

ART & DESIGN DEPARTMENT  
St Mungo's Academy



CURRICULUM for EXCELLENCE

**SCOTTISH ARCHIVE**  
**Built Environment Project for National Level 4**

## Unit outline

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

On completion of this Unit, learners will be able to develop their personal ideas and artwork 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 available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes department 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 the *National Assessment Resource*.

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*

### 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:

Describing the things that have inspired and influenced artists and their work using descriptive art vocabulary

Describing how artists have used art materials, techniques and/or technology in their work

Producing 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

Exemplification of assessment is provided in the *National Assessment Resource*.

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**

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing
- 5.5 Creating
- 5.6 Evaluating

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*.

## LEARNING OUTCOMES

Pupil will be able to

Investigate and record aspects of colour, pattern, texture and form in images selected for an environmental theme from the Scottish Archive. Develop a series of studies in a variety of media. Understand the characteristics of the selected media and objects. Select appropriate media and produce a painting that is clearly based on a chosen theme of the built environment. Pupils will be able to Investigate and record their feelings in relating to different buildings activities and particular surroundings.

Understand proportions and its expressive use.

Understand the characteristics of selected materials and mediums.

Investigate and record aspects of tone, texture, expression related to a figure in an environment.

Produce a final piece of work on the built environmental composition in paint or in mix media.

## LEARNING ACTIVITIES

1. Introduction and discussion on aspects of Glasgow life by Scottish Archive Materials, C D, Mitchell Library visits, Active Mitchell, Power Point, DVD Slides and use of various resource materials supplied through Glow, Wikipedia etc
2. Development of Observational Drawing / Painting studies / Development of Handling skills
3. Selection of the chosen theme, pupils will through juxtaposition / selection of objects suitable for the production of an expressive outcome produce preliminary ideas for a painting on a built environmental theme
4. Produce studies showing the development of composition, these displaying a variety of techniques and mixed media, prior to a final outcome.
5. Produce a final A2 size Final outcome that displays (a) Expression of Ideas and Feelings  
(b) Use of Visual Elements  
(c) Handling of Media
6. Through Critique, Peer assessment, personal statement pupils will evaluate their unit of work

## SUCCESS CRITERIA

Pupils have Demonstrated Ability to use the Visual Elements

Pupils have expressed their Ideas and Feelings

Pupils have Responded to Stimuli and produced artwork

Pupils have Shown Evidence of Observation

Pupils have demonstrated control of medium

Pupils have produced art work that communicates their intentions

Pupils have evaluated their expressive project

Pupils have developed their thinking skills

5.1 Remembering

5.2 Understanding

5.3 Applying

5.4 Analysing

5.5 Creating

5.6 Evaluating

## SUBJECT OUTCOMES

Discussion on the work of selected still life artist their place in history The World they lived in. Compare/contrast and discuss the work of the artists. Identify artist's styles, and relate their work to that of the artists. Compare their work with other pupils and discuss .Evaluate their work and the unit of work. To see Connections in learning in and in other subjects.

Assessment will be in the form of Questionnaires, notes, and collated visual and written materials. A personal written response on two still life artists, comparing and contrasting their styles and work and relating it to their own.

## ASSESSMENT

The primary purpose of C f E Expressive Activity is to be able to express visually ideas and feelings at a personal level, to use visual elements and to handle a range of media. Referring to the Departments statement guide will determine levels on Developing, Consolidating and Secure. Assessment will be based on two A2 size pieces of work that display Investigation & Development and a Final Outcome. Pupils will evaluate their work in the form of a written response and indicate various ways they could alter / change their final idea.

## LITERACY OUTCOMES

Understanding the ways in which Artists have interpreted their environment as a medium for expression

Identify artist's use of the visual elements of colour, pattern, texture tone and form

Have some knowledge of still life history

Recognise, being able to compare and to discuss the work of selected artists

## NUMERACY OUTCOMES

Understanding how careful use of measurement can affect materials, techniques, composition and/or technology can be used expressively for visual impact and to communicate this understanding in expressing design ideas. By Applying Measurement, calculation, knowledge and understanding when developing expressive art work and design ideas,

## HEALTH and SAFETY

All work will be pupil centred and individually based. The lesson will follow the normal Art & Design ethos and environs Normal Art & Design ethos and environs Identifying areas for improvement and next steps for learning.-Personal learning Thinking Skills Understanding and Applying and Creativity.

Investigating, researching, producing, analysing, evaluating Creating

Developing original ideas and solutions to problems in art and design work

Analysing, understanding how others develop their ideas and work. Understanding how materials, techniques, composition and/or technology can be used expressively for visual impact and to communicate art & design ideas.

Applying knowledge and understanding when developing expressive art work and design ideas,

Apply and observe safe working practices throughout the duration of the unit.