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## Art and Design: Design Activity (National 3)

**SCQF:** level 3 (9 SCQF credit points)

**Unit code:** H204 73

### Unit outline

The general aim of this Unit is to develop learners' ability to respond to and develop creative design work at a basic level for a given design brief. In this Unit, learners will explore how designers develop and create their ideas. They will consider design choices and opportunities in the brief, before developing their design work.

On completion of this Unit, learners will have developed an awareness of their design area and a range of related 2D and/or 3D design skills. They will be able to use a variety of design materials, basic techniques and/or technology and reflect on their own work and the work of other designers.

Learners who complete this Unit will be able to:

- 1 Describe a designer's work and the things that have inspired it
- 2 Develop creative design work in response to a given design brief

This Unit is a mandatory Unit of the National 3 Art and Design Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

## **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 2 Creative Arts Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

## **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 Describe a designer's work and the things that have inspired it by:**
  - 1.1 Identifying the materials, techniques and/or technology used in examples of design work in a given design area
  - 1.2 Identifying the things that have inspired the designer's work
  - 1.3 Expressing basic facts and personal opinions about the designer's work

### Outcome 2

The learner will:

- 2 Develop creative design work in response to a given design brief by:**
  - 2.1 Identifying the main requirements of the design brief
  - 2.2 Collecting examples of design work and producing simple investigative research for the design brief
  - 2.3 Selecting and using a variety of design materials, basic techniques and/or technology when developing their ideas in 2D and/or 3D formats
  - 2.4 Reflecting, with some support, on their design work

## Evidence Requirements for the Unit

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

In this Unit, Evidence Requirements are as follows.

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

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through 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:

- ◆ a basic understanding of the designer's influences and inspiration and use of materials, techniques and/or technology
- ◆ a basic understanding of the design brief requirements
- ◆ the ability to develop imaginative design work in 2D and/or 3D formats
- ◆ skills in using materials, basic techniques and/or technology in their design work
- ◆ the ability to present basic facts and opinions about their own work and the work of other designers

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

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

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

### **3 Health and wellbeing**

#### 3.1 Personal learning

### **5 Thinking skills**

#### 5.2 Understanding

#### 5.3 Applying

#### 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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**Published:** June 2013 (version 1.1)

**Superclass:** JC

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Changes to wording — Unit outline, Outcome 1, Assessment Standards 1.1, 1.2 and 2.3, Evidence Requirements.	Qualifications Development Manager	June 2013

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

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