



Higher National Unit specification

General information

Unit title: Costume Design Interpretation (SCQF level 7)

Unit code: HD7P 34

Superclass: LE

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Unit purpose

The aim of this Unit is to develop capacity and understanding of the research, application, analysis and rendition of costume design. Learners will be given the opportunity to investigate and study selected texts and play scripts with a view to interpreting character, scenario and costume. Learners will investigate textual and actual factors which determine cultural, ethnic, period and personal attitudes to clothing and costume.

Outcomes

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

- 1 Research and analyse text and play scripts.
- 2 Produce costume design ideas.
- 3 Synthesise ethnicity, period, and character into finished designs.

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 art and design, costume history, art history, theatrical theory and performance. These skills could be developed from studying appropriate Units at SCQF level 5 or 6.

Higher National Unit Specification: General information (cont)

Unit title: Costume Design Interpretation (SCQF level 7)

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

Research and analyse texts and play scripts.

Knowledge and/or Skills

- ◆ Outline of plot
- ◆ Character analysis
- ◆ Design intentions
- ◆ Costume requirements
- ◆ Scenario, writers' intentions and past productions

Outcome 2

Produce costume design ideas.

Knowledge and/or Skills

- ◆ Communication using the language of art and design
- ◆ Design process
- ◆ Design development
- ◆ Design choices and eliminations
- ◆ Technical details
- ◆ Period accuracy

Outcome 3

Synthesise ethnicity, period, and character into finished designs.

Knowledge and/or Skills

- ◆ Extract and disseminate information from text
- ◆ Depict period and ethnicity
- ◆ Character profiles

Higher National Unit specification: Statement of standards (cont)

Unit title: Costume Design Interpretation (SCQF level 7)

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 selected texts and play scripts and produce a folio of costume design ideas which must include:

- ◆ details of the research undertaken and analysis of the text or script.
- ◆ an outline of the characters profiles for all designed costumes.
- ◆ technical notes to support the design ideas in relation to the ethnicity, period, and characters.
- ◆ annotations describing the functional and technical details of the designed costume.
- ◆ three finished costume designs for presentation which must meet the requirements of the brief.



Higher National Unit Support Notes

Unit title: Costume Design Interpretation (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 research and production of costume designs allows learners to fully comprehend the importance of costume to performers. In addition, learners will develop knowledge of the role of the costume designer as part of a creative team for both theatre and film.

This Unit gives learners an opportunity to investigate and study selected texts and play scripts with a view to interpreting character, scenario and costume (from a suggested list of choices). Debate and discussion will form an important part of this Unit, as will observation of best current practice and examples of other designers' work.

Learners will be expected to show a high level of personal initiative and imagination to meet the Outcomes. Finished designs will be presented and discussed by the group and learners should expect to justify and explain their personal design decisions together with any manipulations appropriate to either a live or filmed event.

As in a working wardrobe environment, attention to practical necessities, such as quick change, costume duplication (in the event of destruction on stage or a broken down version being required as part of the textual demands of the script), must be planned for and accommodated in the finished designs. All design decisions should be justifiable.

Guidance on approaches to delivery of this Unit

If this Unit is being delivered as part of the HNC/HND Costume for Stage and Screen, it is suggested that it be delivered after 'Costume Design Method' and in parallel with History of Costume: Biblical – 1800.

The Unit could be supported by visits to the theatre and cinema. This will ensure that learners have a broad knowledge of art and design mediums and have experimented with templates, body proportion, colour and textile render, as well as looking at different methods of recording visual ideas using 2D and 3D techniques.

Tutors should attempt to select texts or supply vision statements which deal with periods in history, or can be located in historical periods which have been researched. To commence, tutors should present learners with visual examples of design work pulled from a range of sources and showing variable treatments and approaches by students and also professional costume designers' eg impressionistic work/graphic work/ design developments/costume

plates. Learners will benefit from visits to museums, galleries and costume collections where this is possible and appropriate to study.

Higher National Unit Support Notes (cont)

Unit title: Costume Design Interpretation (SCQF level 7)

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.

It is suggested that tutors develop a formative assessment checklist to assess the learners' ability to collect and collate ideas for design, eg:

Evidence	Achieved	Requires more work
Overview of plot and outline of your design intentions.		
The costume requirements of a text or score (for principal characters)		
Research scenario, writers intentions		
Preliminary drawings		
Presentation methods		

Final assessment could be a presentation of finished designs to the group in a Question and Answer session or in an exhibition where the group will give a critical appraisal of the design submitted.

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.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

In this Unit there are opportunities to develop Core Skills in *Communications*, *Problem Solving*, *Working with Others* and *Information and Communication Technology (ICT)*.

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 is concerned with the interpretation of text, and the creation of original design and depiction of costume, as practised in professional theatres and film companies by costume designers. Although some guidance and indication may be given in the text relating to the visual aspects of these characters, the design restrictions are extremely flexible. Some roles could be played by either sex, with the exception of singing characters where the casting is restricted due to the voice demanded by the composer, eg soprano or tenor.

From a given list you will be asked to choose one production; acquire (if this script or score is not in the Learning Resource Centre library), study the text and design costume for three characters, (a combination of male and female). If you are studying this Unit as part of the HNC/HND Costume for Stage and Screen you will use techniques and methods experimented with in 'Costume Design Method'. You are to consider the scenario, the writer's intentions, character and appropriate fabrics, trimmings and accessories suitable for accurate interpretation of your designs.

The choice of time and place (if not dictated by the writer) could be your own, but if you decide to use a scenario which is different from the writer's original intentions, you must be able to explain and justify your decisions. Your drawings should be in colour and include accessories and detailed embellishment. You may show evidence of background techniques if they are appropriate to the communication of atmosphere, together with proportion and textile render learned in class. They should be no larger than A3. You must show textual evidence and research. These designs should be submitted together with your working sketchbook showing learned techniques to date.

Assessment of this work will be at two stages. At a formative stage you will be assessed on preliminary work, which includes research, intention and speculative ideas which should be presented in a supportive file or sketchbook. Final assessment will require that you present three coloured designs suitable for appraisal and exhibition by your tutor and class group.