



Higher National Unit specification

General information

Unit title: History of Costume: Biblical—1800 (SCQF level 7)

Unit code: HD74 34

Superclass: LE

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Unit purpose

This Unit will encourage an exploration of the history of dress requiring learners to investigate social, political, and cultural events and circumstances which initiate and obstruct changing fashion and trend. This Unit develops learners' research skills and knowledge pertinent to the development of dress from antiquity to Western European in 1800. A sound knowledge of the history of clothing underpins all practical undertakings.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Carry out research into the history of costume.
- 2 Identify elements and components of dress.
- 3 Identify major developments in art and style movements.

Credit points and level

- 1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

While access is at the discretion of the centre, learners would benefit from having prior knowledge and interest in costume history, art history, fashion design and development. These skills could be developed from studying appropriate Units at SCQF level 5 or 6.

Higher National Unit Specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Carry out research into the history of costume.

Knowledge and/or Skills

- ◆ Using a variety of sources of information
- ◆ Research and compile in chronological order
- ◆ Drawings, diagrams, illustrations
- ◆ Presentation and lay-out

Outcome 2

Identify elements and components of dress.

Knowledge and/or Skills

- ◆ Garment shape and silhouette for men and women
- ◆ Accessories including styles in hair and makeup
- ◆ Period textiles and colour preference
- ◆ Development of style and trend
- ◆ Social history and landmark events affecting fashion
- ◆ Terminology

Outcome 3

Identify major developments in art and style movements.

Knowledge and/or Skills

- ◆ Major historical movements
- ◆ Modern and current designers and practitioners,
- ◆ relationships between modern and historical practice

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can research and document notes by compiling a portfolio of research which includes personal drawings, diagrams, and observations. Research should also cover accessory details, and side and rear elevations of silhouette. This will be taken from a broad range of sources and will be presented in chronological order. The research should address:

- ◆ garment shape and overall silhouette for men and women
- ◆ textiles and colour preference
- ◆ accessories including styles in hair and makeup
- ◆ style development
- ◆ design Ideas
- ◆ social History and landmark events affecting fashion.

All pictorial and associated content must be referenced.



Higher National Unit Support Notes

Unit title: History of Costume: Biblical—1800 (SCQF level 7)

Unit Support Notes are offered as guidance and 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

The purpose of this Unit is to trace the history of costume and clothing from the earliest times to 1800.

This Unit is part of the HNC/HND Costume for Stage and Screen.

For this Unit, learners will compile a body of research both textual and illustrative which will provide them with information and reference. If the Unit is being delivered as part of the HNC/HND Costume for Stage and Screen, then the research and compiled materials can be used as a resource throughout the programme of study.

This Unit requires that the learner collect information and research pertinent to specific eras of fashion development, as is mandatory for a costume designer, supervisor, or cutter in a production wardrobe, as a manager or assistant in a theatrical hire business, or as a research assistant in any costume related industry.

Use of the correct terminology and an ability to identify correct period, century, purpose, style and approximate date is fundamental to all who work with costume or in costume related industries.

If the Unit is being delivered as part of the HNC/HND Costume for Stage and Screen it is recommended that it be delivered across the programme of study and should underpin and (as far as possible), keep pace with practical Units.

Guidance on approaches to delivery of this Unit

This Unit can be delivered through:

- ◆ Lectures
- ◆ Use of Power Point Presentations
- ◆ Display of costume examples for close examination
- ◆ Visits to archives and clothing collections
- ◆ Art Galleries and Museums
- ◆ Study trips and visits

Higher National Unit Support Notes (cont)

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Imagery should be gathered from a diverse source base, including:

- ◆ Archive material
- ◆ Fine Art
- ◆ Pictures of actual costume from museums, wardrobes and collections
- ◆ Personal photographs and drawings
- ◆ Pictures from film, TV and theatrical productions
- ◆ Fashion derivative
- ◆ Costume and fashion designs

Learners should be encouraged to use the correct terminology for garments and clothing components at all times and to be able to identify approximate dates by using *early*, *mid* and *late* century as a pre-fix to speculations.

It is important that learners can identify the correct art and style movement to which the clothing and accessories belong so that the correct terminology can be applied when describing features and trends, eg *classic*, *baroque*, *rococo*, *romantic*, *gothic*, etc.

Variations in trend and silhouette across regions should also be noted, together with sumptuary laws imposed in certain countries and periods. Where social history, war, exploration and inventions determine style in clothing, taste and availability these factors should be included to further the learners understanding of supply, demand and the transition of fashion across the eras.

Learners should be encouraged to draw, bullet point, list, photograph, and annotate, rather than write and copy copious amounts of related materials.

All pictorial and written content must be referenced.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

The learner will assemble a compilation of researched materials, lecture notes, diagrams, drawings, sourced illustration, photographs and critical evaluations of costume reconstructions to meet the given brief.

Tests and informal presentations could be used to assess the learner's progress.

Learners could be assessed on submission of a compiled body of research taken from a range of sources. This should be in chronological order as dictated by lectures, the content of which should provide a springboard to subsequent research. Research should address:

- ◆ garment shape and overall silhouette for men and women.
- ◆ textiles and colour preference.
- ◆ accessories including styles in hair and makeup.
- ◆ style development.
- ◆ design Ideas.
- ◆ social History and landmark events affecting fashion.

Higher National Unit Support Notes (cont)

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The learner's compilation should be submitted for assessment typed and in chronological order. Prior to assessment learners should be given a breakdown of the periods and areas to be assessed. Illustrative content and imaginative presentation are a very important part of the compilation which should include details of relevant visits made to sites or museums, together with critiques about costume in plays and performances attended or collaborated on. The compilation might also include images taken from magazines and periodicals (as well as samples from fabric and textile outlets). Assembling a body of research is a continuous process, and this personal body of work, which underpins all other areas of study, should become both a research file and a scrapbook of information, which will be added to and assembled as an on-going process.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of Oral and written *Communication*, *Information and Communication Technology (ICT)* skills and Critical Thinking at SCQF level 5 in this Unit.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

In this Unit you will develop research skills and knowledge pertinent to the development of dress from antiquity to 1800. You will investigate clothing, accessories, styles and trends across a broad spectrum of periods, cultures, ethnicities and places and develop a vocabulary to describe and record this information.

In your chosen specialism of costume design and production it is required that you are able to communicate using the correct terminology and language and to be able to identify and date garments accurately.

Compiled text, notes, images and personal drawings and diagrams should indicate your understanding and evidence research gathered on study trips, museum and theatre visits.

Oral presentations and illustrated assignments could form part of your work, as could practical assignments, eg working in pairs to wrap turbans or sari's and learning about the correct dressing sequence and procedures in particular eras.