**Higher Art & Design Learner Journey**

**Higher**

|  | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
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| **Design****Critical**  | * Critically evaluate the work of one designer.
* Investigate social and cultural influences of the designer.

**Passport of Skills*** Taking responsibility
* Communicating
* Working with Others
* Planning, managing, organising
 | * Describe how designers use a range of materials and techniques to create their work.
* Analyse the impact of designer’s creative choices in a range of design works.
* Analyse the impact of social or cultural influences on the artist (s) and their work.
* Prepare notes on these designers in preparation for the final exam.
* Work through SQA Past Papers and exam style questions in order to prepare for National Qualification Exams.
 | * Complete a critical analysis of design works by Neville Brody as directed by the class teacher.
* Create notes on these designers in preparation for the final exam.
* Work through SQA Past Papers and exam style questions in order to prepare for National Qualification Exams.
 | * Further research the work of Bauhaus Designers and Contemporary Graphic Designers who were influenced by the Dada Movement and 1980s punk era.
* Work through SQA Past Papers and exam style questions in order to prepare for National Qualification Exams.
 | * Learner progress is monitored every day in class. Through ongoing dialogue, Learners and teachers identify strengths and areas for improvement and advice is given.
* Throughout the year we reflect on the level of Learner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings.
* The Higher Course Award is made up of 2 folios and a 2 hour written exam. The folios make up 77% of the overall mark, (38.5% for Design, 38.5% for Expressive). These are submitted to the SQA in April for assessment. 23% is made up of a written exam which takes place during the SQA exam diet, this is also assessed by the SQA. Pupils are awarded an A-D pass.
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| **Design Practical**  | * Produce and develop creative design ideas and a design brief.
* Develop the chosen design idea.
* Produce a final solution based on the design brief.
* Create a final evaluation of the design.

**Passport of Skills*** Taking responsibility
* Communicating
* Working with Others
* Planning, managing, organising
 | * Select an area of design, either graphics or body adornment and produce a design brief appropriate for the chosen client and purpose of the design.
* Develop design ideas experimenting with materials and techniques appropriate to the design requirements.
* Complete a final solution based on the design requirements and development stage.
* Complete a final evaluation for the final design.
 | * Collect market research images and investigation images appropriate to the design idea and design brief.
* Complete design ideas experimenting with appropriate design elements and materials.
* Create aspects of the final design solution.
 | * Use websites such as Pinterest and style.com to seek inspiration for design ideas and techniques.
* Research designer’s use of materials and techniques.
 | * Learner progress is monitored every day in class. Through ongoing dialogue, Learners and Teachers identify strengths and areas for improvement and advice is given.
* Throughout the year staff reflect on the level of Learner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings.
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| **Expressive** **Critical**  | * Critically evaluate the work of one artist.
* Analyse the factors influencing artists and art practice.

**Passport of Skills*** Taking responsibility
* Communicating
* Working with Others
* Planning, managing, organising
 | * Describe how artist(s) use a range of art materials, techniques, and technology in their work.
* Analyse the impact of the artist (s) creative choices.
* Analyse the impact of social or cultural influences on the artist (s) and their work.
* Create notes on the selected artists in preparation for the final exam.
* Complete past paper questions.
* Prepare for unseen questions based on expressive studies.
 | * Investigate the work of Pablo Picasso.
* Carry out analysis of selected work by this artist as directed by the class teacher.
* Prepare notes on these artists in preparation for the final exam.
* Complete past paper questions.
* Practice for the final exam with SQA Past Papers.

  | * Further investigate the work and life of Pablo Picasso.
* Research the Spanish Civil War and the Cubist art movement.
* Practice for the final exam with SQA Past Papers.
 | * Learner progress is monitored every day in class. Through ongoing dialogue, Learners and teachers identify strengths and areas for improvement and advice is given.
* Throughout the year staff reflect on the level of Learner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings.
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| **Expressive Practical**  | * Produce creative investigation ideas for expressive artwork.
* Develop ideas for expressive art works.
* Produce a final expressive solution.

**Passport of Skills*** Taking responsibility
* Communicating
* Working with Others
* Planning, managing, organising
 | * Select suitable stimulus for expressive activity within either still life or portraiture.
* Produce drawings, studies and investigative research to represent the subject.
* Complete a minimum of two investigation drawings and three development drawings.
* Use a selection of art materials and experiment with a range of techniques
* Produce a final expressive piece.
* Complete a final evaluation of the final artwork.
 | * Continue to produce expressive artworks and finish those started in class as directed by the class teacher.
 | * Research artists use of materials and techniques.
 | * Learner progress is monitored every day in class. Through ongoing dialogue, Learners and teachers identify strengths and areas for improvement and advice is given.
* Throughout the year staff reflect on the level of Learner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings.
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