

## Higher National Unit specification

### General information for centres

**Unit title:** Art and Design Project: Textiles

**Unit code:** F1H4 35

**Unit purpose:** This Unit will involve candidates in the production of a self-directed project that will incorporate the development and manipulation of designs and textiles for creative textile applications.

On completion of the Unit the candidate should be able to:

- 1 Produce a self-initiated design brief.
- 2 Demonstrate the design potential of textiles as an expressive medium.
- 3 Produce experimental textiles.
- 4 Evaluate the design activity.

**Credit points and level:** 2 HN credits at SCQF level 8: (16 SCQF credit points at SCQF level 8\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to this Unit is at the discretion of the centre. It would be beneficial if the candidate has prior experience of the design process. This may be demonstrated by the achievement of HN Units at SCQF level 7 such as DV5T 34 Art and Design: Creative Process, DV5W 34 Art and Design Project or by the possession of similar qualifications or experience. A basic knowledge of fabric structure and textile materials would be essential at this level.

**Core Skills:** There are opportunities to develop the Core Skill of Problem Solving at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

**Assessment:** This Unit could be assessed by means of a holistic practical assessment that involves the candidates in the selection of a self-directed design activity, research and related design development.

## **Higher National Unit specification: statement of standards**

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Produce a self-initiated design brief

#### **Knowledge and/or Skills**

- ◆ Design brief
- ◆ Planning and organising
- ◆ Communication
- ◆ Critical thinking
- ◆ Design Process
- ◆ Professional practice
- ◆ Textile media and materials

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can, in producing a self-initiated design brief for a textile project:

- ◆ Identify of design issues, constraints, limitations and opportunities
- ◆ Identify design sources and/or concepts for development
- ◆ Include realistic timescales for key stages of design work

Evidence should be presented as a design brief and project plan in any suitable format.

#### **Assessment Guidelines**

As the design brief is fundamental to the design activity, the tutor should ensure that this Outcome has been achieved before the candidate starts the research and development stages. The candidate can select any preferred medium for presenting the design brief, providing that all assessment requirements are met. It is recommended that approximately 2-3 hours be spent on this Outcome.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Art and Design Project: Textiles

### **Outcome 2**

Demonstrate the design potential of textiles as an expressive medium

#### **Knowledge and/or Skills**

- ◆ Design elements
- ◆ Design process and concept development
- ◆ Textile/fibre properties and construction
- ◆ Manipulative techniques
- ◆ Pattern development
- ◆ Applied pattern techniques
- ◆ Problem solving
- ◆ Communication

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can, in producing experimental textile samples and collated visual research:

- ◆ Demonstrate the design potential of textiles as an expressive medium through the development of their chosen theme or concept
- ◆ Show clear links between the self-initiated design brief, the collated research and the later developmental processes
- ◆ Consideration of and use of textile and fibre properties
- ◆ Incorporate both two and three-dimensional developmental approaches to fabric manipulation and/or the development of applied pattern
- ◆ Demonstrate the creative thinking process underpinning the development of the design concepts and techniques

Evidence should be presented as design developments and of their creative thinking process demonstrated using any preferred format.

#### **Assessment Guidelines**

It is recommended that candidates spend approximately about 30% of the allocated time for this Unit on this activity.

A proportion of summative assessment evidence for this Outcome should be produced under supervised conditions. This will assist tutors in the authentication of assessment evidence produced when unsupervised.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Art and Design Project: Textiles

### **Outcome 3**

Produce experimental textiles

#### **Knowledge and/or Skills**

- ◆ Materials and media handling skills
- ◆ Design developmental processes
- ◆ Textile/fibre properties
- ◆ Problem solving
- ◆ Critical thinking
- ◆ Safe working practices

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ Produce textiles that demonstrate continued experimentation and that clearly link to the design brief and earlier research
- ◆ Demonstrate an understanding and creative application of manipulative techniques, and pattern-making
- ◆ Use safe working practices at all times

Evidence should be presented as examples of experimental textiles. The tutor should devise a checklist and use this to record their ongoing observation of safe working practices.

#### **Assessment Guidelines**

It is recommended that candidates spend approximately about 40% of the allocated time for this Unit on this activity.

A proportion of summative assessment evidence for this Outcome should be produced under supervised conditions. This will assist tutors in the authentication of assessment evidence produced when unsupervised.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Art and Design Project: Textiles

### **Outcome 4**

Evaluate the design activity

#### **Knowledge and/or Skills**

- ◆ Critical analysis
- ◆ Evaluation
- ◆ Reflective practice
- ◆ Communication

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ Show consideration of the design issues, constraints and limitations of the self-initiated design brief
- ◆ Identify strengths and weaknesses of the developmental approaches
- ◆ Evaluate the success of the design activity in meeting the design brief requirements
- ◆ Identify scope for future personal design related development

Evidence should be presented in the form of a written or oral evaluation supported by visual material. Oral evaluations should be recorded, either digitally or on a checklist of responses.

#### **Assessment Guidelines**

It is recommended that candidates spend approximately 15% of the allocated time for this Unit on this activity.

Elements of the evaluation process may be drawn from Outcomes 2 – 4 and formally assessed and reconsidered at the end of the Unit.

A proportion of summative assessment evidence for this Outcome should be produced under supervised conditions. This will assist tutors in the authentication of assessment evidence produced when unsupervised.

## Administrative Information

**Unit code:** F1H4 35

**Unit title:** Art and Design Project: Textiles

**Superclass category:** JA

**Original date of publication:** April 2007

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### History of changes:

Version	Description of change	Date

**Source:** SQA

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## **Higher National Unit specification: support notes**

### **Unit title:** Art and Design Project: Textiles

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

### **Guidance on the content and context for this Unit**

This Unit is intended to involve candidates in the design and production of a range of textiles as an expressive medium. This Unit may be contextualised to suit either fine art based or fashion/textile applications and was primarily developed as part of a national Group Award in Art & Design. There are opportunities to link and integrate this Unit with a number of other Units in the award.

Candidates completing the HND will normally have had the prior opportunity to research and study the working methods and practices of an artist or designer at HNC level, and to gain experience in developing creative textile applications. It is important that the candidates work independently in to determine the range and scope of their proposed design activity. Candidates should also produce a self-initiated design brief that details all stages of the process and has defined design parameters and timescales.

Individual or group tutorials, could promote the use of reflective questioning approaches and assist developmental process as well as helping to ensure that candidates are working to the required standard.

Textile development may be based on traditional or contemporary approaches to the creative and expressive use of textiles depending on the theme or concept and the selection of fibres and fabrics. Research into practicing artists and designers using textiles as an expressive medium could focus on sculptural approaches such as the work of Cathy de Moncheaux, or the work Sophie Roet, who has pushed the boundaries in the area of printed textiles. Reiko Sudo has incorporated architectural approaches in tactile contemporary textiles, reinterpreting fabrics in terms of volume, voids and three-dimensional structure.

The early experimentation stage for candidates should be process-based with final experimental textiles reflecting a refining of media and materials handling. Candidates should be encouraged to select approaches from a range of applied pattern making techniques and textile manipulation processes linking this selection to the theme or concept for development. Consideration of traditional techniques including printing, silk painting and batik would allow candidates to explore and further develop the creative potential of scale, repetition, bleeding, registration and resist effects. Manipulation of fabrics should similarly reflect and utilise the candidate's knowledge of fibre properties and fabric construction/deconstruction through the application of heat, stitching, and chemical processes eg devore.

At all times tutors and candidates should ensure that they observe all health and safety requirements, in particular when working with synthetic fabrics and chemicals.

## Higher National Unit specification: support notes (cont)

**Unit title:** Art and Design Project: Textiles

### Guidance on the delivery and assessment of this Unit

This Unit has been developed as part of the HND Art and Design Group Award. It is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. Opportunities may be taken to link or integrate with other aspects of the course and a thematic approach adopted for both delivery and assessment.

The Unit is designed to allow candidates to further develop their skills and experience in the manipulation and design of expressive textiles. The Unit could be integrated with other related art and design Units within the cluster or Group Award. Although this Unit could be delivered at any time throughout the session, it would be of benefit if candidates completed it in the second half of the session.

Tutors should facilitate and support the learning process by providing tutorial support to candidates on an ongoing basis. A substantial part of assessment work may be produced outwith formal class time; Tutors should take steps to authenticate assessment evidence produced by the candidate.

The work produced for assessment may be presented in any preferred format. For candidates applying to HEIs this may take the form of a sketchbook or finished developmental worksheet(s).

Formative assessment should be ongoing throughout the duration of the Unit and the development of reflective practice encouraged during feedback sessions with candidates. The evaluation stage of the process should be considered as an integral part of the process and candidates encouraged to record their observations and reflections on an ongoing basis. This may take the form of annotated comments, reflective logs or diaries.

In **Outcome 1** candidates should be setting the context for their research and defining the design brief content independently. The tutor's role is to ensure that briefs provide sufficient scope for generating the necessary evidence for the Unit. Tutors should engage the candidate in reflective questioning during tutorial sessions. Tutors should be satisfied that the selected design area and design brief is sufficiently detailed and of the necessary complexity to generate a successful design activity. It is essential that this process is complete before proceeding with the later development stage and therefore recommended that Outcome 1 is summatively assessed early in the Unit.

In **Outcome 2** both experimental and traditional manipulative techniques and/or applied pattern should be evidenced in the production of two and three-dimensional textile samples and concepts. The development process should reflect consideration of textile and fibre properties. Candidates should display a responsible and considerate approach to their working practice and adhere to current health and safety requirements.

In **Outcome 3** combinations of experimental and/or traditional manipulative techniques and applied pattern may be included depending on the developmental process. The development process should reflect consideration and use of textile and fibre properties; this could be in the form of annotation or presented as oral commentary to the tutor. It is expected that the experimental samples will be of a larger scale than the pieces produced for Outcome 2, with consideration being given to both the technical face and reverse sides of the textile.



## Higher National Unit specification: support notes (cont)

### Unit title: Art and Design Project: Textiles

For **Outcome 4** it is recommended that evidence of evaluation is presented at a critique, either in a group situation or one-to-one. Alternatively, candidates could present a written or digitally recorded evaluation.

#### *Opportunities for developing Core Skills*

All elements of the Core Skill of Problem Solving should be naturally developed and enhanced as candidates undertake the creative and practical work in planning, designing and producing a response to self-initiated design brief. This design, development and production of experimental textiles should demonstrate an understanding and creative application of manipulative techniques and pattern-making.

Candidates could be encouraged to critically examine and discuss the work of professional to support their understanding of design sources and concepts. Action planning for their own project will require the identification of a range of issues, constraints, limitations and opportunities in order to set realistic timescales for key stages of the work. The design potential of textiles as an expressive medium will be realised through effective organisation and safe use of materials and techniques during production. Review, reflection and justification of the approaches selected should be on going; individual personal interviews with tutors could reinforce analytical approaches to working practice.

#### **Open learning**

The practical nature of parts of this Unit would make it difficult to deliver via open learning. Although parts of this Unit could be delivered by distance learning, it would require a considerable degree of planning by the centre to ensure the sufficiency and authenticity of candidate evidence.

For further information and advice please refer to the SQA guide, *Assessment and Quality Assurance of Open and Distance Learning* ([www.sqa.org.uk](http://www.sqa.org.uk)).

#### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **General information for candidates**

### **Unit title:** Art and Design Project: Textiles

This Unit will allow you to draw upon your creative skills and further develop your material handling skills.

This Unit will be based on four Outcomes:

Outcome 1 — produce a self-directed design brief

Outcome 2 — develop the design potential of your chosen theme/concept

Outcome 3 — produce experimental textiles

Outcome 4 — evaluate the design activity

To begin with, you will be asked to produce a detailed design brief that will set the range and scope of the design activity. You will then go on to carry out practical research and experimentation with textiles that will allow you to develop the potential of your selected theme. You will use your exploratory work to inform your development of ideas and techniques for experimental textiles, using a range of manipulative processes and applied pattern making techniques. During the practical sessions you will be expected to observe and use safe working practices at all times, which will be monitored by your tutor.

Finally, you will be asked to evaluate your work and the way that you carried it out, making comment on strengths and weaknesses in approaches and practice and identifying potential for future self development.

This Unit will also provide you with opportunities to develop and practice your skills in Problem Solving. Both the research and the design and developmental process will involve you in analytical approaches to planning and organising your work. You will learn to consider all the factors which may have an impact on the creative process and you will develop your critical thinking and evaluative skills throughout all stages of the Unit.