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## Art and Design: Expressive Activity with a Scottish Context (National 4)

**SCQF:** level 4 (9 SCQF credit points)

**Unit code:** H6NL 74

### Unit outline

The general aim of this Unit is to develop learners' ability to produce expressive ideas and development work in response to given Scottish stimuli. Learners will investigate the things that influenced and inspired Scottish artists' work, and develop an understanding of how they have used art materials, techniques and/or technology.

On completion of this Unit, learners will be able to develop their personal ideas and art work in 2D and/or 3D formats using a range of art materials, techniques and/or technology.

Learners who complete this Unit will be able to:

- 1 Describe the things that have influenced and inspired artists and their work
- 2 Produce creative ideas for expressive art work

This Unit is a mandatory Unit of the National 4 Art and Design Course and is also an optional unit in the Scottish Studies Award at SCQF level 4 and is 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 *Added Value Unit Specification* for the National 4 Art and Design Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Art and National 4 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 3 Art and Design 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 the things that have influenced and inspired artists and their work by:**
  - 1.1 Describing how artists have used art materials, techniques and/or technology in their work
  - 1.2 Identifying the things that have inspired and influenced artists and their work
  - 1.3 Expressing facts and personal opinions about the artists' work.

### Outcome 2

The learner will:

- 2 Produce creative ideas for expressive art work by:**
  - 2.1 Selecting suitable subject matter for an expressive art activity
  - 2.2 Using a variety of art materials, techniques and/or technology creatively to represent the subject matter
  - 2.3 Producing observational drawings and studies showing understanding of the subject matter and the visual elements
  - 2.4 Developing compositions and ideas for expressive art in 2D and/or 3D formats
  - 2.5 Using simple evaluation skills in the creative process when developing their expressive art work

## Evidence Requirements for the Unit

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

- ◆ a basic understanding of artists' work and the influences on their practice
- ◆ a series of observational drawings and studies in response to stimuli
- ◆ using a variety of art materials, techniques and/or technology creatively for expressive effect in their work
- ◆ presenting facts and opinions about their own work and the work of other artists

# 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:** September 2014 (version 1)

**Superclass:** JA

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## 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](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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