

St Margaret's High School

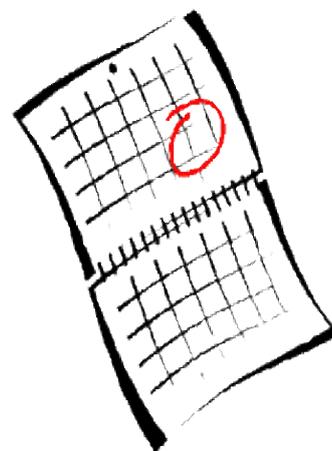
S5/6 Newsletter



Art & Design

Higher Art & Design Deadline Dates*

<u>Activity</u>		<u>Due By</u>
Design Activity Investigation (unit work)	—	09/09/17
Design Activity Development	36 Marks	28/10/17
Design Activity Added Value (final)	36 Marks	02/12/17
Design Activity Annotation & Evaluation	8 Marks	02/12/17
Design Activity Critical Mind Maps & Essay	30 Marks (exam)	02/12/17
	(Total 110 Marks)	
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Expressive Activity Investigation (unit work)	—	16/12/17
Expressive Activity Development	36 Marks	20/01/18
Expressive Activity Critical Mind Maps & Essay	30 Marks (exam)	27/01/18
Expressive Activity Added Value (final)	36 Marks	24/03/18
Expressive Activity Annotation & Evaluation	8 Marks	24/03/18
	(Total 110 Marks)	



ALL ART & DESIGN FOLIO WORK MUST BE COMPLETED BY FRIDAY 24th MARCH 2018

****PLEASE NOTE****

PRELIM DATE(S)
TO BE
CONFIRMED!!

* These dates may be subject to amendment dependant on the order in which your teacher chooses to complete units. The above timeline should give you an idea of how long you should spend on each element of the course. The final deadline date of the end of March remains. You may begin with Design Activity and change to Expressive Activity or undertake Expressive Activity first and change to Design Activity. Either approach is perfectly acceptable. Change over date from Activity to Activity will be during December.

Higher Art & Design Course in S5/S6

Throughout the duration of Art & Design in S5/6 you will be expected to complete both Design Activity and Expressive Activity folios of practical work. Both units are made up of:

Investigation
Development
Final Solution
Evaluation
Art & Design Critical Studies



Higher Art & Design (National 6)

Course Information

This Course is a broad-based qualification. It is suitable for all pupils with an interest in art and design and who have gained a grade A or B at National 5 or equivalent level. This qualification will allow pupils to consolidate and extend their art and design skills and is particularly suitable for those pupils wanting to progress onto Advanced Higher or a portfolio course at college.

The Course is learner-centred and includes practical and experiential learning opportunities. The learning experiences in the Course are flexible and adaptable, with opportunities for personalisation and choice in both expressive and design contexts.

On completing the Course, pupils will have developed skills in planning, producing and presenting creative art and design work. They will have used art and design materials, techniques and/or technology in creative ways when developing and refining their ideas and work. Pupils will also have developed understanding of artists and designers as creative practitioners.

What will pupils learn?

The Course has an integrated approach to learning, and includes a mix of practical learning and knowledge and understanding of art and design practice. Pupils will continue to develop skills in expressive art and visual design, researching artists and designers relevant to their practical units. Pupils will produce an expressive folio and a design folio based on themes that they have developed and researched.

The Course consists of two mandatory Units and the Course assessment. Both Units are designed to provide progression to the corresponding Units at Advanced Higher.

Design Folio (Higher)

Working either in Graphic Design, Product Design, Fashion Design, Jewellery Design or Architecture, pupils have to develop their own theme - for instance in Graphic design it might be "I am going to design a range of stamps to be sold at the forthcoming Olympic games based on figures in movement".

In the course of their research pupils will investigate individually at least two works of two designers (four works in total) and they will produce an evaluative and informative essay on a major 20th century design movement. The point of this research is to inform the pupil's own practical work and broaden their approaches to design.

Expressive Folio (Higher)

Working either in Portraiture or Still Life, pupils have to develop their own theme - for instance in Still Life the theme may be "Italian Kitchen". They are required to produce their own research (from photographic or other sources), demonstrate their skills in a variety of media and show a thoughtful self-evaluative approach to their work throughout the unit.

In the course of their research pupils will investigate individually at least two works of two artists (four works in total) and will produce an evaluative and informative essay on a major 20th century art movement, in preparation for the written examination

How will pupils be assessed?

To gain the award of the Course, pupils must pass all of the Units (marked internally) as well as the Course assessment. The Course assessment will provide the basis for grading attainment in the Course award.

The best work from the design folio and expressive folios are submitted for external assessment along with a final outcome of pupil's units. The units are accompanied by annotations and a written diary of the progress of the unit as they are developed. Pupils will also complete a written exam about their two chosen artists and two designers at the end of the year.

What homework will pupils be expected to do?

Regular Homework assignments based on folio work, and critical research with essays, are an essential part of the course, as is the ability to meet deadlines. At this level at least one drawing a week is expected over and above any official homework set. This is to develop and maintain the required drawing standard which at Higher level is very competitive.



Candidate Guidance

Design Activity—Higher

The candidate must produce:

- a design brief and statement of intent
- investigation work related to the brief
- development work showing at least three lines of thought and identify an idea which would lead to the chosen solution
- annotation and evaluative comment
- identify two designers' whose work relates to their own unit of work
- produce an essay on a major design movement, in preparation for the written exam



When producing your design brief you might like to use the following structure:

Identify which area of design your brief is related to e.g. Graphic Design, Textile Design etc. Give reasons for your choices.

- clearly state what the clients requirements are
- clearly state what the design problem/need is
- clearly state what constraints are imposed on you as the designer
- think carefully of any other important factors which might affect your design and state them in your brief
- provide information on things like costs and what materials you can use
- where you are working with a specific theme, e.g. insects, plants etc., make sure that it is relevant to your design problem.

When producing the investigation work related to the brief you might like to use the following structure:

- collect examples in the form of photographs, sketches, cuttings, online images, etc. of other designers' solutions to problems similar to that set in your brief
- if you are working with a specific theme collect examples in the form of photographs, sketches, cuttings, online images, etc. which will provide you with relevant information needed to tackle the design brief.
- collect or find out about potential materials and their costs and include these examples or information on your sheets
- do not spend too much time on detailed study drawing **unless** it is relevant to the problem, as investigative work will remain in school
- make sure that you deal with issues that relate to the brief like the size(s) of your product, your market, the site for your solution, etc.
- think about who is going to use your design and how it will be used
- there are specific issues which apply more to one design area than another so make sure the issue you are investigating (colour, construction, layout, etc.) is relevant to the problem.

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

- Having completed research into things like materials, theme and technologies, consider ways that you can use this information to develop your ideas
- Produce initial ideas that address the problem or need set in the design brief in the form of drawings, sketches, diagrams, samples, models, photographs, collages, etc.
- Develop 3 of the initial ideas and produce examples of potential solutions that satisfy the problem/need set in the design brief in the form of drawings, sketches, diagrams, samples, models, photographs, collages, etc.
- show a **progression** as you develop your ideas

Remember that you should show only **one** possible solution to the problem when producing your folio; the other two designs will remain in school as unit work. All 3 design ideas must be developed sufficiently.

- Look at your intended solutions and choose the **one** you think best solves the problem set in the design brief
- Refine your chosen solution to a stage where you would be able to produce your final piece of design work
- Throughout you should show where each 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 and that it relates to the brief.

Candidate Guidance

Expressive Activity—Higher

The candidates must produce:

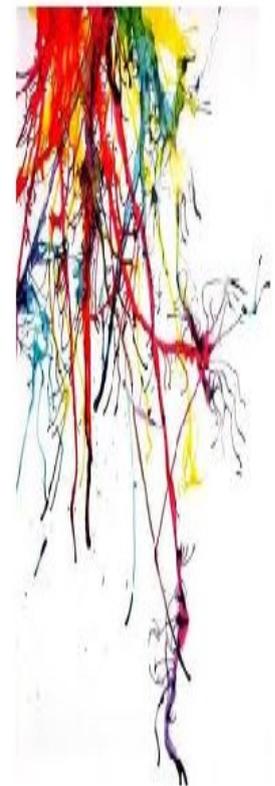
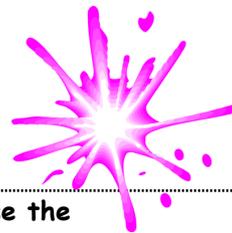
- statement of intent
- investigation work related to a theme of personal interest
- development work that would lead to an intended final outcome
- annotation and evaluative comment
- identify two artists' whose work relates to their own unit of work
- produce an essay on a major art movement, in preparation for the written exam



When producing the investigation work 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, Figure Composition, Still Life, Natural Environment, Built Environment or Fantasy and Imagination
- Your theme might be related to mood if you are doing something within the context of Portraiture e.g. 'Good News', 'Aggression', 'Inner Peace' etc. The opportunities for you to think of an aspect of Portraiture or any of the other contexts are many. In Natural Environment you might be thinking of atmospheric effects, weather, light, desolation etc. You should discuss all the possibilities with your teacher and have a clear idea at the outset of what aspect of the context you are going to focus on
- 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
- At this stage of investigation, include the work of a particular artist whose work might influence you throughout the Unit. Concentrate on the way in which the artist solved problems similar to those that you are working with
- try to produce work that is not repetitive but shows a variety of approaches.

Always make sure that the investigation material is related to the theme.



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

- Having completed your studies of figures, objects, places etc., and research into material, consider ways that you can **develop** these studies which 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, etc.
- Show a **progression** as you develop your ideas
- Remember that you should show at least **three** lines of thought, one of which will be taken forward onto folio work (two will remain in school as unit work)
- Look at your developments and choose the **one** you think best satisfies your idea. Refine this idea as preparation for your final outcome; you should complete at least 4 development pieces relating to the same development
- Throughout you should show where your ideas came from and that they are 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 Higher Art and Design

ART & DESIGN Expressive Arts Higher



2 UNITS: EXPRESSIVE ACTIVITY + DESIGN ACTIVITY
COURSE ASSESSMENT: PORTFOLIO + QUESTION PAPER

Skills

Learners will be able to:

- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- analyse a range of art and design practices
- critically reflect on the impact of external factors on artists and designers and their work
- plan, develop, produce and present creative art and design work
- develop personal creativity, using problem solving, critical thinking and reflective practice skills

Opportunities for Learners

Learners will be able to:

- develop knowledge of art and design practice
- experience a range of practical media handling skills in both expressive and design contexts
- exercise imagination and creativity
- analyse the factors influencing artists' and designers' work and practice
- explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work



Assessment

- To gain Higher Art and Design, learners must pass the two Units and the Course Assessment (Portfolio and Question Paper for 220 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of a Portfolio (160 marks) and a Question Paper (exam for 60 marks) which is in two sections (see below). These are marked externally by the SQA
- Higher Art and Design is graded from A to D or as No Award.

Question Paper

Section 1: Expressive Art Studies (2 questions, 30 marks)
Section 2: Design Studies (2 questions, 30 marks)

2 hours
60 marks

Specimen Paper

www.sqa.org.uk/files_ccc/ArtandDesignSQPH.pdf

Portfolio:

Two pieces of work, one expressive piece of art and one design solution, with development ideas and evidence of critical reflection, are required for the Portfolio. 160 marks

Progression

Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.

For course information, specimen question papers and past paper guidance visit:
Higher Art and Design: www.sqa.org.uk/sqa/47892.html

Curriculum for Excellence Key Terms and Features Factfile
www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf
Further Information for Parents and Learners

Information on assessment, skills, progression, revision resources and summaries of National Qualifications
www.parentforumsotland.org