



## National Unit Specification: general information

**UNIT** Art and Design: Creative Textile Development (SCQF level 6)

**CODE** F5C5 12

### SUMMARY

This Unit is designed to enable the candidate to develop an individual creative response to the development of textiles. The Unit provides scope for the development and extension of a range of introductory textile related skills for fashion and/or textile applications.

This Unit is suitable for candidates who

- ◆ wish to develop their applied use of textile related skills
- ◆ want to develop personal creativity in the area of textiles
- ◆ are undertaking a general programme of art and design Units

### OUTCOMES

- 1 Plan a creative textile project to a given brief.
- 2 Develop creative textile concepts and ideas to a given brief.
- 3 Review and evaluate the creative textile project.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would benefit from previous experience of an art or design course or Units.

### CREDIT VALUE

1 credit at SCQF level 6 (6 SCQF credit points at SCQF level 6\*).

*\*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 Access 1 to Doctorates.*

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### Administrative Information

**Superclass:** JK

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## **National Unit Specification: general information (cont)**

**UNIT**      Art and Design: Creative Textile Development (SCQF level 6)

### **CORE SKILLS**

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

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Problem Solving (SCQF level 6)
- ◆ Communication (SCQF level 5)
- ◆ Information and Communication Technology (SCQF level 5)

These opportunities are highlighted in the Support Notes of this Unit Specification.

## **National Unit Specification: statement of standards**

### **UNIT        Art and Design: Creative Textile Development (SCQF level 6)**

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**

Plan a creative textile project to a given brief.

##### **Performance Criteria**

- (a) Identify the main requirements of the given brief.
- (b) Identify suitable textile media, materials and techniques for use in the project.
- (c) Produce a simple project plan.
- (d) Produce initial investigative research in response to the given brief.

#### **OUTCOME 2**

Develop creative textile concepts and ideas to a given brief.

##### **Performance Criteria**

- (a) Select investigative research with development potential in response to the given brief.
- (b) Select and use textile media, materials and techniques with confidence.
- (c) Develop a range of creative textiles in response to the given brief.
- (d) Record, in detail, the development process.

#### **OUTCOME 3**

Review and evaluate the creative textile project.

##### **Performance Criteria**

- (a) Evaluate the strengths and areas for improvement in the project planning process.
- (b) Evaluate the strengths and areas for improvement in the development process.

## **National Unit Specification: statement of standards (cont)**

### **UNIT        Art and Design: Creative Textile Development (SCQF level 6)**

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria for this Unit.

Written and/or oral recorded evidence and product evidence should be produced to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria.

The candidate will produce a folio of work that includes:

- ◆ evidence that the candidate has understood the requirements of the given brief (thematic focus, design issues, identification of potential materials and techniques, the intended purpose, and project timescales).
- ◆ initial investigative research including relevant thematic imagery for use in the development process, and the creative use and application of textile media, materials and techniques by artists and/or designers.
- ◆ the production of a project plan for the creative textile activity. This will include reference to resources and timings for completion of the main project planning stages.
- ◆ the selection of an area(s) with development potential from the collated initial investigative research. The identification of three textile techniques and suitable materials and textile media for use in the development of textile samples.
- ◆ a range of experimental textile samples that demonstrate the creative interpretation and use of investigative research material. The samples should show evidence of confident media/material handling skills and demonstrate a clear visual link to the thematic focus of the given brief.
- ◆ a detailed record of the development process in the form of annotated descriptions of the candidates use of media, materials and techniques in the development process.
- ◆ a detailed evaluation of the development process and the textile samples to include a critical awareness of the strengths and limitations of the planning and development process including reference to technical skills development.

The folio of work may be presented in a sketchbook, workbook or display board format. The evidence for assessment will be produced on an ongoing basis in open-book conditions throughout delivery of the Unit.

The Assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

## **National Unit Specification: support notes**

### **UNIT      Art and Design: Creative Textile Development (SCQF level 6)**

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 an optional Unit of the National Certificate in Art and Design, but can also be taken as a free-standing Unit.

If this Unit is being delivered as part of a programme of art and design based Units, then it is recommended that centres consider an integrated delivery approach with other Units in the award.

This Unit will help to develop the candidate's creative development and use of a range of textile media, materials and techniques in the production of creative development work. The candidate will be involved in investigative research into a variety of textile media, materials and processes as they produce initial research that has clear development potential and which meets the identified requirements of the given brief. Suitable topics for textile related development could include surface decoration effects eg printing and stenciling, devoré or burn out techniques and the use of construction and/or deconstruction techniques (stitched or chemical based).

The emphasis should be on acquiring knowledge and understanding of the textile development processes and media. The teacher/lecturer should encourage group discussion and review of a range of creative textile applications used by artists and/or designers, allowing the candidate to make an informed selection of media and techniques in response to the given brief.

Each candidate should be given the opportunity to develop and produce a variety of creative textile samples developed in response to the given brief. The emphasis should be placed on the conceptual and creative development of ideas in conjunction with an experimental approach to the use of textile media, materials and techniques. The candidate should make connections wherever possible linking the initial investigative research and providing continuity of thought with the later creative development work.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

This Unit should be delivered using a structured class brief. The given brief should direct the candidate to collect, analyse and produce investigative research for a clearly defined textile project.

The given brief should provide sufficient detail and content to assist the candidate in planning and implementing the project, while allowing for the development of an individual and personal response. The requirements of the brief should allow for the planning, development and evaluation of a project which supports the creative development of three or more textile techniques.

Each candidate could present their investigative research individually to the teacher/lecturer or as part of a peer group session thus allowing for the collective sharing of knowledge.

## National Unit Specification: support notes (cont)

### UNIT Art and Design: Creative Textile Development (SCQF level 6)

The candidate should be encouraged to work independently exploring textile media, materials and techniques after class demonstrations and discussions about possible developmental approaches. The teacher/lecturer exposition of textile development skills should be complemented by individual and/or group research into contemporary practice and textile applications.

In Outcome 3 there is a valuable opportunity for the candidate to develop self-awareness and reflective skills.

Group discussion could also be used in the form of a class critique to further reinforce the focus and quality of the candidate's reflective practice.

Centres should ensure that candidates take account of health and safety considerations when carrying out the creative experimentation process.

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Through the planning, development, review and evaluation of a creative textile project, candidates may have the opportunity to develop aspects of the Core Skill of *Problem Solving*.

Candidates may have the opportunity to develop aspects of the Core Skill of *Information and Communication Technology* if they use the Internet for investigative research purposes.

Aspects of the Core Skill of *Communication* may be developed through the annotation of the developmental process and completion of the final evaluation.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for this Unit would be a practical exercise(s). The candidate should be provided with clear instructions on the assessment requirements for this Unit. Assessment of Outcome 1 requires the collation and presentation of investigative research and a project plan. This could be formatively assessed through teacher/lecturer or peer presentation. This process may be further supported by candidate feed-back in either written or oral format. Questioning techniques and/or group presentation could be made use of here and would allow for shared learning.

In Outcome 2 teacher/lecturer and/or peer critiques could be given throughout the development process. All textile ideas/concepts should be retained as part of the ongoing folio of work. This work should be assessed in relation to the personal enquiry made by the candidate and his/her ability to develop creative textile ideas/concepts in response to the given brief. The applied use of textile media, materials and techniques should demonstrate an inquisitive, exploratory mind. It would be expected that all textile experiments and approaches may not always work but the ability to self-reflect and comment on the personal learning should be taken into account.

The evaluation of the completed textile project should focus on the identification and impact of the planning and developmental process on the quality of the finished textile samples with reference to how well they meet the requirements of the given brief. The candidate comments should provide an accurate description of the project strengths and limitations.

## **National Unit Specification: support notes (cont)**

### **UNIT        Art and Design: Creative Textile Development (SCQF level 6)**

#### **Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).