



Art and Design: Design Activity with a Scottish Context (Higher) Unit

SCQF: level 6 (9 SCQF credit points)

Unit code: H6NM 76

Unit outline

The general aim of this Unit is to develop learners' ability to develop creative design research and development ideas in response to a design brief with a Scottish theme. In this Unit learners will analyse the impact that social and cultural factors have on Scottish designers and their practice. They will produce investigative research and development work in response to the brief, showing understanding of the design area requirements.

On completion of this Unit, learners will be able to develop and produce creative design ideas in response to a brief with a Scottish theme and to critically reflect on their own work and the work of other designers.

Learners who complete this Unit will be able to:

- 1 Analyse the factors influencing designers and design practice
- 2 Produce creative design ideas and development work for a design brief

This Unit is an alternative mandatory Unit of the Higher Art and Design Course an optional unit in the Scottish Studies Award at level 6 and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work.

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

Recommended entry

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

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

Equality and inclusion

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

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

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

Outcome 2

The learner will:

- 2 Produce creative design ideas and development work for a design brief by:**
 - 2.1 Identifying the design opportunities, issues and constraints in the brief
 - 2.2 Producing a variety of in-depth investigative and market research in response to the design brief
 - 2.3 Using a variety of materials, techniques and/or technology experimentally for creative effect
 - 2.4 Developing and progressively refining experimental design ideas taking account of the design area requirements and opportunities
 - 2.5 Using complex design-based problem solving and evaluation skills when planning and refining their design ideas

Evidence Requirements for the Unit

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

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

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

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

- ◆ analysis of Scottish designers' work and the influences on their design practice
- ◆ using design vocabulary to describe their own work and the work of other designers

- ◆ in-depth investigative research material showing their understanding of aesthetics, function, and the design area
- ◆ creative development and refinement of design ideas which take account of the requirements of the Scottish themed brief and design area

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

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

3 Health and wellbeing

3.1 Personal learning

5 Thinking skills

5.4 Analysing and evaluating

5.5 Creating

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

Administrative information

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Superclass: JC

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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

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