

## Higher National Unit specification

### General information for centres

**Unit title:** Art and Design Project: Fashion/Performance Costume

**Unit code:** F1TP 35

**Unit purpose:** This Unit is designed to enhance candidate's skills and knowledge in the selection, collation and annotation of visual research for a theme of their own choosing. The gathered research will be used to drive the development of a final fashion/performance costume.

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

- 1 Produce a self initiated design brief
- 2 Develop initial concepts for a fashion/performance costume
- 3 Produce and present a fashion/performance costume

**Credit points and level:** 1 HN credit at SCQF level 8: (8 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 had prior experience of the design process, this may be demonstrated by the achievement of HN Units 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 garment construction would be helpful.

**Core Skills:** There are opportunities to develop the Core Skills of Problem Solving and Working with Others 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 assessment that requires the candidates to produce thematic research material and concept development for either a fashion or performance costume application. It would also be possible to break this assessment into three separate assessment events and to assess each Outcome separately.

## **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
- ◆ 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 fashion/performance project:

- ◆ Identify 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 time 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 are spent on this Outcome.

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

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### **Outcome 2**

Develop initial concepts for a fashion/performance costume

#### **Knowledge and/or skills**

- ◆ Thematic research
- ◆ Concept development
- ◆ Applied design elements
- ◆ Material handling techniques
- ◆ Ergonomics
- ◆ Critical thinking
- ◆ Time management
- ◆ Presentation techniques
- ◆ Critical thinking
- ◆ Health and safety requirements

#### **Evidence Requirements**

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

- ◆ Develop initial concepts for a fashion/performance costume based on the collated thematic research for the self-initiated brief
- ◆ Use design elements drawn from the thematic research
- ◆ Consider key design issues or constraints pertinent to the given brief
- ◆ Produce initial concepts in both two and three-dimensional form
- ◆ Show consideration of ergonomic requirements for the production of a final costume
- ◆ Evaluate the comparative effectiveness of initial concepts in relation to the requirements of the brief
- ◆ Present concepts suitable for final design
- ◆ Manage time to meet prescribed timescales
- ◆ Use safe and considerate work practices

Evidence should be presented as initial concepts in both two and three-dimensions using any preferred format with commentary.

#### **Assessment guidelines**

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

Written commentary could be presented as annotation. Oral commentary could be presented during group discussion.

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

**Unit title:** Art and Design Project: Fashion/Performance Costume

### **Outcome 3**

Produce and present a fashion/performance costume

#### **Knowledge and/or skills**

- ◆ Construction methods and techniques
- ◆ Ergonomics
- ◆ Health and safety considerations
- ◆ Materials and media handling
- ◆ Problem solving
- ◆ Presentation

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can, in producing a final design for a fashion or performance costume:

- ◆ Select a concept that meets key design brief constraints and issues
- ◆ Develop and refine the handling of media and materials used in the development stage
- ◆ Show consideration of ergonomic factors
- ◆ Observe and comply with current health and safety requirements

Evidence should be presented as a fashion/performance costume, supported by illustrations and samples where required.

#### **Assessment guidelines**

The final design selected should be presented as a functional fashion/performance costume.

As the scale and complexity of some designs may preclude the production of a full-scale fully finished piece, a maquette or sample costume, or section of a costume with accompanying illustrations to show final detailing and standard of finish could be presented.

The tutor should ensure that the evidence presented reflects due consideration of the practicalities of constructing the final fashion/costume design.

## Administrative Information

**Unit code:** F1TP 35

**Unit title:** Art and Design Project: Fashion/Performance Costume

**Superclass category:** JK

**Original date of publication:** August 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: Fashion/Performance Costume

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 40 hours.

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

This Unit will allow candidates to integrate and apply a wide range of creative skills in the development of ideas and design for a self-directed fashion/performance costume brief. The creative processes of critical thinking and evaluation will be developed through the development and resolution of concepts for the design brief. If a group project approach is utilised it is recommended that candidates work on related but distinct sections or elements of costume to distinguish clearly their personal input in the group project.

Tutors should ensure that design briefs are balanced, identifying the thematic context for the project, and that project timescales and all key design issues or constraints are taken into account when producing the fashion/performance costume. It is important that candidates meet interim deadlines identified in the brief, so regular tutorials should be held either individually or in small groups.

There is scope for tutors to link this Unit with other Units either in the form of linked projects with performing arts/fashion projects or in the setting of 'live' projects with outside agencies. Consideration could also be given to links with other fine art areas including sculpture and or mixed media.

#### **Outcome 1**

Candidates should already be familiar with the structure and content of design briefs. There may be opportunities to research the work and working practices of contemporary and/or historical performance costume/fashion designers, dependant on the selected brief. The importance of developmental drawing and first hand observation studies should be promoted to strengthen the individuality and quality of the design response. The tutor, as an impetus for the self-directed brief, could provide a theme.

#### **Outcomes 2 and 3**

Regular feedback and review sessions will support candidates in the development of their reflective practice and critical thinking skills. The tutor should use feedback sessions to support candidates' selection and editing of concepts and ideas. The tutor should provide the candidates with a range of presentation options and styles before the final designs are presented for summative assessment at the end of the Unit. These could take the form of past student exemplars or be drawn from the work of practising designers/artists. Exemplars could be used to prompt discussion with the class group. Presentation formats could include traditional paper-based and electronic media formats.

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

### **Unit title:** Art and Design Project: Fashion/Performance Costume

Candidates should be supported in producing two or three clear progressive lines of development. The use of formative assessment by the tutor and the development of the candidate's reflective practice should be encouraged. Developmental approaches should demonstrate clear links with the theme or concept identified in the brief, and be informed by effective problem solving approaches in the generation of two and three-dimensional samples. The final selection of a design for production should be based on a clearly defined rationale.

Any annotation of the developmental process should be succinct and inform the process. Although it is not critical that candidates have experience of pattern construction, a range of simple constructed garments and pattern blocks may be of use to candidates. An alternative approach would be the customisation of basic garments or simple calico toiles and/or accessories.

Candidates should produce the final piece, which should draw on practical media handling and skills developmental processes. It is recommended that tutors allocate approximately 40% of class time to this task. Materials handling should be of a good standard with the final article showing due considerations of the key design issues and constraints relating to practicality and functionality.

The final selection of a design for production should be based on a clearly defined rationale. It may be helpful to incorporate a group critique in the final presentation of the design research, process and finished article. This would allow the students to demonstrate and justify the final selection and assist in developing their confidence in creating a 'pitch' to potential clients.

### **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 may be readily combined with other core or optional Units within the framework to provide opportunities to consolidate and reinforce the skills within a combined project. For candidates presenting portfolios for articulation or to potential employers, this combined approach would encourage greater coherence across the award.

Candidates should show skills and knowledge, both in their selection of thematic research for the self-directed theme and in the subsequent development of concepts and designs for fashion/performance costume applications. As the developmental process and gathering of visual stimuli may in part occur outwith controlled conditions, the tutor should be satisfied that all assessment evidence has been produced by the candidate. This could be ensured through oral questioning and through consistency of style and working approach demonstrated during the on-going practical design development through to the final design solution stage.

Assessment should be by one instrument of assessment covering all Outcomes. The assessment process would be continuous throughout the duration of the Unit with final summative assessment taking place towards the end of the Unit. Tutors should assist with candidate's planning and time management skills. Feedback should be given to candidates through regular tutorials.

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

**Unit title:** Art and Design Project: Fashion/Performance Costume

### ***Opportunities for developing Core Skills***

The Core Skill of Problem Solving could be developed and further enhanced as candidates undertake the Unit. The process of undertaking thematic research before identifying potential areas for development in the form of a self-initiated brief will involve candidates in high levels of critical thinking. The identification of timescales and ergonomic requirements will underpin planning. Decisions will be made on the potential of the media in the creation of finished fashion/performance costumes. Progressive development of concepts within constraints of time and budget will further develop skills in problem solving. Health and safety considerations will be taken into account and observed throughout production. Discussions with tutors and/or a group critique at various stages of the production process would enhance evaluation skills and the ability to identify and justify decisions taken. Candidates should present the final fashion/performance costume to a professional standard, using relevant illustrations and samples, to support an analysis of the effectiveness of process and product.

For candidates involved in group activity projects, there may also be opportunities to develop and reinforce skills in working with others. Candidates could be involved in the negotiation of roles and the development of cooperative or collaborative agreed approaches and working practices utilising individual strengths within the group. This process would allow them to review and evaluate their personal contribution to the task, providing justification, and supporting evidence. Recommendations could be made for improvements to future working practices.

### **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 document *Assessment and Quality Assurance for Open and Distance Learning* which is available on SQA's website: **[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: Fashion/Performance Costume

This Unit will draw upon your creative skills and abilities in both two dimensional and three dimensional areas as you develop your material handling skills to design and produce fashion/performance costume for a self-directed brief.

You will be asked to produce a brief for a fashion/performance costume. This brief will:

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

You will be expected to review and reflect on your progress on an ongoing basis throughout the Unit.

Once your brief has been approved you will go on to research and develop ideas and concepts for the brief. You will:

- ◆ Develop initial concepts for a fashion/performance costume based on the collated thematic research for the self-initiated brief.
- ◆ Use design elements drawn from the thematic research
- ◆ Consider key design issues or constraints pertinent to the given brief
- ◆ Produce initial concepts in both two and three-dimensional form
- ◆ Show consideration of ergonomic requirements for the production of a final costume
- ◆ Evaluate the comparative effectiveness of initial concepts in relation to the requirements of the brief

After reflecting on the strengths and weaknesses of your concepts you will select your final design idea for further development. You will then produce and present your selected design.

- ◆ At all times you will use safe and considerate work practices

This Unit will also provide you with opportunities to develop a number of Core Skills and/or Core Skills components that could include Problem Solving (Planning and Organising and Critical Thinking), oral/written Communication, IT skills and Working With Others.