

SQA Advanced Unit specification

General information for centres

Unit title: Art and Design: Textiles

Unit code: HT4M 47

Unit purpose: This Unit is designed to enable candidates to develop their knowledge and skills of the processes and techniques involved in the creative use of textiles. Candidates will carry out research and then produce experimental textile piece/s.

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

- 1 Research the work of chosen artists/designers who use textiles as an expressive medium.
- 2 Use manipulative processes and techniques to produce thematic textile work.

Credit points and level: 1 SQA credit at SCQF level 7 (8 SCQF credit points at SCQF level 7*).

**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 National 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. Candidates should have an understanding of the design process, having completed SCQF level 7 SQA Advanced Units that form part of the Art and Design Group Award, or have similar qualifications or experience. This may be demonstrated by the achievement of National 2 or Higher NQ Units or by a practical portfolio of art and design work. A basic knowledge of fabric structure and textile materials would be helpful although this is not essential.

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: Holistic assessment is strongly recommended although it would also be possible to break this assessment into two separate assessment events and to assess each Outcome separately.

As both this developmental process and the gathering of initial research may in part occur outwith controlled conditions, the tutor should be satisfied that all assessment evidence has been produced by

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the candidate. This could be ensured through formal presentation of the collated research for Outcome 1 and through consistency of style and approach in the development of creative textiles.

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SQA Advanced 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

Research the work of chosen artists/designers who use textiles as an expressive medium

Knowledge and/or Skills

- ◆ Researching and sourcing
- ◆ Planning and organising
- ◆ Analysis
- ◆ Inspirational influences
- ◆ Textile media and materials

Evidence Requirements

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

- ◆ Produce research materials from a variety of sources
- ◆ Organise and collate research and source material
- ◆ Describe the artist/designers use of textile media and materials
- ◆ Explain the factors influencing the artistic development of selected artists/designers
- ◆ Select visual examples of artist/designers work

Evidence should be presented in the form of a folio of collected visual information with commentary.

Assessment Guidelines

Suitable formats for a folio of evidence include folio/folder, sketchbook, digital/online folio, and oral presentation with accompanying visuals, multi media presentation. Commentary may be oral or written and could be in the form of annotations of visual material. Visuals should clearly relate to the use of textile media and materials by the selected artists/designers.

This Outcome could be assessed individually, although it is recommended that all Outcomes be holistically assessed.

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Outcome 2

Use manipulative processes and techniques to produce thematic textile work

Knowledge and/or Skills

- ◆ Textile/fibre properties and construction
- ◆ Manipulative techniques
- ◆ Pattern
- ◆ Problem solving
- ◆ Safe studio work practice

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can, in the production of textile piece(s):

- ◆ Select a thematic area/topic
- ◆ Develop and apply manipulative techniques to selected textile(s)
- ◆ Incorporate both two- and three-dimensional approaches to fabric manipulation
- ◆ Produce experimental textiles that show clear links to earlier research and make use of manipulation and pattern
- ◆ Demonstrate safe, tidy and considerate approaches to studio work practices

Evidence should be presented as a collection of experimental textile pieces supported by sketchbook/folio/worksheets showing developmental work that record the development process and techniques explored to produce experimental examples. This should be in the form of annotations or commentary. Tutors should use a checklist to record the ongoing use of safe, tidy and considerate studio practice.

Assessment Guidelines

Candidates can be encouraged to explore both experimental and traditional manipulative techniques and applied pattern in their production of samples.

Each candidate can determine the thematic focus for the design task.

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.

This Outcome could be assessed individually, although it is recommended that all Outcomes be holistically assessed.

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Administrative Information

Unit code: HT4M 47

Unit title: Art and Design: Textiles

Superclass category: JA

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Source: SQA

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SQA Advanced Unit specification: support notes

Unit title: Art and Design: 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 40 hours.

Guidance on the content and context for this Unit

This Unit is intended to introduce candidates to a range of artists and designers using textiles as an expressive medium. This Unit may be contextualised to suit both art or fashion applications but has been primarily developed as part of an SQA Advanced Group Award in Art and Design. Candidates will have the opportunity to research and study the working methods and practices of artists and designers. It is recommended that individual candidate research be presented to the group prior to the developmental stage. It is likely that candidates will work independently.

Outcome 1 looks at the use of textiles and textile applications as an expressive medium. A number of art and design applications could be considered as starting points, for example, contemporary Japanese textiles, artists such as Cathy DeMoncheaux, textile jewellery, etc. It is recommended that the tutor introduce candidates to a range of historical and contemporary practice prior to the selection of individual research options. This should be at the initial session.

Group discussion in the early sessions should include a review of basic textile properties and construction types. Key fibre properties including thermo-plasticity, moisture absorption and chemical composition should be covered and related to the construction of knitted, woven and non-woven fabrics. It is suggested that this process is based around tutor-led practical workshop sessions, supporting the ongoing process of candidate research into their chosen artist/designer.

Outcome 2 involves the candidate in the production of experimental textile samples. Candidates should select a theme or topic. This would ideally be linked with thematic research produced for another Unit within the Group Award.

A range of applied textile manipulation processes and pattern-making techniques could be covered. Manipulation of fabrics should utilise fibre properties and fabric construction/deconstruction through the application of heat, stitching, and chemical processes eg devore. Traditional techniques including printing, silk painting and batik would allow candidates to explore the creative potential of scale, repetition, bleeding, and registration and resist effects, if appropriate. For practical purposes this would be in the form of practical workshops and supplementary experimental samples designed to demonstrate the basic processes.

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

Guidance on the delivery and assessment of this Unit

This Unit is likely to form part of the Group Award in Art and Design. It is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

It is designed to allow candidates to develop skills and experience in the manipulation of textile products. This process-driven Unit could be combined with other related art and design Units,

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allowing the developmental process to be extended and translated into a finished Outcome. This Unit could be delivered at any time throughout the session, although it would be of benefit if candidates already had some experience of the design process before starting this Unit. Candidates should be encouraged to consider the use of textiles as an expressive medium. They should use their study of professional practice to inform their understanding of the potential offered by the medium.

The candidate should evidence practical demonstration of their skills. As both the developmental process and the gathering of initial research may in part occur out-with controlled conditions, the tutor should be satisfied that all assessment evidence has been produced by the candidate. This could be ensured through formal presentation of the collated research for Outcome 1 and through consistency of style and approach in the development of creative textiles.

Holistic assessment is strongly recommended although it would also be possible to break this assessment into two separate assessment events and to assess each Outcome separately.

Outcome 1

The tutor should discuss with the class both historical and contemporary artists/designers who have used textiles as a creative medium. The candidate should set the context for their research in consultation with the tutor. Tutors should ensure that any selected artists/designers would allow the candidate to produce sufficient evidence to meet all Evidence Requirements. This research will be fundamental in driving the candidate's later practical work so timelines for completion of this Outcome should be given. It is recommended that this would be completed in approximately 10 hours at the start of the Unit. As it is likely that this research will be undertaken outwith controlled conditions, to assist with authentication, it is recommended that the tutor formally review the collated research.

Candidates could present their research to the student group, providing them with an opportunity to develop their skills in oral communication. Multi-media or paper-based presentation formats could be used in presenting assessment evidence for Outcome 1. The work produced for Outcome 2 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 through reference to the assessment criteria during feedback sessions with candidates. As it is likely that some work will be produced outwith controlled conditions, tutors should take steps to authenticate assessment evidence produced by the candidate.

Outcome 2

Candidates should compile a working sketchbook/folio/worksheet(s) that records/annotates their developmental process and related problem solving activities within the context of their earlier research. Tutors should guide and support candidates ensuring that their chosen thematic area/topic provides sufficient potential for creative development.

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Opportunities for developing Core Skills

Elements of the Core Skill of Problem Solving could be naturally developed and enhanced as candidates undertake the practical work for the Unit. Candidates have to develop initial creative concepts to produce experimental textiles incorporating two and three dimensional approaches to fabric manipulation.

The consideration of all factors impacting on the development process will be demonstrated, and will involve a high level of critical thinking, as research information is applied and experimental pieces are produced. There could be discussion where techniques and approaches selected are justified. Safety considerations and time management will be integral to achievement. Candidates will evaluate a range of examples in the course of their research, and will benefit from reflective and constructive review by others as they produce experimental work to reinforce analytical and evaluative approaches to problem solving in 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).

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.

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General information for candidates

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This Unit will allow you to develop knowledge and skills of the processes and techniques involved in the creative use of textiles. You will carry out research and then produce experimental textiles.

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

For **Outcome 1** you will investigate the methods and influences of artists/designers who make or use textiles in their work. You will gather research material from your individual research of a chosen artist/designer that will help you to develop ideas and techniques in your later work.

In **Outcome 2**, you will be asked to identify a theme for development. This may involve opportunities to link with other Unit(s) in the Group Award. Once you have explored your ideas thoroughly, you will produce experimental textiles that use applied pattern and manipulation of textiles. During this time, you will be expected to use safe and considerate working practices at all times.

This Unit may also provide you with opportunities to develop and practice a range of Core Skills including communication and IT skills.