

St Margaret's High School

S4 Newsletter

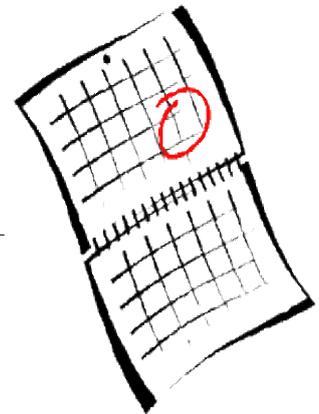


Art & Design

NATIONAL 4 & 5 DEADLINE DATES

<u>Design Activity</u>	<u>Due By</u>
Design Activity Investigation (Unit Work N4/5)	01/09/17
Design Activity Development (N4 unit / N5 folio)	15/09/17
Design Activity Added Value (final) (N4 unit / N5 folio)	29/09/17
Design Activity Annotation & Evaluation (N4 unit / N5 folio)	29/09/17
Design Activity Critical Mind Maps / Essay (N4 unit, N5 exam prep)	13/10/17
Marks awarded: Process - 40 Skills - 50 Evaluation - 10	Total: 100

<u>Expressive Activity</u>	<u>Due By</u>
Expressive Activity Investigation (Unit Work N4/5)	13/10/17
Expressive Activity Development (N4 unit / N5 folio)	15/12/17
Expressive Activity Critical Mind Maps & Essay (N4 & 5 unit, N5 exam prep)	15/12/17
Expressive Activity Added Value (final) (N4 unit / N5 folio)	23/03/18
Expressive Activity Annotation & Evaluation (N4 unit / N5 folio)	23/03/18
Marks awarded: Process - 40 Skills - 50 Evaluation - 10	Total: 100



****PLEASE NOTE****
PRELIM DATE(S)
TO BE
CONFIRMED!!

ALL ART & DESIGN FOLIO WORK MUST BE COMPLETED BY FRIDAY 23rd MARCH 2018

National 4 & 5 Course Structure in S4

The National 4 & 5 Art & Design Courses are composed of two units:

Design Activity with Critical Activity
+
Expressive Activity with Critical Activity

All elements within each activity require students to pass internally assessed units in order to successfully gain an overall award in the final external marking of practical folios of work and written examination. Elements of the Design Activity may have already been started in S3.



Candidate Guidance

Design & Expressive Activity –National 4 & 5

For each unit of work, the candidates must produce:

- (a) investigation work related to a theme of personal interest
- (b) development work that would lead to an intended final outcome
- (c) study the work of two artists / designers related to each unit, leading to 2 essays to be written in preparation for the National 5 examination

ART & DESIGN Expressive Arts National 4/5



S4 pupils will learn about the design process in S3 and some of the work produced may be taken forward into S4 for presentation at National 4 or National 5. First term will be used to complete the design unit, the topic of which is at the class teacher's discretion. The majority of S4 will be used to produce the Expressive Folio and to develop written and evaluative skills using Art & Design terminology. The level at which pupils are presented is dependant on the ability of individuals.

Expressive Unit

When producing the investigative work for your Expressive Unit, you might like to use the following structure:

Identify the chosen area of study i.e. the expressive context within which your theme belongs.

The areas might be: Portraiture or Still Life.

Your theme might be related to mood if you are doing something within the context of Portraiture e.g. 'Good News', 'Aggression', 'Inner Peace', 'Geek Chic', 'Scotland', etc. The opportunities for you to think of an aspect of Portraiture or any of the other contexts are many.

You must also ensure that you identify two expressive artists' whose work directly links to your own work in some way.

Make a number of varied studies that relate to your theme, whenever possible from first-hand sources. Sometimes you might have to use a second-hand source (a photograph) to get information.

Try to produce a variety of studies in different media but avoid doing the same study several times with the only difference being a change of medium.

Try to produce work that is not repetitive but shows a variety of approaches.



When producing development work you might like to use the following structure:

Having completed your studies of facial features or objects think about ways that you can **develop** these studies to expand and reinforce your original idea.

Your development should not be a **repeat** of the work you did as investigation work but should take it a stage further by showing different approaches in tone, texture, composition.

For Still Life, you should aim to produce a minimum of 6 different compositions zooming in on specific areas. For Portraiture, 6 different poses should be completed from different angles or with different facial expressions to convey mood or controlled lighting to create depth and strong tonal differences. A variety of materials and techniques should be demonstrated throughout.

Show a **progression** as you develop your ideas. Look at your developments and choose the **one** you think best satisfies your idea. Refine this idea as preparation for your final outcome

Throughout you should show where your idea came from and that it is a **progression** of some sort.

Always make sure that the development material comes from sources that you have identified in the investigation part of your Unit.





NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Art and Design National 5

ART & DESIGN Expressive Arts National 4

2 UNITS: EXPRESSIVE ACTIVITY + DESIGN ACTIVITY
ADDED VALUE UNIT: PRACTICAL ACTIVITY

What skills will my child develop?

- knowledge and understanding of artists and designers and their work
- understanding the factors that influence artists and designers
- experimenting with a variety of art and design materials
- practical skills in using materials, techniques and/or technology
- understanding artistic and cultural values, identities and ideas
- developing ideas
- researching and collating information from a range of sources
- understanding his/her own creative practice
- creativity and imaginative expression
- planning, critical thinking and problem solving to find solutions to design briefs
- confidence in creative practice
- enjoyment in the arts
- communicating and representing ideas, thoughts and feelings visually

What will my child experience throughout the course?

- Active and independent learning including planned critiques and ongoing dialogue to discuss choices and monitor progress
- A blend of classroom approaches including experiential, practical learning
- Collaborative learning: discussing, debating and sharing ideas and techniques; peer assessment to develop critical analysis skills as well as whole class learning
- Collaboration projects might include: holding an art exhibition, working on a graphic design brief, producing material for a blog or website, organising a fashion show
- Space for personalisation and choice: in both the expressive and the design units and in practical activity
- Applying learning to practical work with a solution-focused approach
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking
- The Added Value Unit (Practical Activity) asks learners to produce a 'final solution' or piece of work for both the Expressive Unit and the Design Unit.

ASSESSMENT

- To gain National 4, learners must pass all units
- Units are as pass or fail assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could take a variety of 2D or 3D forms. A portfolio may be prepared.

National 4 progresses onto National 5

For more detailed course information:

SQA: Art and Design National 4: www.sqa.org.uk/sqa/47385.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf





NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Art and Design National 5

ART & DESIGN Expressive Arts National 5

2 UNITS: EXPRESSIVE ACTIVITY + DESIGN ACTIVITY

COURSE ASSESSMENT: PORTFOLIO + QUESTION PAPER

What skills will my child develop?

- a greater knowledge, understanding and ability to critically analyse artists and designers as creative practitioners
- a deeper understanding of external factors influencing artists and designers
- experimenting with a variety of art and design materials to refine ideas
- practical skills in using materials, techniques and/or technology
- producing analytical drawings and investigative studies
- creativity and imaginative expression
- critical appreciation of aesthetic and cultural values, identities and ideas
- planning, producing and presenting creative art and design work
- investigating and analysing how artists/designers use materials/techniques
- applying this knowledge to his/her own creative practice
- problem-solving and critical analysis to find solutions to design briefs
- confidence in creative practice and in creative self-expression
- enjoyment in the arts

What will my child experience throughout the course?

- Active and independent learning including learning intentions and success criteria; planned critiques and ongoing dialogue to discuss choices and monitor progress, then plan next steps
- A blend of classroom approaches including experiential, practical learning with staff facilitating, guiding and supporting learners
- Collaborative learning: discussing, debating and sharing ideas and techniques; peer assessment to develop critical analysis skills as well as whole class learning
- Collaboration projects might include: holding an art exhibition, working on a graphic design brief, producing material for a blog or website, organising a fashion show
- Space for personalisation and choice: in both the expressive and the design units and in the Portfolio, with extensive research options
- Applying learning to practical work with a solution-focused approach
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking.

ASSESSMENT

- To gain National 5, learners must pass both Units and the Course Assessment (the Portfolio and the Question Paper)
- Units are assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will show competence in each of the two Units in 2D or 3D and may include sketch books, extended writing, notes, group discussions, reviews, critiques
- The Course Assessment consists of the Portfolio (showing development and evaluation leading to one final piece of expressive art work and one final design solution) and the Question Paper (exam). These will be marked by the SQA.

National 5 progresses onto Higher Art and Design

For more detailed course information:

SQA: Art and Design National 5: www.sqa.org.uk/sqa/47388.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

