

## SQA Advanced Unit specification

### General information for centres

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

**Unit code:** HT68 47

**Unit purpose:** This Unit is designed to enable candidates to develop their knowledge and skills of fashion and performance costume design. Candidates will research, develop ideas and concepts and produce final designs of a fashion or performance costume, either in the form of a fully functional or sample piece.

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

- 1 Collect, collate and analyse thematic research for a given brief.
- 2 Develop initial concepts for a fashion/performance costume for the given brief.
- 3 Produce and present final design(s) for a fashion/performance costume.

**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 design process having completed 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 5 or Higher levels or by a practical portfolio of art and design work. A basic knowledge of garment construction 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.

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**Assessment:** It is recommended this Unit 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.

## **SQA Advanced Unit Specification**

### **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**

Collect, collate and analyse thematic research for a given brief

##### **Knowledge and/or Skills**

- ◆ Design brief — interpretation
- ◆ Thematic research
- ◆ Planning and organising
- ◆ Ergonomics
- ◆ Design elements

##### **Evidence Requirements**

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

- ◆ collect research material from a variety of sources
- ◆ select and collate thematic material appropriate to the given brief
- ◆ explain how ergonomic considerations have influenced researched designs
- ◆ identify design elements for use in developmental designs

Evidence should be presented as a sketchbook/workbook/folio/folder of research material with commentary, which may be in the form of annotations or as recorded oral commentary.

##### **Assessment Guidelines**

This Outcome could be assessed separately, or holistically with Outcomes 2 and 3.

The tutor should provide candidates with a design brief for the task. The brief should set the context for the thematic research and include design constraints/issues relating to the fashion/performance costume brief. Tutors should ensure that the brief remains sufficiently flexible to stimulate individual and creative responses to candidate interpretation of the theme.

Oral commentary could be recorded digitally or by the tutor using a checklist against which responses are recorded.

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## Outcome 2

Develop initial concepts for a fashion/performance costume for the given brief

### Knowledge and/or Skills

- ◆ Design brief — constraints and opportunities
- ◆ Applied design elements
- ◆ Material handling techniques
- ◆ Ergonomics
- ◆ Presentation techniques
- ◆ Critical reflection
- ◆ Time management
- ◆ Safe studio working practices

### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can, in developing initial concepts:

- ◆ consider all constraints and issues identified in the given brief
- ◆ use research to inform the development of ideas and concepts
- ◆ use design elements drawn from the thematic research
- ◆ identify issues or constraints pertinent to the given brief
- ◆ present concepts in both two- and three-dimensional format
- ◆ critically reflect on the effectiveness of concepts in relation to the requirements of the given brief
- ◆ manage time to meet prescribed timescales
- ◆ use safe and considerate work practices in the studio at all times

Evidence should be presented as a collection of initial ideas, rough concepts and developmental pieces in both two- and three-dimensions with annotations or commentary on the effectiveness of concepts.

### Assessment Guidelines

This Outcome could be assessed separately, or holistically with Outcomes 1 and 3.

A proportion of summative assessment evidence should be produced under supervised conditions to allow tutors to authenticate assessment evidence produced outwith the class.

Candidates could record critical reflection as annotations to sketchbook work, in a log/diary format, as recorded oral commentary or as responses in discussion. Digital recording or a checklist could be used to record oral discussion.

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### **Outcome 3**

Produce and present final design(s) for a fashion/performance costume

#### **Knowledge and/or Skills**

- ◆ Construction methods and techniques
- ◆ Ergonomics
- ◆ Health and safety requirements
- ◆ Evaluation and justification
- ◆ Presentation skills

#### **Evidence Requirements**

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

- ◆ evaluate the relative strengths and weaknesses of concepts
- ◆ select and produce a final design for a fashion/performance costume
- ◆ handle and manipulate the selected materials
- ◆ meet design brief constraints and issues
- ◆ present a final design
- ◆ justify the selected final design
- ◆ observe and comply with current health and safety requirements

Evidence should be presented as final pieces either in fully functional wearable form or, dependant on scale and complexity, in sample form, with accompanying illustrations that show consideration of the practicalities of constructing the final design.

#### **Assessment Guidelines**

This Outcome could be assessed separately, or holistically with Outcomes 1 and 2.

Assessment of candidates' ability to evaluate the relative strengths and weaknesses of the original ideas with reference to the given design brief could take the form of a group critique or individual discussion with the tutor. Responses should be recorded.

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### Administrative Information

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<b>Unit title:</b>	Art and Design: Fashion/Performance Costume
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#### History of changes:

Version	Description of change	Date

**Source:** SQA

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## **SQA Advanced Unit Specification**

### **SQA Advanced Unit specification: support notes**

#### **Unit title:** Art and Design: 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 the opportunity to integrate and apply a wide range of creative skills in the development of ideas and design/s for a given fashion/costume brief. The creative processes of critical thinking and evaluation will be developed through active engagement with a given design brief, the scope of which will be determined by the tutor.

The structure of the design brief should be balanced, identifying both the thematic context for the project and offering suggested starting points for candidate development. There is scope for tutors to link this Unit with other creative disciplines either in the form of linked projects with performing arts/fashion projects or in the setting of 'live' projects with outside agencies. Dependant on the scope and content of the given brief, the tutor will decide whether this activity is carried out either on an individual basis or as a group project. It is important that tutors ensure that candidates meet any interim deadlines identified in the brief.

#### **Outcome 1**

It is recommended that candidates are familiar with the structure and content of design briefs. One approach would be to review a range of design briefs in class allowing candidates to determine key design issues and constraints. This could be completed as a group activity.

Candidates should compile varied research from a wide range of sources. Research could cover the work and working practice of contemporary and/or historical performance costume/fashion designers, dependant on the given brief. This process could be supported by visits from practising artists or designers or through collation of internet research. Candidates should supplement sourced imagery with the production of illustrated design development and thematic research based on an identified theme. The importance of drawing and first hand observation should be promoted to strengthen the individuality and quality of the design response.

The scheduling of 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 the candidate in their selection and editing of source imagery, questioning candidates to encourage reflection on their critical thinking and rationale for including imagery.

The tutor should provide the candidates with a range of presentation options and styles. These may take the form of past student exemplars or be drawn from the work of practising designers/artists. Presentation formats may include traditional paper-based and electronic media formats.

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### **Outcome 2**

The development process should be driven by the design brief. Candidate decision-making and developmental processes should take account of all key design issues identified in the brief.

Concept development should reflect consideration of the constructional considerations needed for production of a final fashion/performance costume and show clear visual links to the gathered thematic research.

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. These developmental approaches should demonstrate clear links with the collated visual thematic research, and be informed by effective problem solving approaches in the generation of both two- and three- dimensional concepts/samples. 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 constructions used in fashion/performance costume and/or accessories should be accessible for candidate review and use at this stage.

### **Outcome 3**

Candidates should produce the final pieces, which should draw on the practical media handling and skills developmental processes in Outcome 2.

Depending on the complexity of the concept, final designs should be presented either as fully functional wearable pieces, or as samples showing methods of potential construction, fabric etc, accompanied by material illustrating and describing the details of the final design/s.

Candidates should be encouraged to explore both experimental and traditional materials handling techniques in their production of three-dimensional designs and samples.

The candidate should consider a range of presentation styles and formats before selecting a final presentation format which complements their final fashion/performance costume.

## **Guidance on the delivery and assessment of this Unit**

This Unit has been developed as part of the SQA Advanced Certificate and SQA Advanced Diploma Art and Design Group Awards. 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.



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It is recommended that assessment be by one instrument of assessment covering all Outcomes. The assessment process would be continuous throughout the duration of the Unit with one final summative assessment. Opportunities for remediation and feedback should be given on a continuous basis.

It is recommended that tutors assist with candidates' planning and time management skills development through the setting of interim deadlines for each key stage. If candidates are undertaking a group design brief, it is recommended that the tutor hold regular tutorial sessions and candidates keep log books/diaries or similar records. This will help to ensure that all candidates are working effectively and participating fully in the team project.

The final summative presentation of the project should be carried out in class, allowing for candidate questioning as this will aid authentication of evidence. The tutor should be satisfied that all assessment evidence has been produced by the candidate. This could be ensured through oral questioning for Outcome 1 and through consistency of style and working approach demonstrated during the on-going practical design development through to the final design solution stage.

### *Opportunities for developing Core Skills*

All elements of the Core Skill of Problem Solving, that is, planning and organising, critical thinking, and reviewing and evaluating, will be naturally developed as candidates analyse, plan and complete the practical work for a given brief. Using research to inform the development of ideas and concepts candidates consider constraints including time and safety issues as they identify creative ways to develop initial ideas. They have to select a design and choose and manipulate materials to produce a final design for a fashion/performance costume. Group discussion and constructive peer review during formative work could support critical reflection on of the effectiveness of concepts in relation to the requirements of the given brief, and enhance skills in analytical evaluation.

### **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).

### **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](http://www.sqa.org.uk/assessmentarrangements).

## **SQA Advanced Unit Specification**

### **General information for candidates**

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

In this Unit you will explore the process involved in the creation and development of fashion and/or performance costume. You will work to a brief and research, develop ideas and concepts and produce final designs of a fashion or performance costume, either in the form of a fully functional or sample piece. Throughout the Unit you will work to set timescales.

For Outcome 1 you will compile research for the given brief. You will use this research as inspiration for the development of your ideas.

For Outcome 2 you will develop a number of two- and three-dimensional ideas and concepts drawing inspiration from your research. Before you select your final design idea for further development and presentation, you will evaluate your design developments. This will allow you to select the strongest design.

In Outcome 3 you take your chosen concept from Outcome 2 and develop this into a final design that could be in the form of a wearable piece or a finished concept or 'sample'. Finally, you will present your work.

For both Outcomes 1 and 2, you will use safe, tidy and considerate approaches to studio work practices at all times.

The Unit may also provide you with opportunities to develop a number of Core Skills, which could include Problem Solving (Planning and Organising, Critical Thinking), oral/written Communication, IT skills and Working with Others.