



Higher National Unit specification

General information

Unit title: Costume Design Method (SCQF level 7)

Unit code: HD7N 34

Superclass: LE

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Unit purpose

This Unit will investigate practical design skills used in the production of costume designs. Learners will be encouraged to experiment with a broad spectrum of drawing media and processes. Debate and discussion will form an important part of this Unit, as will observation of best current practice and examples of other designers' work.

Outcomes

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

- 1 Use a range of materials and processes.
- 2 Evaluate the design process.
- 3 Create costume design ideas.

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

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 5 Planning and Organising at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

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

Use a range of materials and processes.

Knowledge and/or Skills

- ◆ Characteristics of materials
- ◆ Suitability of processes
- ◆ 2D and 3D design
- ◆ Safe working practices

Outcome 2

Evaluate the design process.

Knowledge and/or Skills

- ◆ Planning: stimulus, response and research
- ◆ Process and problem solving
- ◆ Health and safety

Outcome 3

Create costume design ideas.

Knowledge and/or Skills

- ◆ Concepts
- ◆ Design development
- ◆ Practical considerations

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide sketch book evidence to demonstrate their Knowledge and Skills across all Outcomes, by showing that they are able to:

- ◆ use a range of drawing and media techniques to convey their costume design ideas in accordance with the brief. This must include: appropriate figure proportion, use of effective backgrounds and render of a variety of textile patterns and finishes.
- ◆ evaluate the design process undertaken. This must include an outline of the research and planning carried out and the research and development of their designs.
- ◆ manipulate figure templates to depict a wide range of body shapes, postures and positions.
- ◆ produce costume designs showing front, side and rear perspectives.
- ◆ comply with relevant health and safety guidelines and procedures throughout the development of their work.



Higher National Unit Support Notes

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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

This Unit is part of the HNC/HND Costume for Stage and Screen. It is recommended that it is delivered in advance of the Unit Costume Design Interpretation if being undertaken as part of the HNC/HND Costume for Stage and Screen.

This Unit will explore the characteristics of design materials, methods and processes, commonly used in the creation of costume designs for performance. Learners will develop skills that show knowledge and application of materials, techniques and processes that are used in the design and creation process.

This introductory work should be as wide-ranging as possible in order to provide learners with a broad range of skills, and approaches which will enable them to tackle subsequent costume design challenges.

Learners will develop an understanding of how to research, explore, develop and communicate design ideas in response to a design stimulus or brief.

Guidance on approaches to delivery of this Unit

Introductory workshops could be used to introduce learners to costume design potential using 2D and 3D techniques. This could be achieved through planned practical activities in use of media and processes, figure drawing, use of templates, colour choices and application, textile render and character depiction.

Pictorial examples of drawing techniques commonly used to depict costume ideas could be discussed by the group to assess the method used by the designer to artistically interpret ideas and convey instructions to a wardrobe team. These might include preliminary sketches, graphic drawings, diagrams and details of features or practical details.

Figure proportion for fashion drawing could be compared with the much wider spectrum of shape, size and form and deformity required to produce costume designs which are often required to be fantastical. Regular proportions (using the seven, eight and nine head method) could be discussed and practiced by the group to determine the image and character impact of height and width.

Higher National Unit Support Notes (cont)

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Background techniques to aid design might include — surface choices and treatments, eg washes, blending, and scenic detail using a variety of methods.

Fabric render covering both pattern and texture could look at a wide and diverse spectrum of fabrics commonly used in costume production such as checks, tweeds, spots, stripes, floral prints, fur (in all its varieties), feathers, leather, satin, velvet, metallic and sequins, gemstones, lace and transparent fabrics.

Observation of fabric samples, costume examples and scrutiny of fine art examples will help learners to determine the qualities of materials and how they might be replicated on a 2D design. In addition, learners should consider the depiction of character, age, ethnicity and posture, all of which aid and explain costume design choices.

Designs for production require front, side and rear elevations together with detailed drawings of decorative or specific elements which enable the costume production team to make cutting and construction decisions. Recorded reflections of the design process and evaluations of practice should accompany sketchbook exercises and design ideas.

Where learners as designers are using sharp implements, eg knives, scissors and scalpels, or chemicals such as white spirit, paints, lacquers and adhesives, health and safety measures should be recorded.

For learning Outcome 1, learners should be introduced to design materials, techniques and processes which could be demonstrated by the tutor. The purpose of this Outcome is to develop learners' engagement and ownership of design approaches. Different design materials and techniques should be explored in either group or pair work or individually. Learners could be shown how processes such as collage, background treatments, template application and manipulation can be utilised to design costumes, and accessories for performance.

Practical workshops could be used to allow learners to develop their understanding of the characteristics of the different materials.

For assessment purposes learners will make personal comment on the characteristics and potential applications of the materials, techniques and processes together with any health and safety precautions which should be taken.

Outcome 2, relates to the learner's ability to reflect on the design process as they have experienced it in this Unit. Their reflection will comprise their thoughts and preferences for the materials, skills and processes that they have applied.

For Outcome 3, learners will apply the skills that they learnt in the first exploratory design workshops to develop design ideas in response to a stimulus. The development of ideas will include researching, exploring, planning and communicating design ideas through 2D and 3D work.

Higher National Unit Support Notes (cont)

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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.

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.

The learner will produce a sketchbook of design practice and techniques undertaken in class and in self-directed study time.

Evidence for assessment will include work produced by learners in workshops. This should be submitted in a sketch book with attention paid to presentation.

Learners' understanding of the process may also be evidenced by learner reflection on the process. Materials, techniques and application of appropriate processes could be evidenced through a questionnaire written by the learner, or a presentation to the rest of the group. To ascertain individual understanding the tutor can use question and answer to validate individual understanding.

A checklist such as this might be used for formative assessment:

No	Task	Pass	Rem	Action
1	3 x observational costume drawings using three different mediums. Evaluate and explain qualities and personal preferences.			
2	3 x quick sketches (from observation of costume) on different surfaces. Evaluate the exercise			
3	3 x Created textured effects for backgrounds using spatter/blown and blended methods. Experiment with clingfilm and paint.			
4	Drawing and proportion using templates. Manipulation of templates. Adding clothing.			
5	Understanding colour and character. Personal exploration and effects			
6	Character assumptions based on clothing choices. Profile.			

No	Task	Pass	Rem	Action
7	Exploration of textile render			
8	Maquette building			
9	Process and evaluation of exercises			
10	Presentation			

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 *Communications*, *Working with Others*, *Information and Communication Technology (ICT)* and *Critical Thinking* at SCQF level 5 in this Unit. Other skills developed in this Unit include:

Independent Learning: Researching the characteristics of different design materials techniques and processes and developing design ideas in response to a stimulus.

Creative Thinking: Developing design ideas in response to a stimulus. Communicating design ideas. Using methods materials and processes to realise design ideas.

Reflective learning: Reflection on learning to describe and evaluate the skills learnt in the realisation of the design element. Understanding and applying health and safety to the design realisation process.

Communication skills: Communicating information, ideas and opinions effectively.

This Unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5 and Planning and Organising at SCQF level 5.

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.

This Unit will introduce you to the many and varied mediums, skills and processes commonly used to produce design ideas for costume.

The role of the costume designer is to communicate costume ideas which create atmosphere, convey character and also provide instructions about cut, construction, colour and texture to a wardrobe department.

You will explore and evaluate methods which will help you to realise ideas and concepts.

This Unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 5 and Planning and Organising at SCQF level 5.