

Higher Art & Design – Success Criteria

Skills, knowledge and understanding for the course assessment:

- ✓ Producing analytical drawings and investigative studies in response to stimuli using visual elements expressively, showing clear understanding of the subject matter.
- ✓ Producing focused investigative visual and market research for a design activity.
- ✓ Using a range of art and design materials, techniques and/or technology creatively and expressively.
- ✓ Developing and progressively refining a variety of personal and creative ideas for art and design work in 2D and/or 3D formats.
- ✓ Analysing and critically reflecting on artists' and designers' use of materials, techniques and/or technology.
- ✓ Analysing the impact of social, cultural and other influences on the work and practice of artists and designers.
- ✓ Using a range of complex problem-solving, planning and self-evaluation skills within the creative process.

Level: National 5	Art and Design. I can...
Question Paper	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the methods used by artists and designers to achieve visual impact and creative and/or functional effect. <input type="checkbox"/> Demonstrate knowledge and understanding of the impact of different external influences on art and design works. <input type="checkbox"/> Analyse art and design works and critically respond to unseen prompts and images. ○ Expressive Art Studies <ul style="list-style-type: none"> ● Demonstrating specialist knowledge and understanding of art practice and issues. ● Explaining, with reference to unseen prompts, how specific elements are used in a selected artwork which the candidates have previously studied. ● Explaining the impact of different external influences on the selected artwork. ● Analysing two unseen expressive art images, with reference to the question prompts, using appropriate art vocabulary. ○ Mandatory question: <ul style="list-style-type: none"> ● One from - <ul style="list-style-type: none"> ▪ Use of materials and/or technology. ▪ Use of scale. ▪ Use of techniques. ▪ Working methods. ● One from: <ul style="list-style-type: none"> ○ Choice of subject matter. ○ Consideration of mood and atmosphere. ○ Consideration of style. ○ Use of one visual element from: <ul style="list-style-type: none"> ▪ Line. ▪ Tone. ▪ Colour.

	<ul style="list-style-type: none"> ▪ Texture. ▪ Shape. ▪ Form. ▪ Pattern. (selected by the candidate) ○ And - Impact of: <ul style="list-style-type: none"> ▪ Social ▪ Cultural and/or other Influences. ▪ Optional questions: <ul style="list-style-type: none"> ▪ Colour. ▪ Composition. ▪ Focal point. ▪ Form. ▪ Imagery. ▪ Lighting. ▪ Line. ▪ Location. ▪ Materials. ▪ Mood and atmosphere. ▪ Pattern. ▪ Perspective. ▪ Pose. ▪ Scale. ▪ Setting. ▪ Shape. ▪ Style. ▪ Subject matter. ▪ Symbolism. ▪ Techniques. ▪ Technology. ▪ Texture. ▪ Tone. ▪ Use of space. ▪ Viewpoint.
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Design Studies

Information	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrating specialist knowledge and understanding of design practice and issues. <input type="checkbox"/> Explaining, with reference to unseen prompts, how specific elements are used in a selected design work which the candidates have previously studied. <input type="checkbox"/> Explaining the impact of different external influences on the selected design. <input type="checkbox"/> Analysing two unseen design images, with reference to the question prompts, using appropriate design vocabularyMandatory question: <ul style="list-style-type: none"> ○ One from: <ul style="list-style-type: none"> • Consideration of function. • Use of materials and/or technology. • Use of techniques. • Working methods. ○ One from: <ul style="list-style-type: none"> • Consideration of aesthetics. • Consideration of style. • Consideration of target market/audience. ○ Use of one visual element from: <ul style="list-style-type: none"> • Line. • Tone.
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	<ul style="list-style-type: none"> • Colour. • Texture. • Shape. • Form. • Pattern. <ul style="list-style-type: none"> ○ And - Impact of: <ul style="list-style-type: none"> • Social. • Cultural, and/or other influences. ○ Optional question: <ul style="list-style-type: none"> • Aesthetics. • Colour. • Construction. • Decoration. • Ergonomics. • Fitness for purpose. • Form. • Function. • Imagery. • Layout. • Line. • Location. • Manufacturing process. • Materials. • Pattern. • Scale. • Shape. • Sources of inspiration. • Style. • Target audience. • Target market. • Techniques. • Technology. • Texture. • Tone. • Typography. • Use of space. • Wearability.
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Expressive and Design Portfolios

Expressive Portfolio	<ul style="list-style-type: none"> <input type="checkbox"/> Responding to their theme/stimulus by producing relevant and focused 2D/3D analytical drawings, studies and investigative research, and using these to produce a single line of development leading to a final piece. <input type="checkbox"/> Creatively and skilfully using appropriate materials, techniques and/or technology, visual elements and expressive effects. <input type="checkbox"/> Reflecting on and critically evaluating their creative process and the visual qualities of their portfolio with reference to their theme/stimulus. <ul style="list-style-type: none"> ○ Process: <ul style="list-style-type: none"> • Producing relevant and focused 2D/3D analytical drawings, studies and investigative research appropriate to their theme or stimulus and their line of development.
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	<ul style="list-style-type: none"> • Demonstrating a single line of focused development, showing visual continuity and the refinement of one idea, and producing a final piece. ○ Skills: <ul style="list-style-type: none"> • Creatively and skilfully using appropriate materials, techniques and/or technology for visual effect in response to their theme or stimulus. • Creatively and skilfully using appropriate visual elements and expressive effects in response to their theme or stimulus - for example: <ul style="list-style-type: none"> • Composition. • Focal point. • Perspective. • Viewpoint. • Lighting. • Mood and atmosphere. • Symbolism. ○ Evaluation: <ul style="list-style-type: none"> • Giving a justified critical evaluation of the effectiveness of their decisions and the visual qualities of their expressive portfolio, with reference to their theme or stimulus.
Design Portfolio	<ul style="list-style-type: none"> □ Responding to their design brief by producing and compiling a variety of relevant and focused 2D/3D investigative material and market research, and using these to produce a single line of development leading to a design solution. □ Creatively and skilfully using appropriate materials, techniques and/or technology, and demonstrating their understanding of design elements. □ Reflecting on and critically evaluating their design process and the aesthetic and functional qualities of their design portfolio with reference to their design brief/design area requirements. ○ Process: <ul style="list-style-type: none"> • Producing and compiling relevant and focused 2D/3D investigative material and market research appropriate to their design brief and their line of development. • Demonstrating a single line of focused development showing visual continuity and the refinement of one idea, and producing a design solution. ○ Skills: <ul style="list-style-type: none"> • Creatively and skilfully using appropriate materials, techniques and/or technology for aesthetic and functional effect in response to their design brief. • Creatively and skilfully demonstrating understanding of appropriate design elements in response to their design brief requirements - for example: <ul style="list-style-type: none"> • Aesthetics. • Style. • Layout. • Function. • Safety. • Balance. • Ergonomics. • Wearability. • Target market. • Impact. • Visual elements. ○ Evaluation:

	<ul style="list-style-type: none">• Giving a justified critical evaluation of the effectiveness of decisions and the aesthetic and functional qualities of their design portfolio with reference to their design brief.
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What will be taken into consideration when deciding on a teacher-estimated grade for Higher Art and Design?

- Component 1: Question Paper – 23%
- Component 2: Expressive Portfolio – 38.5%
- Component 3: Design Portfolio – 38.5%
- Commitment and Quality in class/homework.