

National 5 Music (also offered at National 3/4 levels)

SCQF- Level 5- 24 Credit Points

Course Outline

Throughout the National 5 Music course, pupils develop a breadth of knowledge and understanding of music concepts and musical literacy. They learn to recognise and distinguish level-specific music concepts, signs and symbols as they perform, create and listen to music. The course allows pupils to develop and consolidate practical skills in music and knowledge and understanding of music styles and concepts. It encourages them to self-reflect and explore their creative ideas. Understanding music through listening enables pupils to build on and extend their knowledge and understanding of music and influences on music. The course provides opportunities for pupils to perform a range of music in solo and/or group settings.

Skills

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of music styles, concepts, notation signs and symbols
- skills in creating original music using compositional methods
- reviewing the creative process and evaluating own composing
- skills in performing music on two contrasting instruments in contrasting styles
- self-reflection and review of rehearsal and practice skills

Course Assessment

Question paper 40 marks (35% of the overall course award).

All pupils draw on skills in aural discrimination and perception, knowledge and understanding of level-specific music concepts, music literacy and analysis of music. These skills are developed throughout the course.

Assignment 30 marks (15% of the overall course award).

The assignment draws on pupils' skills, knowledge and understanding of music composition. Pupils demonstrate their skills in the use of at least three of the following elements of music (melody, harmony, rhythm, timbre and structure) when creating their piece of music.

They show their understanding of these elements of music through the creative and effective development of a range of musical ideas. They also self-reflect on their own original music and identify areas for improvement.

Performance— Instrument 1 30 marks— Instrument 2 30marks (50% of the overall course award)

Pupils demonstrate their performing skills by presenting a prepared programme of music. The following aspects of performance are assessed:

- melodic accuracy/intonation
- rhythmic accuracy
- maintaining tempo and flow of the music
- conveying mood and character
- instrumental/vocal tone
- dynamics

Career Pathways

Musician, DJ, Promotions manager, Music therapist, Instrument maker/ repairs

Radio, Broadcast assistant, Teacher, Stage manager, Studio sound assistant, Music Journalism, Marketing &

Promotion, Community Arts worker, Composer, Piano tuner, Songwriter, Roadie, A&R

Progression

Higher Music

National 5 Music Technology (also offered at National 4)

SCQF- Level 5- 24 Credit Points

Course Outline

The National 5 Music Technology course encourages candidates to become successful, independent and creative in their use of technologies and to develop attributes and capabilities including creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; confidence and enterprise.

The course engages candidates through practical music-technology-based activities and tasks which are supported by knowledge and understanding of music technology and music concepts, form and structures. The course enables candidates to develop their practical technical skills and creative use of music technology in a range of contexts. It includes opportunities for personalisation and choice in selecting varied contexts for learning.

Candidates develop the ability to express themselves through music, which supports creativity and independence. The course encourages candidates to critically reflect on their learning and the quality of their work.

Although this course is practical, pupils should be aware that there is a log which needs to be regularly maintained with detailed screenshots and explanations of choices made. Some pupils might find this tedious however, it is one of the most important pieces of evidence required by the SQA.

Skills

- Knowledge and understanding of music technology
- A broad understanding of the music industry, including intellectual property rights
- Knowledge, understanding and critical analysis of a range of 20th and 21st century musical concepts, styles, and genres
- The ability to use music technology hardware and software to capture and manipulate audio
- The ability to use music technology creatively in sound production in a range of contexts
- Listening skills
- Imaginative, creative and technical problem-solving skills
- Using skills in a range of contexts e.g., live performance, radio broadcast, film, TV themes, adverts and computer gaming
- The ability to critically reflect on personal work and on the work of others
- Skills in planning, organising, researching, communicating in a technological and musical context

Course Assessment

- The course is assessed through a question paper (exam) and an assignment, which are marked by SQA and graded A to D. The question paper makes up 30% of the total assessment mark. Questions relate to music excerpts in a range of 20th and 21st century styles and genres.
- The assignment makes up 70% of the total assessment mark and comprises two tasks, where learners plan, implement and evaluate creative productions using music technology. The creative productions may be in any two appropriate contexts, such as (but not limited to) live performance, multitrack recording, radio broadcast, composing and sound design for film, audiobooks and computer gaming.

Career Pathways

Audio Visual Specialist, Music Producer, Music Director, Media and Event Support Specialist, Teacher, Keyboard and Studio Recording Specialist, Music Instructor, Studio Engineer, Studio Manager, Director of Audio/Visual Events, Audio and Lighting Technician, Audio Engineer, Recording Artist.

Progression

Higher Music Technology from 24-25

Higher Music

SCQF- Level 6- 24 Credit Points

Course Outline

The course provides pupils with a broad practical experience of performing, creating and understanding music. It enables them to work independently or in collaboration with others, and can help them to plan and organise, to make decisions, and to take responsibility for their own learning.

The course aims to enable pupils to:

- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols
- create original music using compositional methods
- perform music

Skills

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of level-specific music styles, concepts, notation signs and symbols
- skills in creating original music, incorporating harmony and using compositional methods
- reviewing the creative process and evaluating own composing
- skills in performing music on two contrasting instruments in contrasting styles
- self-reflection and review of rehearsal and practice skills

Course Assessment

Question paper: 35% of the overall marks for the course assessment.

Pupils draw on skills in aural discrimination and perception, knowledge and understanding of level-specific music concepts, music literacy and analysis of music. These skills are developed throughout the course.

Assignment: 15% of the overall marks for the course assessment.

The assignment draws on pupils' skills, knowledge and understanding of music composition. The composition must show use of harmony, along with at least three of the following elements of music:

- melody
- rhythm
- timbre
- structure

Pupils show their understanding of these elements of music through the creative and effective development of a range of musical ideas and compositional methods. They also self-reflect on their own original music and identify areas for improvement.

Performance: 50% of the overall marks for the course assessment

2 Instruments are assessed. (1 could be voice)

Pupils demonstrate their performing skills by presenting a prepared programme of music. The following aspects of performance are assessed:

- melodic accuracy and/or intonation
- rhythmic accuracy
- maintaining tempo and flow of the music
- conveying mood and character
- instrumental or vocal tone
- dynamics

Career Pathways:

Musician, DJ, Promotions manager, Music therapist, Instrument maker/ repairs

Radio, Broadcast assistant, Teacher, Stage manager, Studio sound assistant, Music Journalism,

Marketing & Promotion, Community Arts worker, Composer, Piano tuner, Songwriter, Roadie, A&R

Progression

- Other qualifications in music, for example Advanced Higher Music and HN Sound Production
- Further study, employment and/or training

Advanced Higher Music

SCQF- Level 7- 32 Credit Points

Course Outline

The Course enables learners to develop skills in performing, creating, understanding and analysing music. It enables learners to develop and extend their applied music skills in challenging contexts and to develop greater depth of understanding of music through listening. It provides learners with the skills they need to perform challenging music with musical and technical accuracy and fluency, while realising the composers' intentions. It also provides learners with opportunities to develop composing skills in sophisticated and creative ways. Further, the Course also helps learners develop advanced aural skills and demonstrate their understanding and analysis of music through researching and analysing complete movements or works.

Skills

The aims of the Course are to enable learners to:

- develop autonomy and independent thinking skills
- develop creativity through performing
- develop self-expression when creating original music
- develop advanced skills in musical analysis and aural discrimination
- develop knowledge of music and musical literacy through in-depth study and analysis
- evaluate their own work and that of others

Course Assessment

Assignment- Composition 15%

- Pupils compose one piece of music lasting between a minimum of 1 minute and a maximum of 4 minutes and 30 seconds.
- Pupils write a review of their composed piece, reflecting on the music and the impact of their creative choices and decisions.
- Pupils choose a piece of music by a different composer, and analyse the key features of the music with reference to the compositional methods and music concepts that have been used. Candidates should not analyse their own music in this part of the assignment.
- Open-book with reasonable assistance allowed.

Performance— Instrument 1 25%, Instrument 2 or Portfolio 25%

All Advanced Higher Music pupils — including those who are doing the portfolio option — will be required to perform on one instrument or voice as part of the course assessment. This will ensure that pupils continue to be assessed on their performing skills, which are an essential element of the course.

Performance — instruments 1 and 2, duration 18 minutes in total.

Advanced Higher Music portfolio(pupils doing the portfolio option only)

Pupils compose a minimum of two pieces of music, minimum duration of six minutes. 25%.

Performance — instrument 1 (portfolio candidates only)

Portfolio candidates must perform a minimum of two pieces on their chosen instrument or voice for a minimum duration of six minutes. 25%.

Question paper 35%, Listening

Pupils draw on skills in aural discrimination and perception, knowledge and understanding of level-specific music concepts, music literacy and analysis of music. These skills are developed throughout the course.

Career Pathways

Musician, DJ, Promotions manager, Music therapist, Instrument maker/ repairs, Radio, Broadcast assistant , Teacher, Stage manager, Studio sound assistant, Music Journalism, Marketing & Promotion, Community Arts worker, Composer, Piano tuner, Songwriter, Roadie, A&R

Progression

This Course may provide progression to:

- other qualifications in music or related areas
- further study, employment and/or training

National 5 Drama (also offered at National 3/4 levels)

SCQF- Level 5- 24 Credit Points

Course Outline

This purpose of the National 5 Drama course is to enable pupils to develop and use a range of drama skills and production skills.

Pupils develop practical skills in creating and presenting drama and knowledge and understanding of cultural and social influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of drama skills and production skills.

Skills

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- responding to stimuli, including text, when creating drama
- working with others to share and use drama ideas
- developing awareness of social and cultural influences when creating drama
- exploring drama form, structure, genre and style
- gaining knowledge and understanding of a range of production skills
- using a range of drama and production skills when presenting
- using evaluative skills within the creative process

Course Assessment

Question paper

The question paper has 60 marks (40% of the overall course award).

The purpose of the question paper is to assess application of knowledge and skills from across the course. It allows pupils to demonstrate their ability to interpret questions and respond in an informed way.

Performance

The performance has 60 marks (60% of the overall course award).

All pupils are assessed on their preparation for performance which includes research into chosen text, thoughts and ideas for proposed performance, and the development of these thoughts and ideas.

All pupils must demonstrate skills by:

- responding to text (full-length published script)
- developing character or creatively using production skills
- using a range of acting or production skills
- communicating to an audience

Pupils undertaking an acting role must perform to an audience. The performance must involve interaction with at least one other actor.

Pupils undertaking a production role are assessed on the practical realisation of one of the following:

- designs for the set, including detailed ground plan(s) and elevation(s)
- designs for costumes, sourced costumes, including one made or adapted costume
- designs for make-up and hair and demonstrating an application of make-up and hair design
- lists and designs for props and one made prop
- plans for lighting and demonstrating lighting operation
- plans for sound, including digital formats of music/effects for the play, and demonstrating sound operation

Career Pathways

Actor, Costume designer, Cameraman, Dancer, Director (TV, Film, Theatre), Drama therapist, Lighting, Producer Stagehand, Stage manager, Sound, Teacher, Theatrical Make-up, TV presenter, Wardrobe Assistant, Writer.

Progression

- Higher Drama

Higher Drama

SCQF- Level 6- 24 Credit Points

Who is this course for? The course is suitable for pupils with an aptitude for drama or for those wishing to progress to further levels of study. It allows candidates to further extend their drama skills developed through the National 5 Drama course. The course is largely learner-centred with practical and experiential learning opportunities. The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice. This makes it accessible as it can be contextualised to suit a diverse range of candidates' needs and aspirations.

Course Outline

Pupils develop practical skills in creating and presenting drama, and knowledge and understanding of historical, social and cultural influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of complex drama skills and production skills.

The course enables pupils to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of the historical, social and cultural influences on drama
- develop complex skills in presenting and analysing drama
- develop knowledge and understanding of complex production skills when presenting drama
- explore drama form, structure, genre and style

Skills

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- responding to stimuli, including text, when creating drama
- working with others to share and use drama ideas
- developing knowledge and understanding of historical, social, cultural and theatrical influences when creating drama exploring drama form, structure, genre and style
- gaining knowledge and understanding of complex production skills
- applying complex drama and production skills when presenting
- applying evaluative skills within the creative process

Course Assessment

Question paper 50 marks

The question paper has three sections:

- section 1: theatre production: text in context (extended-response questions)
- section 2: theatre production: application (structured questions)
- section 3: performance analysis (extended-response questions)

Performance 60 marks

The performance allows pupils to draw on, extend and apply the skills, knowledge and understanding they have learned during the course. The performance assesses candidates' preparation and performance of a textual extract from a full-length play. Pupils are assessed in an acting or directing or design role.

The performance has a total mark allocation of 60 marks. This is 60% of the overall marks for the course assessment.

Career Pathways

Actor, Costume designer, Cameraman, Dancer, Director (TV, Film, Theatre), Drama therapist, Lighting, Producer Stagehand, Stage manager, Sound, Teacher, Theatrical Make-up, TV presenter, Wardrobe Assistant, Writer.

Progression

- Advanced Higher Drama
- HNC Acting and Performance
- HNC Technical Theatre
- HNC Musical Theatre
- other qualifications in drama or related areas
- further study, employment and/or training

Advanced Higher Drama

SCQF- Level 7- 32 Credit Points

Course Outline

The Advanced Higher Drama Course allows learners to explore both the practical and analytical aspects of the subject. It provides opportunities for learners to develop skills through practical aspects of theatre, the creative exploration of the art of theatre and its forms and practices. Learners will investigate how theatre practice has been shaped by key practitioners. They will expand and develop their own skills within their chosen area of acting, directing or design. Learners will also develop their skills in devising and interpreting text. Further, they will explore means of using theatre and performance skills to communicate effectively with an audience and investigate how key practitioners have influenced the theatre today. Learners will also develop problem solving and critical thinking skills as they analyse theatre practice and interpret text. They will also learn to analyse their performance and the performance of others.

Skills

- develop autonomy and independent thinking skills
- develop skills in performing within their chosen area of acting, directing or design
- develop individual creativity when applying skills in problem solving, analysis and evaluation
- analyse current theatrical performance
- develop analytical skills in the interpretation of texts
- develop knowledge and understanding of theatre practice and key practitioners
- develop knowledge and understanding of social and cultural influences on drama

Course Assessment

Performance- 50

Project–dissertation **30** submitted in May to the SQA

Assignment -20

Pupils will have a choice of two questions for the assignment, 90 minutes to complete under controlled conditions

Pupils will provide an extended response that requires them to:

- analyse a professional theatrical production in response to the chosen question
- research the work of the theatre practitioner involved in the production
- focus on a different theatre practitioner and/or performance than the dissertation
- use notes during the controlled write-up of the assignment and submit with their work

Career Pathways

Actor, Costume designer, Cameraman, Dancer, Director (TV, Film, Theatre), Drama therapist, Lighting, Producer
Stagehand, Stage manager, Sound, Teacher, Theatrical Make-up, TV presenter, Wardrobe assistant ,Writer.

Progression

This Course or its Units may provide progression to:

- a range of drama-related Higher National Diplomas (HNDs)
- degrees in drama and related disciplines
- careers in the creative industries

National 5 Art & Design (also offered at National 3/4 levels)

SCQF- Level 5- 24 Credit Points

Course Outline

The course integrates investigative and practical learning, and knowledge and understanding of art and design practice.

In the course, pupils draw upon their understanding of artists' and designers' work and practice. They follow art and design processes to develop their own creative work. They also reflect on and evaluate their creative processes and the qualities of their expressive and design portfolios.

The course comprises two areas of study:

Expressive

This part of the course helps candidates plan, research and develop creative expressive work in response to a theme/stimulus. Pupils develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice. They select a theme/stimulus and produce 2D/3D analytical drawings, studies and investigative research, and use this to produce a single line of development leading to a final piece. Pupils reflect on and evaluate their creative process and the visual qualities of their work.

Design

This part of the course helps pupils plan, research and develop creative design work in response to a design brief. Pupils develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice. They select a design brief and compile a variety of 2D/3D investigative material and market research, and use this to produce a single line of development leading to a design solution. Pupils reflect on and evaluate their creative process and the aesthetic and functional qualities of their work.

Skills

- producing analytical drawings and related investigative studies in response to stimuli
- using visual elements expressively, showing a clear understanding of the subject matter
- producing focused investigative visual and market research for a design activity
- skills in using a range of art and design materials, techniques and/or technology creatively
- developing and refining a variety of creative ideas for art and design work in 2D and/or 3D formats describing how artists and designers use materials, techniques and/or technology in their work
- analysing the impact of social, cultural and other influences on artists' and designers' work and practice using problem-solving, planning and self-evaluation skills within the creative process

Course Assessment

Question paper 50 marks Assessing the pupils' knowledge and understanding of art and design practice and issues.

The questions are designed to test pupils' ability to:

- comment on art and design work and critically respond to unseen prompts and images
- demonstrate knowledge and understanding of the impact of social, cultural and/or other influences on artists' and designers' work and practice
- give justified opinions on identified aspects of art and design practice and issues

Expressive portfolio 100 marks The purpose of this portfolio is to assess the pupils' ability to integrate and apply practical art skills and their knowledge and understanding of art practice across the course.

Design portfolio 100 marks The purpose of this portfolio is to assess pupils' ability to integrate and apply practical design skills and their knowledge and understanding of design practice across the course.

Career Pathways

Animator, Antique Dealer, Architect, Arts Administrator, Cabinet Maker, Fine Artist, Fashion Designer Graphic Designer, Illustrator, Interior Designer, Jewellery Designer, Textile Designer, Landscape Architect, Photographer, Set Designer, Teacher

Progression

- Higher Art & Design
- other qualifications in art and design
- further study, employment and/or training

Faculty of Expressive Arts

Higher Art & Design

SCQF- Level 6- 24 Credit Points

Course Outline

The course has an integrated approach to learning. It combines investigative and practical learning with knowledge and understanding of art and design practice. Pupils develop a range of art and design techniques and complex problem-solving skills.

The course has two areas of study:

Expressive

This part of the course helps pupils to plan, research and develop creative expressive work in response to a theme or stimulus. Pupils develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice. They respond to a theme or stimulus and produce 2D/3D analytical drawings, studies and investigative research. They use these to produce a single line of development and a final piece. Pupils also reflect on and evaluate their creative process and the visual qualities of their work.

Design

This part of the course helps pupils to plan, research and develop creative design work in response to a design brief. Pupils develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice. They respond to a design brief and compile a variety of 2D/3D investigative material and market research. They use these to produce a single line of development and a design solution. Pupils also reflect on and evaluate their design process and the aesthetic and functional qualities of their work.

Skills

- 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

Course Assessment

Question paper 60 marks (23% of the overall marks for the course assessment).

The question paper has two sections. Section 1: Expressive art studies. Section 2: Design Studies

Expressive portfolio 100 marks The purpose of this portfolio is to assess the pupils' ability to integrate and apply practical art skills and their knowledge and understanding of art practice across the course.

Design portfolio 100 marks The purpose of this portfolio is to assess pupils' ability to integrate and apply practical design skills and their knowledge and understanding of design practice across the course.

Career Pathways

Animator, Antique Dealer, Architect, Arts Administrator, Cabinet Maker, Fine Artist, Fashion Designer Graphic Designer, Illustrator, Interior Designer, Jewellery Designer, Textile Designer, Landscape Architect, Photographer, Set Designer, Teacher

Progression

- Advanced Higher Art & Design
- other qualifications in art and design or related areas
- further study, employment and/or training

Advanced Higher Art & Design

SCQF- Level 7- 32 Credit Points

Course Outline

The development of creativity is the main focus of this practical and experiential Course. In this Course, learners will engage in a creative and personally selected expressive or design enquiry. They will explore the creative potential of their chosen expressive or design stimuli and experiment with using materials, techniques and/or technology to communicate and express their ideas in 2D and/or 3D formats.

The Course provides opportunities for personalisation and choice by allowing learners to select creative and challenging contexts for self-directed learning. It allows learners to broaden and extend their creativity and critical thinking skills and to work independently in an area of personal interest. This distinct focus on sustained self-directed learning is part of the Course's unique contribution to the learner's creative Expressive or Design development.

During the Course, learners will develop and refine a series of original and creative ideas and expressive art work. Throughout their learning, they will have opportunities to develop informed views and personal opinions on artists' work and expressive art practice. They will demonstrate critical understanding of art & design practice and will research and investigate how specific artists develop and create work in response to external stimuli including the environment, their surroundings and world events and/or social issues. They will use their knowledge of art & design work and practice to inspire their own work when expressing and communicating their thoughts, feelings and ideas, and responding in a personal and creative way to their stimuli.

The Course also provides opportunities to continue developing the attributes and capabilities of the four capacities. Learners will develop perseverance, independence and resilience as they develop and refine their ideas and art work. They will reach informed creative decisions and manage and self-direct their learning. They will become highly creative, self-assured artists or designers.

Skills

- critical analysis and in-depth evaluation of artists' or designers' work and practice and their personal responses to stimuli
- analysing and evaluating the impact of external influences on the artists' or designers work
- expressing substantiated personal opinions on their own work and on artists' or designers' work and practice
- applying in-depth understanding of artists' or designers' work and practice when personally responding to their expressive stimuli
- producing sophisticated expressive investigative drawings and studies, demonstrating an individual and personalised response to their stimuli
- confident and highly assured use of selected materials, techniques and/or technology for expressive effect
- developing sustained lines of enquiry
- using advanced visual problem solving, planning and evaluation skills within the creative process
- creating highly refined original and creative compositions and art work in 2D and/or 3D formats
- justifying their creative decisions and resolving complex creative issues and challenges

Course Assessment

Contextual analysis: maximum word count 2,000 words.

Evaluation: approximately 400 words.

Portfolio (Design or Expressive) maximum allocation of sheets (16 x A1 or equivalent)

Career Pathways

Animator, Antique Dealer, Architect, Arts Administrator, Cabinet Maker, Fine Artist, Fashion Designer Graphic Designer, Illustrator, Interior Designer, Jewellery Designer, Textile Designer, Landscape Architect, Photographer, Set Designer, Teacher

Progression

- other qualifications in art and design or related areas
- further study, employment and/or training

NPA L5 Photography (also offered at L4)

SCQF- Level 5- 24 Credit Points

The NPAs have been developed under the design principles for National Qualification Group Awards. They are designed to focus on developing knowledge and understanding in practical photography and are aimed at those who may want to explore their interest in photography and later take it to a more advanced level.

The NPA provides opportunities to develop both creative and technical skills in photography. Pupils are encouraged to develop their skills in a number of key areas: understanding basic photography, basic camera techniques, working with photographic images, developing creative skills and understanding technology applications, presentation, developing professional folios of work and exhibition work. The NPAs develop soft skills, Core Skills and vocational skills. They can also help every pupil to develop knowledge, skills for learning and life which are reflected in the four capacities of A Curriculum for Excellence: a successful learner, a confident individual, a responsible citizen and an effective contributor.

Course Outline

- To further develop understanding of photography in everyday use
- To further develop understanding of the creative processes involved within photography/creative media
- To further develop knowledge and understanding of practical skills when working with photographs
- To further develop understanding of how to create good images when photographing people and places
- To further develop critical thinking skills and encourage seeking peer/tutor feedback to inform practices
- To provide increased understanding of current developments within photography
- To prepare candidates for progression to Higher Photography at SCQF level 6
- To prepare candidates for progression to further studies and/or employment opportunities in photography and related areas

Course Units

- Understanding Photography
- Photographing People
- Photographing Places
- Working with Photographs

Skills

- co-operative working
- communication skills
- research skills
- planning
- organising
- decision making
- problem solving
- ICT
- creative digital technology

Course Assessment

This course is assessed internally and verified by a visiting assessor. Assessments are made following the completion of each of the Course Units.

Career Pathways

Medical illustrator, Photographer, Photographic stylist, Photographic technician, Private investigator, Scenes of crime officer, TV or Film operator, Video editor.

Progression

Higher Photography

- Lateral progression to a range of creative industries programmes, advanced study in Higher National Certificate/Higher National Diploma programmes, employment as a trainee or assistant photographer and self-employment, including freelance work.

Higher Photography

SCQF- Level 6- 24 Credit Points

This course allows pupils to develop knowledge and understanding of photographic media and camera techniques and processes when developing their creative practice. Pupils learn how social, cultural, historical, and scientific influences impact on photographers' work and practice.

Pupils demonstrate technical photographic skills and show personal, creative responses when photographing a variety of subjects. They have opportunities to develop personal autonomy and critical-thinking skills, and learn to evaluate their own photographic work and practice.

Course Outline

Pupils learn how to plan and carry out practical photographic work. They investigate selected photographers' work and practice and explain how external influences impact on these. They use this understanding of photographers and their work when developing their own personal approaches to photography. They learn and apply a range of image-making techniques. Pupils develop their creative problem-solving skills as they resolve visual and technical problems. They also reflect on and evaluate the effectiveness of their practice and the qualities of their photographic work.

Skills

- applying knowledge and understanding of the properties of light and image formation
- applying knowledge and understanding of camera controls and a range of photographic techniques and processes
- investigating and analysing the major historical, scientific, social, and cultural factors influencing photographers and their work
- producing investigative research for photography, and planning, shooting, printing and developing photographs
- exploring and experimenting with a range of photographic media, manipulation techniques and processes
- producing and presenting creative and technically proficient photographs
- effectively managing and storing photographic images
- critical self-reflecting and evaluating by candidates of their work and practice, and the photographic work of others

Course Assessment

Question paper- 23% (sat in the exam diet in May)

Assess knowledge and understanding of photographic work and practice

Project- 77% (created in class, sent to SQA in May to be marked)

Assesses ability to integrate and apply their creative and technical skills and knowledge and understanding of photographic practice.

Career Pathways

Medical illustrator, Photographer, Photographic stylist, Photographic technician, Private investigator, Scenes of crime officer, TV or Film operator, Video editor.

Progression

- other qualifications in photography, art and design or related areas. (possibly Advanced Higher Art & Design)
- further study, employment and/or training

S5/6 Wider Achievement

Arts Award

Get creative and achieve a nationally recognised qualification!

The Arts Award is **an accredited course** run by **Trinity College**, London. Pupils who successfully complete this course will achieve a Bronze Arts Award.

The aim of this award is to grow your arts and leadership talents; it's creative, valuable and accessible.

Whatever art form you're interested in, whatever your ability, the Arts Award can be tailored for you.

You can do an Arts Award in any area of the arts from fashion to poetry, music technology to dancing, sculpture to film. You can be an artist or performer, develop your skills in essential roles like marketing or stage management, etc.

The Arts Award comprises 4 areas:

Part A – **Take Part in an Arts Activity** (allows for personalisation and choice)

Part B – **Be the Audience** (Review a live/recorded event)

Part C – **Arts Inspiration** (Research an artist or arts organisation)

Part D – **Arts Skills Share** (Share your arts skills and what you have learned with others)

You will also put together a portfolio, or arts log, in your own choice of format.