



Working with Images, Graphics and Sound (Alternative Context) National 2

SCQF: level 2 (6 SCQF credit points)

Unit code: HK4H 72

This Unit should only be used where a learner has already achieved the original Unit, which carries the same title but without the words “Alternative Context”. There should be at least one year between the delivery of the original Unit and the delivery of the “Alternative Context” version.

For this Unit, centres can use one of the Unit Assessment Support Packs provided with the original Unit, but adjust it to reflect the alternative context in which the Unit is delivered. The alternative context could relate to the delivery setting, the maturity of the learner or the activities the learner is asked to complete.

Unit outline

The general aim of this 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

This Unit is an optional Unit of the National 2 Creative Arts 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, relevant experiences and outcomes may 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:

Demonstrate skills in using images, graphics and sound creatively by:

Using a range of techniques or processes to work with images, graphics and sound
Developing ideas for creative work

Outcome 2

The learner will:

1 Use images, graphics and sound to produce creative work by:

- 1.1 Choosing a creative activity
Choosing techniques/processes and media/technologies appropriate to the creative activity
- 1.2 Choosing images, graphics and sound appropriate to the creative activity
- 1.3 Producing creative 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 may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment for both Outcomes. If the latter approach is used, it must be clear how the evidence covers each Outcome.

For Outcomes 1 and 2, evidence is required which demonstrates the learner's identification of techniques or processes and visual and aural elements used to produce creative work. Evidence which demonstrates the learner's selection and use of appropriate images, graphics, sound and media or technologies in the production of creative work is also required.

Evidence should capture the processes followed by the learner while developing their ideas and using their skills, techniques and materials, as well as their finished creative work.

Only one piece of creative work needs to be produced to provide the required evidence. It is expected that learners will receive support to achieve the Outcomes of this Unit.

Evidence can be presented in a variety of formats, such as written, oral, or pictorial, and may be gathered using the learner's usual means of communication.

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.

1 Literacy

1.3 Listening and talking

3 Health and wellbeing

3.1 Personal learning

3.2 Emotional wellbeing

5 Thinking skills

5.1 Remembering

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

Published: May 2017 (version 1.0)

Superclass: JB

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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