



Perth High School



| | | |
|--|--|--|
| <p>Study Approaches</p> <ul style="list-style-type: none"> • Pupils are required to complete all research out with timetable class time to support them progress with practical tasks. • Pupils should research at length what influences inspire their chosen artist and designer. • Pupils are required to take development studies home to complete if deadlines are in danger of not being adhered to. • Pupils should regularly use cue cards to support them revise the relevant terminology which needs to be applied to art issues and design contexts • Pupils need to use past papers to support them analyse art and design works by critically responding to unseen prompts and images • Pupils need to analyse their answers and identify where justification has been applied / not applied • Pupils needs to develop evaluative language and apply this to their own and artist / designers work(s) | <p>Tips for Success</p> <ul style="list-style-type: none"> • Pupils achieve success at Higher level when; <ul style="list-style-type: none"> ➤ They choose personal themes and disciplines which have significant meaning to them ➤ They fully meet all the requirements of their design brief ➤ They plan in advance their individualised next steps in preparation for their learning conversation ➤ They refine their ideas, making subtle, gradual adjustments at the development stage ➤ They ensure there is clear continuity between each sheet ➤ They fully challenge themselves with; <ul style="list-style-type: none"> EXPRESSIVE - scale and viewpoint and experiment with a wide range of materials DESIGN – balance and materials and experiment widely with a small range of materials specific to their brief ➤ They ensure each deadline is met ➤ They study their art terminology worksheets weekly ➤ They justify every judgement made in their analysis of art and design works | <p>HIGHER Art & Design</p> <p>Course Contents and Components</p> <ul style="list-style-type: none"> • This course is externally marked and has 3 components; 1. Expressive Portfolio total -100 marks <ul style="list-style-type: none"> SECTION 1 – PROCESS – 40 marks <ul style="list-style-type: none"> ➤ Relevant , focused analytical drawings ➤ Single line of focused development leading to final outcome SECTION 2 – SKILLS – 50 marks <ul style="list-style-type: none"> ➤ Using a range of materials ➤ Using a range of visual elements SECTION 3 – EVALUATION – 10 MARKS <ul style="list-style-type: none"> ➤ Justified, critical evaluation of their work 2. Design Portfolio total – 100 marks <ul style="list-style-type: none"> SECTION 1 – PROCESS – 40 marks <ul style="list-style-type: none"> ➤ Relevant 2D/3D investigative material ➤ Single line of focused development leading to final outcome SECTION 2 – SKILLS – 50 marks <ul style="list-style-type: none"> ➤ Using a range of materials ➤ Understanding of design elements SECTION 3 – EVALUATION – 10 marks <ul style="list-style-type: none"> ➤ Justified, critical evaluation of their work 3. Question Paper total – 60 marks 2 hour written exam |
| | | |

Exam Length

- The written exam is 2 hours in length. Pupils answer 6 questions.
 - SECTION 1 Expressive**
Analysis of an artwork studied in class
2 questions from unseen images
 - SECTION 2 DESIGN**
Analysis of a design work studied in class
2 questions from unseen images

Examples of recent work from SQA 2018 diet below;

HIGHER DESIGN



HIGHER EXPRESSIVE



Key Dates

**These are week ending dates, each class's final dates for completion will be the last period they have Art that week. Please confirm this with your teacher*

Expressive portfolio - 1 x A1 sheet and 1 x A2 sheet + A4 evaluation

Design portfolio - 1 x A1 sheet and 1 x A2 sheet + A4 Evaluation

| | |
|-----------------|--|
| 31.08.18 | Higher Investigation completed <ul style="list-style-type: none"> Expressive – 3 drawings & summary of intent. Design – Design brief, thematic images, market research images, sources of relevant materials, 3D forms |
| 23.11.18 | Higher Development completed <ul style="list-style-type: none"> Expressive – 6 compositions from single line of enquiry which focus on; <ol style="list-style-type: none"> Different viewpoints Different media Different techniques Minimum of 3 visual elements Design – 6 different refinements of single line of enquiry which focus on; <ol style="list-style-type: none"> Different techniques Ergonomics & Function Target market Visual impact Paper mocks |
| 20.12.18 | Higher Evaluation 1 st Drafts completed |
| 01.03.19 | Higher Final Outcomes completed <ul style="list-style-type: none"> Expressive – A2 outcome Design – Photoshoot of outcome |
| 29.03.19 | Higher Expressive & Design Portfolio's completed with Labels, Annotations & Final Draft Evaluations attached |

Support from the Department

- Supported Study**
The department offers supported study for Higher pupils to help them receive 1:1 tuition or reinforcement with any of the 3 elements of the course. These sessions are offered every lunchtime and after school on a Tuesday and Wednesday from 3.45 until 5pm.
- Frameworks**
Frameworks are provided to support pupils evaluate their own and artist / designers work
- Learner Conversations**
1:1 learner conversations are held regularly in class to support pupils allocate their next steps and discuss their chosen direction and current working grade
- Oral Presentations**
5 minute presentations are held twice yearly to support pupils verbalise and clarify their work and establish their next steps. Informal opportunities are also made available for pupils to share good practice in the area they are studying.
- Deadlines**
Folio deadlines are made available at the beginning of the session and reinforced regularly throughout each term. See key dates.
- Homework**
Homework takes the form of;
Investigating / researching artists / designers
Drawing / painting development ideas
- Assessment**
Pupils sit past papers regularly throughout the year with a full written prelim exam in January.

