.

♦ Building the Curriculum 4: Skills for learning, skills for life and skills for work

♦ Building the Curriculum 5: A framework for assessment

♦ Course Specifications

♦ Design Principles for National Courses

♦ Guide to Assessment (June 2008)

♦ Overview of Qualification Reports

♦ Principles and practice papers for curriculum areas

♦ SCQF Handbook: User Guide (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html

♦ SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work

♦ Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool

Administrative information

Published: April 2012 (version 1.0)

**Superclass:**   to be advised

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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Note: You are advised to check SQA's website (**www.sqa.org.uk**) to ensure you are using the most up-to-date version.

Unit Support Notes — Developing Skills in Creative Arts (National 2)
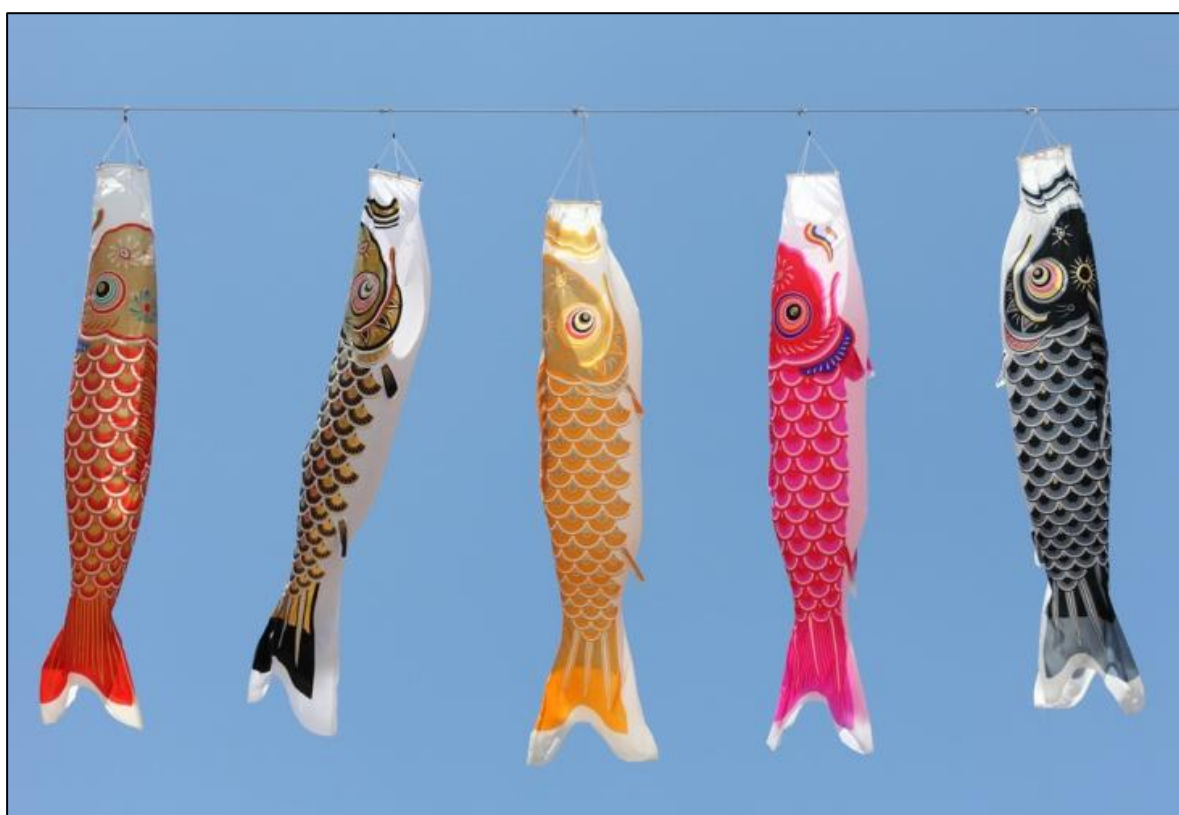
Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Developing Skills in Creative Arts* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the Unit Specification
♦ the Course Specification
♦ the Course Support Notes
♦ appropriate assessment support materials

General guidance on the Unit

Aims

The *Developing Skills in Creative Arts* (National 2) Unit is a mandatory Unit in the National 2 Creative Arts Course. The *Developing Skills in Creative Arts* (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to introduce the learner to a range of creative arts and to help them develop their thoughts and ideas. The learner will also develop an awareness of how appropriate media, materials, processes and techniques are used in producing creative work. The Unit is designed to enable the learner to develop an awareness of the subject through participation in a range of creative activities such as ceramics, collage, creative writing, drawing, film, jewellery, modelling, music, painting, photography, poetry, printmaking and sculpture.

Learners who complete this Unit will be able to:

1   Demonstrate an awareness of how creative work is produced
2   Participate in creative activity in response to given stimuli

In addition, the following skills for learning, skills for life and skills for work will be developed: literacy, health and wellbeing and thinking skills

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in creative arts, computing, crafts or related areas at SCQF level 1.

This qualification may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Creative Arts *Course Support Notes.*

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

♦ other Units within the National 2 Creative Arts Course
♦ the National 2 Performance Arts Course
♦ other Units, Awards and Courses at National 2
♦ other related Units, Awards and Courses at National 3

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning, teaching and assessment which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning, teaching and assessment are possible it is important that learners have the opportunity to experience a range of creative activities and those opportunities for assessment and feedback to learners are provided within the learning and teaching activities. Teachers/lecturers should also ensure that the development of skills and ideas is captured as well as the creative work produced (recognising that the process is as important as the product).

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

♦ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to creative activities
♦ individual and collaborative working which provides learners with the opportunity to share and develop ideas for creative work
♦ thematic or interdisciplinary approaches which build on the relationship between creative arts and other curriculum areas such as performance arts, technology, craft, food, health and wellbeing
♦ using probing questions/statements which ask learners to explain their thinking and their approach(es) to the creative activity involved
♦ whole centre events such as concerts, seasonal fairs, themed activities
♦ collaborative learning to carry out creative activities; learners could be asked to work in pairs or in groups
♦ learning through discovery, for example, finding out what creative effects can be produced by using different techniques, processes and materials
♦ using "real-life" and/or simulated environments to provide contexts for creative activities
♦ participating in drama/role-playing activities
♦ project/theme-based/interdisciplinary learning to apply creative skills to activities in other subject areas (for example, creating music to be used in the end-of-session concert)
♦ undertaking voluntary work (in the centre and/or in the community)
♦ work placement opportunities
♦ workshops delivered by subject experts (within the centre and/or external)
♦ attending performances, shows, events, exhibitions (formal/informal, with the centre and/or in the community)
♦ extra-curricular activities
♦ using seasonal celebrations as the context for creative activities (for example, birthdays, Scottish celebrations and events, religious festivals and events)

- activities using instruments and associated equipment (for example, amplifiers, microphones, sound production, equipment)
- the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)
- using audio and visual media (including film, DVDs, CDs, music-related software) to help learners visualise contexts for learning
- using e-assessment journals and portfolios to keep track of evidence (including recording work in progress)
- using ICT and other technologies in creative contexts (including web-based research, computer games, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- using adaptive and assistive technologies as appropriate to support learners' participation in creative activities
- other specific opportunities for integrated learning identified and developed within centres themselves

Many of these approaches could involve group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of helping learners to understand how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for creative activity are relevant and meaningful to learners. Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables:

Illustration 1: An individual Outcomes approach:

Outcome 1:	*The learner will demonstrate an awareness of how creative work is produced by:*	
Assessment Standard	**Explanation of Standard**	**Example of learning activity**
1.1 Identifying a variety of techniques and processes 1.2 Identifying a variety of materials 1.3 Matching techniques and processes with materials	The learner has the opportunity to: ♦ identify four techniques and processes used in creative activity from a range of at least six ♦ identify four materials used in creative activity from a range of at least six ♦ match the identified techniques and processes with the identified materials ♦ use at least two of the identified techniques and processes together with two matching materials to produce creative work This need not include finished work as long as satisfactory visual evidence of the learner's personal work can be provided.	The learner explores a range of techniques/processes associated with creative work — for example, painting, modelling, music-making The learner explores a range of materials associated with creative work — for example, paints, pencils, clay, software applications The learner chooses painting and selects and uses paints and paper to produce a picture

Outcome 2:	*Participate creative activity in response to given stimuli by:*	
Assessment Standard	**Explanation of Standard**	**Example of Learning Activity**
2.1 Developing ideas 2.2 Choosing a creative activity	The teacher/lecturer: ♦ provides the stimulus for the activity ♦ offers the learner support, including questions/prompts which will assist the learner in developing their ideas ♦ gives the learner the opportunity to select a creative activity ♦ offers guidance on an appropriate choice of activity, including questions/prompts which will lead the learner through the decision-making process in clear stages While the learner can choose the activity, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully	Teacher/lecturer offers 'birthday gift' as a stimulus for the activity The learner selects 'jewellery' as their creative activity The learner explains they will be making a bracelet by hand using a variety of materials The learner creates a bracelet to their own design using selected techniques and materials

	meet the Assessment Standards.	
2.3 Choosing techniques and processes appropriate to the creative activity	The learner is able to: ♦ identify the techniques and processes to be used for the chosen creative activity ♦ choose at least two techniques and processes The teacher/lecturer can negotiate appropriate skills with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	
2.4 Choosing materials appropriate to the creative activity	The learner is able to: ♦ identify materials appropriate to the creative activity ♦ choose at least two materials The teacher/lecturer can negotiate appropriate materials with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	
2.5 Using selected techniques, processes and materials to convey ideas	Only one piece of finished creative work needs to be produced for the required evidence.	

Illustration 2: An integrated Outcomes approach:

Outcome 1:	*The learner will demonstrate an awareness of how creative work is produced*	
and:		
Outcome 2:	*The learner will participate in creative activity in response to given*	
stimuli	*by:*	
Assessment Standard	**Explanation of Standard**	**Example of learning activity**
1.1 identifying a variety of techniques and processes 1.2 identifying a variety of materials 1.3 matching techniques and processes with materials 2.1 developing ideas 2.2 choosing a creative activity 2.3 choosing technique and processes appropriate to the creative activity 2.4 choosing materials appropriate to the creative activity 2.5 using selected techniques, processes and materials to convey ideas	The learner has the opportunity to: ♦ identify four techniques and processes used in creative activity from a range of at least six ♦ identify four materials used in creative activity from a range of at least six ♦ match the identified techniques and processes with the identified materials ♦ use at least two of the identified techniques and processes together with two matching materials to produce creative work The teacher/lecturer: ♦ provides the stimulus for the activity ♦ offers the learner support, including questions/prompts which will assist the learner in developing their ideas ♦ gives the learner the opportunity to select a creative activity ♦ offers guidance on an appropriate choice of activity, including questions/prompts which will lead the learner through the decision-making process in clear stages ♦ negotiates appropriate skills with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards	The learner explores a range of techniques/processes associated with music-making — for example, electronically produced sounds, singing, percussion The learner explores a range of materials associated with music-making — for example, software applications, instruments The learner chooses to create music to be used at the centre's Burns' Night celebrations which involve: ♦ creating a piece of music to accompany the entrance of the haggis ♦ creating a music playlist to be used for dancing at the event

	♦ negotiates appropriate materials with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards The learner is able to: ♦ identify the techniques and processes to be used for the chosen creative activity ♦ choose at least two techniques and processes While the learner can choose the activity, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the assessment standards. Only one piece of finished creative work needs to be produced for the required evidence.	

Note: This Unit could also be linked to activities in other National 2 Units at as shown below:

♦ Creating Text
♦ ICT Applications
♦ Multimedia Applications
♦ Practical Craft Skills: Working with Materials
♦ Practical Craft Skills: Making a Craftwork Item
♦ Using Performance Skills
♦ Working with Images, Graphics and Sound

Further information can be found in the appropriate *Unit Support Notes.*
It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages of the creative process, and this could be provided as part of the on-going assessment process to inform learning. Assessment should be of the learner's overall work, including both the learner's development of skills during their creative activity as well as the creative work produced.

It is therefore recommended that teachers/lecturers involve learners in the identification of assessment opportunities and build-in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

Centres are also encouraged to be flexible in selecting from a range of assessment strategies to allow learners to demonstrate their best work and remove barriers to assessment and attainment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification.*
Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

♦ observation by the teacher/lecturer
♦ visual recording of the learner's activities
♦ using photographs to record milestone achievements
♦ using simple questions before, during and on completion of activities

Information about approaches to gathering evidence can also be found in the *Course Support Notes.*

It is recommended that all evidence generated by the learner is kept together in a secure place. This can be done by creating a workbook or portfolio for each learner. Where possible, opportunities to collect and share evidence electronically could be used.

Opportunities for extension, remediation and consolidation of skills and knowledge should be built into this Unit. How this is organised will depend on the teacher/lecturer, the needs of the learner and the learning and teaching approach used.

Combining and sequencing learning, teaching and assessment within the Unit
This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways.

There is no specific amount of time set aside for the delivery and assessment of each Outcome, therefore it is suggested that teachers/lecturers consider the following issues when developing their approach to learning, teaching and assessment:

♦ the range of creative skills, techniques, processes and materials available to the centre
♦ the resources available to the centre
♦ the prior experiences and achievements of learners
♦ the needs of learners

A combined approach to assessment is recommended because it has the potential to:

♦ enrich the assessment process for both learners and teachers/lecturers
♦ avoid duplication and allow more time for learning
♦ be cost-effective
♦ allow centres to manage the assessment process more efficiently

Combining assessment within the Unit can be achieved by providing the learner with opportunities to participate in creative activities which are linked by a theme or which focus on a particular aspect of creative art; this can then provide a framework for their learning. The theme may be drawn from other subject areas.

Approaches for combined learning, teaching and assessment of the Unit Outcomes are provided in the 'Learning, teaching and assessment' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes.*

Equality and inclusion

Learners should receive as much support as possible so that they can fully demonstrate their achievements. The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

♦ allowing extra time to complete activities
♦ practical helpers under direct learner instruction could assist with practical activities
♦ the use of specialised and adapted equipment
♦ the use of ICT including adaptive technologies such as braille and assistive technologies such as voice activated software to support learners with limited capacities to write

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: http://www.sqa.org.uk/sqa/14976.html

♦ Building the Curriculum 4: Skills for learning, skills for life and skills for work

♦ Building the Curriculum 5: A framework for assessment

♦ Course Specifications

♦ Design Principles for National Courses

♦ Guide to Assessment (June 2008)

♦ Overview of Qualification Reports

♦ *Overview of Qualification Reports*

♦ *Principles and practice papers for curriculum areas*

♦ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*

♦ *Coursework Authenticity — a Guide for Teachers and Lecturers*

♦ SCQF Handbook: User Guide *(published 2009)* and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html

♦ SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work

♦ Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool

♦ SQA Guidelines on e-assessment for Schools

♦ SQA Guidelines on Online Assessment for Further Education

♦ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

Unit Support Notes — Creating Materials for Display (National 2)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Creating Materials for Display* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the Unit Specification
♦ the Course Specification
♦ the Course Support Notes

General guidance on the Unit

Aims

The *Creating Materials for Display* (National 2) Unit is an optional Unit in the National 2 Creative Arts Course. The *Creating Materials for Display* (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to develop the learner's skills in producing creative work for display such as painting, drawing, ceramics, jewellery, sculpture, modelling and make-up by using a variety of materials, techniques and processes.

Learners who complete this Unit will be able to:

1   Demonstrate skills and knowledge across a range of techniques, processes and materials used to produce creative work for display
2   Produce and display original creative work

In addition, the following skills for learning, skills for life and skills for work will be developed: literacy, health and wellbeing and thinking skills.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in creative arts, computing, crafts or related areas at SCQF level 1.

This qualification may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Creative Arts *Course Support Notes*. If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge and understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

♦ other Units within the National 2 Creative Arts Course
♦ the National 2 Performance Arts Course
♦ other Units, Awards and Courses at National 2
♦ other related Units, Awards and Courses at National 3

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning, teaching and assessment which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning, teaching and assessment are possible it is important that learners have the opportunity to experience a range of creative activities, and that opportunities for assessment and feedback to learners are provided within the learning and teaching activities. Teachers/lecturers should also ensure that the development of skills and ideas is captured as well as the creative work produced (ie the process is as important as the product).

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

♦ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to creative activities
♦ individual and collaborative working which provides learners with the opportunity to share and develop ideas for creative work
♦ thematic or interdisciplinary approaches which build on the relationship between creative arts and other curriculum areas such as performance arts, technology, craft, food, health and wellbeing
♦ using probing questions and statements which ask learners to explain their thinking and their approach(es) to the creative activity involved
♦ whole centre events such as concerts, seasonal fairs, themed activities
♦ collaborative learning to carry out creative activities; learners could be asked to work in pairs or in groups
♦ learning through discovery, for example, finding out what creative effects can be produced by using different techniques, processes and materials
♦ using "real-life" and/or simulated environments to provide contexts for creative activities
♦ participating in drama/role-playing activities
♦ project/theme-based/interdisciplinary learning to apply creative skills to activities in other subject areas (for example, creating jewellery for use in an end-of-session play)
♦ undertaking voluntary work (in the centre and/or in the community)
♦ work placement opportunities
♦ workshops delivered by subject experts (within the centre and/or external)
♦ attending performances/shows/events/exhibitions (formal/informal, within the centre and/or in the community)
♦ extra-curricular activities
♦ using seasonal celebrations as the context for creative activities (for example, birthdays, Scottish celebrations and events, religious festivals and events)
♦ the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)

- using audio and visual media (including film, DVD, CD) to help learners visualise contexts for learning
- using e-assessment journals and portfolios to keep track of evidence (including recording work in progress)
- using ICT and other technologies in creative contexts (including web-based research, computer games, simulations and/or interactive programmes, virtual tours, virtual learning environments, working with digital media and images)
- using adaptive and assistive technologies as appropriate to support learners' participation in creative activities
- other specific opportunities for integrated learning identified and developed within centres themselves

Many of these approaches could involve group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of helping learners to understand how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for creative activity are relevant and meaningful to learners. Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables:

Illustration 1: Individual Outcomes approach

Outcome 1: The learner will demonstrate skills and knowledge across a range of techniques, processes and materials used to produce creative work for display by:		
Assessment Standard	**Explanation of Standard**	**Example of learning activity**
1.1 Working with a range of techniques, processes and materials 1.2 Developing ideas to create materials for display	The learner has the opportunity to: ♦ explore a range of techniques, processes and materials ♦ to explore ideas for creative work including: ♦ theme, topic, genre resources required The teacher/lecturer can: ♦ offer the learner guidance on an appropriate range of techniques ♦ offer the learner support, including questions/prompts which will assist the learner in developing their ideas It would be reasonable to ensure that the teacher/lecturer has some expertise in respect of possible techniques and that resources are available to enable the learner to successfully meet the assessment standards. This need not include finished work as long as satisfactory visual evidence of the learner's personal work can be provided.	The learner explores a range of skills, techniques, processes and materials used to create materials for display — for example, ceramics, jewellery, painting or sculpture The learner chooses to make an ornament for Christmas which involves: ♦ designing the ornament (shape, size and colour) ♦ working with clay ♦ using appropriate tools/equipment ♦ applying decoration ♦ displaying the ornament

Outcome 2: *Produce and display original creative work by:*		
Assessment Standard	**Explanation of Standard**	**Example of learning activity**
2.1 Choosing an item of creative work for display	The teacher/lecturer can: ♦ provide the stimulus for the activity ♦ offer the learner guidance on an appropriate choice of creative work, including questions/prompts which will lead the learner through the decision-making process in clear stages ♦ give the learner the opportunity to select an item of creative work for display While the learner can choose the item of creative work, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.	The teacher/lecturer offers 'end of session concert' as a stimulus for the activity The learner chooses to create floral displays for the event which involves: ♦ deciding on the size, height, colours of the displays ♦ choosing a selection of flowers (can be fresh or artificial) ♦ arranging the selected flowers to their own design ♦ using tools/fixing materials as appropriate ♦ using decorative finishes as appropriate ♦ displaying the completed arrangements at the event
2.2 Choosing techniques and processes appropriate to the chosen item	The learner is able to: ♦ identify appropriate skills, techniques, processes, materials media, technologies for the chosen creative activity ♦ use appropriate skills, techniques, processes, materials, media, technologies for the chosen creative activity	
2.3 Choosing materials appropriate to the chosen item		
2.4 Using selected techniques, processes and materials	The teacher/lecturer can negotiate appropriate skills with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards. The teacher/lecturer can negotiate appropriate materials with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	
2.5 Creating original work	Only one piece of finished creative work needs to be produced for the required evidence.	
2.6 Displaying the finished creative work		

Illustration 2: An integrated Outcomes approach:

Outcome 1: *The learner will demonstrate skills and knowledge across a range of techniques, processes and materials used to produce creative work for display* and: **Outcome 2:** *Produce and display original creative work by:*		
1.1 Working with a range of techniques, processes and materials

1.2 Developing ideas to create materials for display

2.1 Choosing an item of creative work for display

2.2 Choosing Techniques and processes appropriate to the chosen item

2.3 Choosing materials appropriate to the chosen item

2.4 Using selected techniques, processes and materials

2.5 Creating original work

2.6 Displaying the finished creative work | The learner has the opportunity to:
♦ explore a range of techniques, processes and materials
♦ explore ideas for creative work including theme/topic/genre/ resources required

The teacher/lecturer can:

♦ provide the stimulus for the activity
♦ offer the learner guidance on an appropriate choice of creative work, including questions/prompts which will lead the learner through the decision-making process in clear stages
♦ give the learner the opportunity to select an item of creative work for display

The learner is able to:

♦ identify appropriate skills, techniques, processes, materials, media, technologies for the chosen creative activity, techniques, processes, materials, media, technologies for the chosen creative activity
♦ use appropriate skills, techniques, processes, materials, media, technologies for the chosen activity

While the learner can choose the item of creative work, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully | The teacher/lecturer offers 'garden birds' as a stimulus for the activity

The learner chooses to make an e-book which involves:

♦ recording birdsong
♦ photographing birds in their garden
♦ collating and arranging the images and sounds to create an e-book
♦ displaying the e-book on the centre's website |

| | meet the Assessment Standards.

The teacher/lecturer can negotiate appropriate skills with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.

Only one piece of finished creative work needs to be produced for the required evidence. | |

Note: This Unit could also be linked to activities in other National 2 Units as shown below:

♦ Multimedia Applications
♦ Practical Craft Skills: Working with Craft Tools: An Introduction
♦ Practical Craft Skills: Working with Materials
♦ Practical Craft Skills: Making a Craftwork Item
♦ Working with Digital Images
♦ Working with Images, Graphics and Sound

Further information can be found in the appropriate *Unit Support Notes.*

It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages of the creative process, and this could be provided as part of the on-going assessment process to inform learning. Assessment should be of the learner's overall work, including both the learner's development of skills during their creative activity as well as the creative work produced.

It is therefore recommended that teachers/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer learners an equal opportunity to demonstrate their achievements. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

Centres are also encouraged to be flexible in selecting from a range of assessment strategies to allow learners to demonstrate their best work and remove barriers to assessment and attainment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification.* Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence

which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

♦ observation by the teacher/lecturer
♦ visual recording of the learner's activities
♦ using photographs to record milestone achievements
♦ using simple questions before, during and on completion of activities

Information about approaches to gathering evidence can also be found in the *Course Support Notes.*

It is recommended that all evidence generated by the learner is kept together in a secure place. This can be done by creating a workbook or portfolio for each learner. Where possible, opportunities to collect and share evidence electronically could be used.

Opportunities for extension, remediation and consolidation of skills and knowledge should be built into this Unit. How this is organised will depend on the teacher/lecturer, the needs of the learners and the learning and teaching approach used.

Combining and sequencing learning, teaching and assessment within the Unit
This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways. There is no specific amount set aside for the delivery and assessment of each Outcome, therefore it is suggested that teachers/lecturers should consider the following issues when developing their approach to learning, teaching and assessment:

♦ the range of creative skills, techniques, processes and materials available to the centre
♦ the resources available to the centre
♦ the prior experiences and achievements of learners
♦ the needs of learners

A combined approach to assessment is recommended because it has the potential to:

♦ enrich the assessment process for both learners and teachers/lecturers
♦ avoid duplication and allow more time for learning
♦ be cost-effective
♦ allow centres to manage the assessment process more efficiently

Combining assessment within the Unit can be achieved by providing the learner with opportunities to participate in creative activities which are linked by a theme or which focus on a particular aspect of creative art; this can then provide a framework for their learning. The theme may be drawn from other subject areas.

Approaches for combined learning, teaching and assessment of the Unit Outcomes are provided in the 'Learning, teaching and assessment' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes.*

Equality and inclusion

Learners should receive as much support as possible so that they can fully demonstrate their achievements. The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

♦ allowing extra time to complete activities
♦ practical helpers under direct learner instruction could assist with practical activities
♦ the use of specialised and adapted equipment

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: http://www.sqa.org.uk/sqa/14976.html

♦ Building the Curriculum 4: Skills for learning, skills for life and skills for work

♦ Building the Curriculum 5: A framework for assessment

♦ Course Specifications

♦ Design Principles for National Courses

♦ Guide to Assessment (June 2008)

♦ Overview of Qualification Reports

♦ *Overview of Qualification Reports*

♦ *Principles and practice papers for curriculum areas*

♦ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*

♦ *Coursework Authenticity — a Guide for Teachers and Lecturers*

♦ SCQF Handbook: User Guide *(published 2009)* and
SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html

♦ SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work

♦ Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool

♦ SQA Guidelines on e-assessment for Schools

♦ SQA Guidelines on Online Assessment for Further Education

♦ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

Unit Support Notes — Creating Materials for Performance (National 2)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Creating Materials for Performance* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the Unit Specification
♦ the Course Specification
♦ the Course Support Notes
♦ appropriate assessment support materials

General guidance on the Unit

Aims

The *Creating Materials for Performance* (National 2) Unit is an optional Unit in the National 2 Creative Arts Course. The *Creating Materials for Performance* (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to develop the learner's skills in creating original work which could subsequently be used for performance such as creative writing, poetry, drama, music, song, comedy, set design, stage props and scenery by using a variety of techniques and processes.

Learners who complete this Unit will be able to:

1 Demonstrate skills and knowledge across a range of techniques and processes used to create materials which could be used in a performance
2 Create original work which could be used in a performance

In addition, the following skills for learning, skills for life and skills for work will be developed: literacy, health and wellbeing and thinking skills.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in creative arts, performance arts, computing, crafts or related areas at SCQF level 1.

This qualification may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Creative Arts *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

♦ other Units within the National 2 Creative Arts Course
♦ the National 2 Performance Arts Course
♦ other Units, Awards and Courses at National 2
♦ other related Units, Awards and Courses at National 3

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning and teaching which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning and teaching are possible it is important that learners have the opportunity to experience a range of creative activities, and that opportunities for formative assessment and feedback to learners are provided within the learning and teaching activities. Teachers/lecturers should also ensure that the development of skills and ideas is captured as well as the creative work produced (ie the process is as important as the product).

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to creative activities
- individual and collaborative working which provides learners with the opportunity to share and develop ideas for creative work
- thematic or interdisciplinary approaches which build on the relationship between creative arts and other curriculum areas such as performance arts, technology, craft, food, health and wellbeing
- using probing questions/statements which ask learners to explain their thinking and their approach(es) to the creative activity involved
- whole centre events such as concerts, seasonal fairs, themed activities
- collaborative learning to carry out creative activities; learners could be asked to work in pairs or in groups
- learning through discovery, for example, finding out what creative effects can be produced by using different techniques, processes and materials
- using "real-life" and/or simulated environments to provide contexts for creative activities
- participating in drama/role-playing activities
- project/theme-based/interdisciplinary learning to apply creative skills to activities in other subject areas (for example, creating jewellery for use in an end-of-session play)
- undertaking voluntary work (in the centre and/or in the community)
- work placement opportunities
- workshops delivered by subject experts (within the centre and/or external)
- attending performances/shows/events/exhibitions (formal/informal, within the centre and/or in the community)
- extra-curricular activities
- using seasonal celebrations as the context for creative activities (for example, Scottish celebrations and events, religious festivals and events)
- the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)

- using audio and visual media (including film, DVD, CD) to help learners visualise contexts for learning
- using e-assessment journals and portfolios to keep track of evidence (including recording work in progress)
- using ICT and other technologies in creative contexts (including web-based research, computer games, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- using adaptive and assistive technologies as appropriate to support learners' participation in creative activities
- other specific opportunities for integrated learning identified and developed within centres themselves

Many of these approaches could involve group work. Group work can be used within Units and across Courses where it is helpful to simulate real life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of helping learners to understand how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for creative activity are relevant and meaningful to learners. Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables:

Illustration 1: individual Outcomes approach:

Outcome 1: *The learner will demonstrate skills and knowledge across a range of techniques and processes used to create materials which could be used in a performance by:*

Assessment Standard	Explanation of Standard	Example of learning activity
1.1 Working with a range of techniques and processes 1.2 Developing ideas to create materials for performance	The learner has the opportunity to: ♦ explore a range of techniques and processes ♦ explore ideas for creative work including theme, topic, performance genre, resources required The teacher/lecturer can: ♦ offer the learner guidance on an appropriate range of techniques ♦ offer the learner support, including questions/prompts which will assist the learner in developing their ideas It would be reasonable to ensure that the teacher/lecturer has some expertise in respect of possible techniques and that resources are available to enable the learner to successfully meet the Assessment Standards. This need not include finished work as long as satisfactory visual evidence of the learner's personal work can be provided.	The learner explores a range of skills, techniques, processes used to create materials for performance — for example, creative writing, music-making, song-writing, drama, comedy, stage props The learner chooses to create a song about 'happiness' which involves: ♦ researching possible formats/structures ♦ researching existing songs ♦ using instruments, voice, ♦ music-making software to compose the song

Outcome 2: *Create original work which could be used in a performance by:*		
Assessment Standard	**Explanation of Standard**	**Example of Learning Activity**
2.1 Choosing a performance genre	The teacher/lecturer can: ♦ provide the stimulus for the activity ♦ offer the learner guidance on an appropriate choice of performance genre, including questions/prompts which will lead the learner through the decision-making process in clear stages ♦ give the learner the opportunity to select a performance genre While the learner can choose the performance genre, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.	The teacher/lecturer offers the centre's coffee morning as a stimulus for the activity The learner chooses music as a performance genre and chooses to create background music for the event which involves: ♦ deciding the type of music ♦ deciding the length of the music ♦ using appropriate techniques, processes, materials, media, technologies (for example, music-making software, downloads, recording singers) ♦ create original music which could be used at the event
2.2 Choosing techniques, processes, materials, media or technologies appropriate to the performance genre	The learner is able to: ♦ Identify appropriate skills, techniques, processes, materials, media, technologies appropriate to the performance genre ♦ use appropriate skills, techniques, processes, materials, media, technologies appropriate to the performance genre The teacher/lecturer can negotiate appropriate skills, techniques, processes, materials, media, technologies with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	
2.3 Using selected techniques, processes, materials, media, or technologies		

	It would be reasonable to ensure that the teacher/lecturer has some expertise in respect of possible techniques and that resources are available to enable the learner to successfully meet the Assessment Standards.	
2.4 Producing original work which could be used in a performance	Only one piece of finished original work needs to be produced for the required evidence.	

Illustration 2: An integrated Outcomes approach:

Outcome 1:	*The learner will demonstrate skills and knowledge across a range of techniques and processes used to create materials which could be used in a performance and:*	
Outcome 2:	*Create original work which could be used in a performance by:*	

Assessment Standard	Explanation of Standard	Example of learning activity
1.1 Working with a range of techniques and processes 1.2 Developing ideas to create materials for performance 2.1 Choosing a performance genre 2.2 Choosing techniques, processes, materials, media, or technologies appropriate to the performance genre 2.3 Using selected techniques, processes, materials, media technologies 2.4 Producing original work which could be used in a performance	The learner has the opportunity to: ♦ explore a range of techniques and processes ♦ explore ideas for creative work including theme, topic, performance genre, resources required ♦ identify appropriate skills, techniques, processes, materials, media, technologies appropriate to the performance genre ♦ use appropriate skills, techniques, processes, materials, media, technologies appropriate to the performance genre The teacher/lecturer can: ♦ give the learner the opportunity to select a performance genre ♦ offer the learner guidance on an appropriate range of techniques ♦ offer the learner support, including questions/prompts which will assist the learner in developing their ideas ♦ provide the stimulus for the activity ♦ offer the learner guidance on an appropriate choice of performance genre, including questions/prompts which will lead the learner through the decision-making process in clear stages While the learner can choose the performance genre, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.	The learner chooses recital as a performance genre And chooses to create a poem which could be performed at the end-of-session show which involves: ♦ choosing a topic for the poem ♦ deciding on format, structure, length ♦ choosing techniques, processes, materials, media, technologies as appropriate to create the poem ♦ producing a finished poem which could be performed at the event

| | The teacher/lecturer can negotiate appropriate skills/techniques/processes /materials/media/technologies with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.

It would be reasonable to ensure that the teacher/lecturer has some expertise in respect of possible techniques and that resources are available to enable the learner to successfully meet the Assessment Standards.

Only one piece of finished original work needs to be produced for the required evidence. | |
|---|---|---|

Note: This Unit could also be linked to activities in other National 2 Units as shown below:

♦ Contributing to a Performance
♦ Developing Personal Ideas: Performance Art
♦ Multimedia Applications
♦ Practical Craft Skills: Working with Craft Tools: An Introduction
♦ Practical Craft Skills: Working with Materials
♦ Practical Craft Skills: Making a Craftwork Item
♦ Using Performance Skills
♦ Working with Digital Images
♦ Working with Images, Graphics and Sound

Further information can be found in the appropriate *Unit Support Notes.*

It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages of the creative process, and this could be provided as part of the on-going assessment process to inform learning. Assessment should be of the learner's overall work, including both the learner's development of skills during their creative activity as well as the creative work produced.

It is therefore recommended that teachers/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer learners an equal opportunity to demonstrate their achievements.

This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

Centres are also encouraged to be flexible in selecting from a range of assessment strategies to allow learners to demonstrate their best work and remove barriers to assessment and attainment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification.* Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the Unit Outcomes.

Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

♦ observation by the teacher/lecturer
♦ visual recording of the learner's activities
♦ using photographs to record milestone achievements
♦ using simple questions before, during and on completion of activities

Information about approaches to gathering evidence can also be found in the *Course Support Notes.*

It is recommended that all evidence generated by the learner is kept together in a secure place. This can be done by creating a workbook or portfolio for each learner. Where possible, opportunities to collect and share evidence electronically could be used.

Opportunities for extension, remediation and consolidation of skills and knowledge should be built into this Unit. How this is organised will depend on the teacher/lecturer, the needs of the learners and the learning and teaching approach used.

Combining and sequencing learning, teaching and assessment within the Unit
This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways. There is no specific amount set aside for the delivery and assessment of each Outcome, therefore it is suggested that teachers/lecturers consider the following issues when developing their approach to learning, teaching and assessment:

♦ the range of creative skills, techniques, processes and materials available to the centre
♦ the resources available to the centre
♦ the prior experiences and achievements of learners
♦ the needs of learners

A combined approach to assessment is recommended because it has the potential to:

♦ enrich the assessment process for both learners and teachers/lecturers
♦ avoid duplication and allow more time for learning
♦ be cost-effective
♦ allow centres to manage the assessment process more efficiently

Combining assessment within the Unit can be achieved by providing the learner with opportunities to participate in creative activities which are linked by a theme or which focus on a particular aspect of creative art; this can then provide a framework for their learning. The theme may be drawn from other subject areas.

Approaches for combined learning, teaching and assessment of the Unit Outcomes are provided in the 'Learning, teaching and assessment' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes.*

Equality and inclusion

Learners should receive as much support as possible so that they can fully demonstrate their achievements. The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

♦ allowing extra time to complete activities
♦ practical helpers under direct learner instruction could assist with practical activities
♦ the use of specialised and adapted equipment
♦ the use of ICT including adaptive technologies such as braille and assistive technologies such as voice activated software to support learners with limited capacities to write

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: http://www.sqa.org.uk/sqa/14976.html
- Building the Curriculum 4: Skills for learning, skills for life and skills for work
- Building the Curriculum 5: A framework for assessment
- Course Specifications
- Design Principles for National Courses
- Guide to Assessment (June 2008)
- Overview of Qualification Reports
- *Overview of Qualification Reports*
- *Principles and practice papers for curriculum areas*
- *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- *Coursework Authenticity — a Guide for Teachers and Lecturers*
- SCQF Handbook: User Guide *(published 2009)* and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work
- Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool
- SQA Guidelines on e-assessment for Schools
- SQA Guidelines on Online Assessment for Further Education
- SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

Unit Support Notes — Working with Images, Graphics and Sound (National 2)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Working with Images, Graphics and Sound* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the Unit Specification
♦ the Course Specification
♦ the Course Support Notes
♦ appropriate assessment support materials

General guidance on the Unit

Aims

The *Working with Images, Graphics and Sound* (National 2) Unit is an optional Unit in the National 2 Creative Arts Course. The *Working with Images, Graphics and Sound* (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to develop the learner's skills in using images, graphics and sound such as photographs, film, lettering, cartoons, music, sound and computer-aided design (CAD) creatively, including how to communicate their thoughts, intentions and ideas through creative work. The learner will be encouraged to use media and technologies when developing their ideas and producing their work.

Learners who complete this Unit will be able to:

1   Demonstrate skills in using images, graphics and sound creatively
2   Use images, graphics and sound to produce creative work

In addition, the following skills for learning, skills for life and skills for work will be developed: literacy, health and wellbeing and thinking skills.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in creative arts, computing, crafts or related areas at SCQF level 1.

This qualification may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Creative Arts *Course Support Notes.*

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

♦ other Units within the National 2 Creative Arts Course
♦ the National 2 Performance Arts Course
♦ other Units, Awards and Courses at National 2
♦ other related Units, Awards and Courses at National 3

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning and teaching which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning and teaching are possible it is important that learners have the opportunity to experience a range of creative activities, and that opportunities for assessment and feedback to learners are provided within the learning and teaching activities. Teachers/lecturers should also ensure that the development of skills and ideas is captured as well as the creative work produced (ie the process is as important as the product).

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- Learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to creative activities
- Individual and collaborative working which provides learners with the opportunity to share and develop ideas for creative work
- Thematic or interdisciplinary approaches which build on the relationship between creative arts and other curriculum areas such as performance arts, technology, craft, food, health and wellbeing
- Using probing questions/statements which ask learners to explain their thinking and their approach(es) to the creative activity involved
- Whole centre events such as concerts, seasonal fairs, themed activities
- Collaborative learning to carry out creative activities; learners could be asked to work in pairs or groups
- Learning through discovery, for example finding out what creative effects can be produced by using different techniques, processes and materials
- Using 'real-life' and/or simulated environments to provide contexts for creative activities
- Participating in drama/role-playing activities
- Project, theme-based, interdisciplinary learning to apply creative skills to activities in other subject areas (for example, creating adverts to promote an end-of-session show)
- Undertaking voluntary work (in the centre and/or in the community)
- Work placement opportunities
- Workshops delivered by subject experts (within the centre and/or external)
- Attending performances, shows, events, exhibitions (formal/informal, within the centre and/or in the community)
- Extra-curricular activities
- Using seasonal celebrations as the context for creative activities (for example, birthdays, Scottish celebrations and events, religious festivals and events)

- ♦ Activities using instruments and associated equipment (for example, amplifiers, microphones, sound production equipment)
- ♦ The use of external speakers (for example, demonstrations, practical workshops, review of learners' work)
- ♦ Using audio and visual media (including film, DVD, CD, music-related software) to help learners visualise contexts for learning
- ♦ Using e-assessment journals and portfolios to keep track of evidence (including recording work in progress)
- ♦ Using ICT and other technologies in creative contexts (including web-based research, computer games, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- ♦ Using adaptive and assessment technologies as appropriate to support learner's participation in creative activities
- ♦ Other specific opportunities for integrated learning identified and developed within centres themselves

Many of these approaches could involve group work. Group work approaches can be used within Units and Courses where it is helpful to simulate real life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of helping learners to understand how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for creative activity are relevant and meaningful to learners. Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables:

Illustration 1: Individual Outcomes approach

Outcome 1:	*The learner will demonstrate skills in using images, graphics and sound creatively by:*	
Assessment Standard	**Explanation of Standard**	**Example of learner activity**
1.1 Using a range of techniques or processes to work with images, graphics and sound 1.2 Developing ideas for creative work	The learner has the opportunity to explore a range of techniques. The teacher/lecturer can offer the learner guidance on an appropriate range of techniques as it would be reasonable to ensure that the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards. The learner has the opportunity to explore ideas for creative work, including: ♦ theme or topic ♦ resources required The teacher/lecturer can provide the stimulus for the activity, and offer the learner support, including questions and prompts which will assist the learner in developing their ideas which will lead the learner through the activity in stages.	The learner explores a range of techniques or processes associated with creative work — for example, CAD, photography, sound, music-making technologies and software. The learner chooses 'sport' as a theme for development. The learner chooses to make a montage about the school football team using digital photographs with accompanying soundtrack.

Outcome 2:	*Use images, graphics and sound to produce creative work by:*	
Assessment Standard	**Explanation of Standard**	**Example of learner activity**
2.1 Choosing a creative activity 2.2 Choosing techniques/ processes and media/ technologies appropriate to the creative activity	The teacher/lecturer: ♦ offers the learner support, including questions/prompts which will assist the learner in choosing their activity and appropriate techniques/ processes ♦ offers guidance on an appropriate choice of activity including questions/prompts which will lead the learner through the decision-making process in clear stages The learner is able to: ♦ choose a creative activity ♦ choose appropriate techniques/processes and media/technologies to be used for the chosen creative activity While the learner can choose the activity, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards. The teacher/lecturer can negotiate appropriate skills with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	The learner chooses to make an e-recipe for cupcakes which involves: ♦ using equipment to record the cooking process ♦ using photographs of the main ingredients ♦ taking photographs of the finished baked cupcakes ♦ narration of the method for combining the ingredients (this could be done by another learner, working from a script prepared by the learner) ♦ other sound effects as appropriate The learner creates the e-recipe
2.3 Choosing images, graphics and sound appropriate the creative activity	The learner is able to: ♦ choose images, graphics and sound appropriate to the creative activity The teacher/lecturer can negotiate appropriate resources with the learner, giving due consideration to the learner's ability to generate	

	sufficient evidence to meet the Assessment Standards.	
2.4 Producing creative work	Only one piece of finished creative work needs to be produced for the required evidence.	

Illustration 2: An integrated Outcomes approach

Outcome 1:	*The learner will demonstrate skills in using images, graphics and sound creatively*	
and:		
Outcome 2:	*Use images, graphics and sound to produce creative work by:*	
Assessment Standard	**Explanation of Standard**	**Example of learning activity**
1.1 Using a range of techniques or processes to work with images, graphics and sound 1.2 Developing ideas for creative work 2.1 Choosing a creative activity 2.2 Choosing techniques processes and media/ technologies appropriate to the creative activity 2.3 Choosing images, graphics and sound appropriate to the creative activity	The learner has the opportunity to explore ideas for creative work, including: ♦ theme or topic ♦ resources required The teacher/lecturer can: ♦ provide the stimulus for the activity ♦ offer the learner support, including questions and prompts which will assist the learner in choosing their activity and appropriate techniques or processes ♦ offer guidance on an appropriate choice of activity including questions and prompts which will lead the learner through the decision-making process in clear stages The learner is able to: ♦ choose a creative activity ♦ choose appropriate techniques/ processes and media/technologies to be used for the chosen creative activity ♦ choose images, graphics and sound appropriate to the creative activity	The learner explores a range of techniques/ processes associated with cartoons — for example, animation, drawings, software packages The learner chooses to make an animation about their pet dog which involves: ♦ using software applications ♦ using digital images ♦ recording sound effects to use in the animation (for example, the real dog barking)

| 2.4 Producing creative work | While the learner can choose the activity, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.

The teacher/lecturer can negotiate appropriate skills with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.

The teacher/lecturer can negotiate appropriate resources with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.

Only one piece of finished creative work needs to be produced for the required evidence. | |

Note: This Unit could also be linked to activities in other National 2 Units as shown below:

♦ Creating Text
♦ Contributing to a Performance
♦ Developing Materials for Display
♦ Developing Materials for Performance
♦ Developing Personal Ideas: Performance Art
♦ ICT Applications
♦ Multimedia Applications
♦ Using Performance Skills
♦ Working with Digital Images

Further information can be found in the appropriate *Unit Support Notes.*

It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages of the creative process, and this could be provided as part of the on-going assessment process to inform learning. Assessment should be of the learner's overall work, including both the learner's development of skills during their creative activity as well as the creative work produced.

It is therefore recommended that teachers/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

Centres are also encouraged to be flexible in selecting from a range of assessment strategies to allow learners to demonstrate their best work and remove barriers to assessment and attainment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the Unit Specification.

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

♦ Observation by the teacher/lecturer
♦ Visual recording of the learner's activities
♦ Using photographs to record milestone achievements
♦ Using simple questions before, during and on completion of activities

Information about approaches to gathering evidence can also be found in the *Course Support Notes.*

It is recommended that all evidence generated by the learner is kept together in a secure place. This can be done by creating a workbook or portfolio for each learner. Where possible, opportunities to collect and share evidence electronically could be used.

Opportunities for extension, remediation and consolidation of skills and knowledge should be built into this Unit. How this is organised will depend on the teacher/lecturer, the needs of the learners and the learning and teaching approach used.

Combining and sequencing learning, teaching and assessment within the Unit
This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways. There is no specific amount set aside for the delivery and assessment of each Outcome, therefore it is suggested that teachers/lecturers consider the following issues when developing their approach to learning, teaching and assessment:

♦ the range of creative skills, techniques, processes and materials available to the centre
♦ the resources available to the centre
♦ the prior experiences and achievements of learners
♦ the needs of learners

A combined approach to assessment is recommended because it has the potential to:
♦ enrich the assessment process for both learners and teachers/lecturers
♦ avoid duplication and allow more time for learning
♦ be cost-effective
♦ allow centres to manage the assessment process more efficiently
Combining assessment within the Unit can be achieved by providing the learner with opportunities to participate in creative activities which are linked by a theme or which focus on a particular aspect of creative art; this can then provide a framework for their learning. The theme may be drawn from other subject areas.

Approaches for combined learning, teaching and assessment of the Unit Outcomes are provided in the 'Learning, teaching and assessment' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes.*

Equality and inclusion

Learners should receive as much support as possible so that they can fully demonstrate their achievements. The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

♦ allowing extra time to complete activities
♦ practical helpers under direct learner instruction could assist with practical activities
♦ the use of specialised and adapted equipment
♦ the use of ICT including adaptive technologies such as braille and assistive technologies such as voice activated software to support learners with limited capacities to write

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

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♦ *Coursework Authenticity — a Guide for Teachers and Lecturers*

♦ SCQF Handbook: User Guide *(published 2009)* and
SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html

♦ SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work

♦ Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool

♦ SQA Guidelines on e-assessment for Schools

♦ SQA Guidelines on Online Assessment for Further Education

♦ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

Unit Support Notes — Working with Textiles (National 2)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Working with Textiles (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the Unit Specification
♦ the Course Specification
♦ the Course Support Notes
♦ appropriate assessment support materials

General guidance on the Unit

Aims

The *Working with Textiles* (National 2) Unit is an optional Unit in the National 2 Creative Arts Course. The *Working with Textiles* (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to allow learners to develop the skills and knowledge which support fashion and textile-related activity such as weaving, collage, knitting, crochet, and items for drama and dance.

Learners who complete this Unit will be able to:

1   Demonstrate skills and knowledge in working creatively with textiles
2   Produce a creative textile item

In addition, the following skills for learning, skills for life and skills for work will be developed: literacy, health and wellbeing and thinking skills.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in creative arts, craft or related areas at SCQF level 1.

This qualification may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about the skills, knowledge and understanding is given in the National 2 Creative Arts *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

♦ other Units within the National 2 Creative Arts Course
♦ the National 2 Performance Arts Course
♦ other Units, Awards and Courses at National 2
♦ other related Units, Awards and Courses at National 3

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning, teaching and assessment which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning, teaching and assessment are possible it is important that learners have the opportunity to experience a range of creative activities, and that opportunities for assessment and feedback to learners are provided within the learning and teaching activities. Teachers/lecturers should also ensure that the development of skills and ideas is captured as well as the creative work produced (ie the process is as important as the product).

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

♦ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to creative activities
♦ individual and collaborative working which provides learners with the opportunity to share and develop ideas for creative work
♦ thematic or interdisciplinary approaches which build on the relationship between creative arts and other curriculum areas such as performance arts, technology, craft, food, health and wellbeing
♦ using probing questions/statements which ask learners to explain their thinking and their approach(es) to the creative activity involved
♦ whole centre events such as concerts, seasonal fairs, themed activities
♦ collaborative learning to carry out creative activities; learners could be asked to work in pairs or in groups
♦ learning through discovery, for example, finding out what creative effects can be produced by using different techniques, processes and materials
♦ using "real-life" and/or simulated environments to provide contexts for creative activities
♦ participating in drama/role-playing activities
♦ project, theme-based, interdisciplinary learning to apply creative skills to activities in other subject areas (for example, creating costumes to be used in an end-of-session play)
♦ undertaking voluntary work (in the centre and/or in the community)
♦ work placement opportunities
♦ workshops delivered by subject experts (within the centre and/or external)
♦ attending performances, shows, events, exhibitions (formal/informal, within the centre and/or in the community)
♦ extra-curricular activities
♦ using seasonal celebrations as the context for creative activities (for example, birthdays, Scottish celebrations and events, religious festivals and events)
♦ the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)

- using audio and visual media (including film, DVD, CD) to help learners visualise contexts for learning
- using e-assessment journals and portfolios to keep track of evidence (including recording work in progress)
- using ICT and other technologies in creative contexts (including web-based research, computer games, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- using adaptive and assistive technologies as appropriate to support learners' participation in creative activities
- other specific opportunities for integrated learning identified and developed within centres themselves

Many of these approaches could involve group work. Group work approaches can be used within Unit and across Courses where it is helpful to simulate real life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of helping learners to understand how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for creative activity are relevant and meaningful to learners.
Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables:

Illustration 1: Individual Outcomes approach

Outcome 1: *The learner will demonstrate skills and knowledge in working creatively with textiles by:*		
Assessment Standard	**Explanation of Standard**	**Example of learning activity**
1.1 Demonstrating an understanding of how skills and textiles are used in creative work 1.2 Using skills in working creatively with a range of textiles	The learner has the opportunity to: ♦ explore a range of skills used to work creatively with textiles ♦ explore a range of textiles ♦ use at least two of the skills to work with two different textiles to produce creative work The teacher/lecturer can offer the learner guidance on an appropriate range of skills as it would be reasonable to ensure that the teacher/lecturer has some expertise and resources are available to enable the	The learner adapts an existing item by using skills and materials to create a new piece. For example, the learner personalises an existing T-shirt by adding embroidery, transfers, beading, sequins, lace, ribbons. or: The learner creates a new piece of creative work which could involve: crochet, knitting, sewing, weaving. For example, the learner

| | learner to successfully meet the Assessment Standards.

This need not include finished work as long as satisfactory visual evidence of the learner's personal work can be provided. | could weave two squares and then stitch them together to make a cushion; this could then be personalised appropriately. |

Outcome 2: *Produce a creative textile item by:*

Assessment Standard	Explanation of Standard	Example of learning activity
2.1 Choosing a creative item

2.2 Choosing materials and equipment essential to making the item

2.3 Using selected materials and equipment appropriately

2.4 Following safe working practices for using the equipment correctly | The teacher/lecturer can:

♦ provide the stimulus for the activity
♦ offer the learner support, including questions/prompts which will assist the learner in making their choices
♦ give the learner the opportunity to choose a creative item
♦ offer guidance on an appropriate choice of item including materials and equipment

The learner is able to:

♦ identify the skills to be used for making the chosen creative item
♦ identify the materials and equipment to be used for the chosen item

While the learner can choose the item, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.

The teacher/lecturer can negotiate appropriate skills with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the | The teacher/lecturer offers 'summer holidays' as a stimulus for the activity

The learner chooses to make a beach bag which involves:

♦ selecting textiles for the body of the bag
♦ selecting textiles for the handle(s)
♦ using equipment correctly and safely to cut, adapt, join the selected materials
♦ personalising the bag by adding trimmings as appropriate
♦ producing a finished beach bag |

	Assessment Standards. The teacher/lecturer can negotiate appropriate materials and equipment with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	
2.5 Completing the item	Only one piece of finished creative work needs to be produced for the required evidence.	

Illustration 2: An integrated Outcomes approach

Outcome 1: *The learner will demonstrate skills and knowledge in working creatively with textiles* and: **Outcome 2:** *Produce a creative textile item by:*		
Assessment Standard	**Explanation of Standard**	**Example of learning activity**
1.1 Demonstrating an understanding of how skills and textiles are used in creative work 1.2 Using skills in working creatively with a range of textiles 2.1 Choosing a creative item 2.2 Choosing materials and equipment essential to making the item 2.3 Using selected materials and	The teacher/lecturer can: ♦ provide the stimulus for the activity ♦ offer the learner support, including questions/prompts which will assist the learner in making their choices ♦ give the learner the opportunity to choose a creative item ♦ offer guidance on an appropriate choice of item including materials and equipment The learner is able to: ♦ explore a range of skills used to work creatively with textiles ♦ explore a range of textiles ♦ identify the skills to be used for making the chosen creative item ♦ identify the materials and equipment to be used for the	The teacher/lecturer offers 'winter' as a stimulus for the activity The learner chooses to make a winter scarf for themselves which involves: ♦ selecting two different colours, thicknesses of wool ♦ using a knitting machine correctly and safely ♦ producing a scarf of appropriate width and length ♦ personalising the scarf by adding trimmings

equipment appropriately	chosen item	
2.4 Following safe working practices for using the equipment correctly	♦ use the chosen materials and equipment correctly and safely While the learner can choose the item, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards. The teacher/lecturer can negotiate appropriate skills with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards. The teacher/lecturer can negotiate appropriate materials and equipment with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	
2.5 Completing the item	Only one piece of finished creative work needs to be produced for the required evidence.	

Note: This Unit could also be linked to activities in other National 2 Units as shown below:

♦ Contributing to a Performance
♦ Creating Materials for Display
♦ Creating Materials for Performance
♦ Practical Craft Skills: Working with Tools: An Introduction
♦ Practical Craft Skills: Working with Materials
♦ Practical Craft Skills: Making a Craftwork Item

Further information can be found in the appropriate *Unit Support Notes.*

It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages of the creative process, and this could be provided as part of the on-going assessment process to inform learning. Assessment should be of the learner's overall work, including both the learner's development of skills during their creative activity as well as the creative work produced.

It is therefore recommended that teachers/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

Centres are also encouraged to be flexible in selecting from a range of assessment strategies to allow learners to demonstrate their best work and remove barriers to assessment and attainment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification.* Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded in a variety of ways, including:

♦ observation by the teacher/lecturer
♦ visual recording of the learner's activities
♦ using photographs to record milestone achievements
♦ using simple questions before, during and on completion of activities

Information about approaches to gathering evidence can also be found in the *Course Support Notes.*

It is recommended that all evidence generated by the learner is kept together in a secure place. This can be done by creating a workbook or portfolio for each learner. Where possible, opportunities to collect and share evidence electronically could be used.

Opportunities for extension, remediation and consolidation of skills and knowledge should be built into this Unit. How this is organised will depend on the teacher/lecturer, the needs of the learners and the learning and teaching approach used.

Combining and sequencing learning, teaching and assessment within the Unit
This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways. There is no specific amount set aside for the delivery and assessment of each Outcome, therefore it is suggested that teachers/lecturers consider the following issues when developing their approach to learning, teaching and assessment:

♦ the range of creative skills, techniques, processes and materials available to the centre
♦ the resources available to the centre

- the prior experiences and achievements of learners
- the needs of learners

A combined approach to assessment is recommended because it has the potential to:

- enrich the assessment process for both learners and teachers/lecturers
- avoid duplication and allow more time for learning
- be cost-effective
- allow centres to manage the assessment process more efficiently

Combining assessment within the Unit can be achieved by providing the learner with opportunities to participate in creative activities which are linked by a theme or which focus on a particular aspect of creative art; this can then provide a framework for their learning. The theme may be drawn from other subject areas.

Approaches for combined learning, teaching and assessment of the Unit Outcomes are provided in the 'Learning, teaching and assessment' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit are given in the relevant *Course Support Notes.*

Equality and inclusion

Learners should receive as much support as possible so that they can fully demonstrate their achievements. The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

♦ allowing extra time to complete activities
♦ practical helpers under direct learner instruction could assist with practical activities
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Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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