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| Training Package | Entertainment (CUE03) | HSC Requirements and Advice |
| Title | Develop and apply knowledge of costume | |
| Unit code CUECOS09A | Unit Descriptor This unit describes the skills and knowledge required to research information about the overall history of costume, different costume trends and the role of the costume design and production process within the cultural industries. As such this unit includes an overall knowledge of costume development and underpins all other costume units. | HSC Indicative Hours 25 |

| Evidence Guide | | | |
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| Underpinning skills and knowledge | Linkages to other units | Resource requirements | HSC Requirements and Advice |
| <p>Assessment must include evidence of the following knowledge and skills:</p> <ul style="list-style-type: none"> • the role of costume within an overall production • history of costume development within the performing arts, both within Australia and overseas • the roles and responsibilities of different people in the costume design and production process and the differences between workplaces • the interrelationships between costume personnel and others involved in a production • the differences between everyday garment construction and costume construction process • general research skills sufficient to source and analyse information on costume • sources of information on costume history and evolution. | <p>This unit underpins and has linkage to all other costume units.</p> | <p>Assessment of this unit requires access to:</p> <ul style="list-style-type: none"> • sources of information on costume history and evolution. | <p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • costume components • costume construction process • costume design • costume history and evolution • costume personnel • costume trends • design considerations • documenting, storing and accessing research materials and findings • production/performance requirements • research skills • role of costume • sources of information • types of research. |

| Method and context of assessment | Critical aspects of evidence | HSC Requirements and Advice |
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| <p>The assessment context must provide for:</p> <ul style="list-style-type: none"> • demonstration of skills through the conduct of costume research for a particular production. <p>Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:</p> <ul style="list-style-type: none"> • review of a research portfolio developed by the candidate for a particular production • oral or written questioning to assess knowledge of costume history and evolution • review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. <p>Assessment methods should closely reflect workplace demands and the needs of particular groups (eg people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).</p> | <p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> • ability to conduct research on costume requirements to meet the needs of a particular production • general knowledge of the history and evolution of clothing styles for men, women and children. | |

Key competencies in this unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

| Key competencies | Level | Examples |
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| Collecting, organising and analysing information | 2 | Researching the history of costume |
| Communicating ideas and information | 2 | Presenting options for costume construction based on research |
| Planning and organising activities | 1 | Organising information |
| Working with others and in teams | 1 | Discussing ideas with colleagues |
| Using mathematical ideas and techniques | - | - |
| Solving problems | 1 | Tracking 'hard to find' information |
| Using technology | 1 | Using the Internet for research |

| Element | Performance Criteria | Range Statement | HSC Requirements and Advice |
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| 1 Research information on costume | 1.1 Correctly identify sources of information on the general aspects of costume history and evolution | <p>The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.</p> <p>Sources of information on costume may be both formal and informal and include:</p> <ul style="list-style-type: none"> • books on costume, architecture, decorative arts, transport, textiles, colour • writings of the period • paintings and illustrations of the period • photographs • film, video • the Internet • personal observation • watching TV <p>General aspects of costume history and evolution must include the evolution of clothing styles in relation to:</p> <ul style="list-style-type: none"> • basic shapes/silhouettes • types of fabrics used • foundation garments • trims and accessories <p>The link between costume design and other production aspects may relate to:</p> <ul style="list-style-type: none"> • the role of different individuals in the design process • the ways in which costumes may need to be adapted to meet physical or creative performance aspects | <p>Learning experiences for the HSC must address:</p> <p>An awareness of a range of entertainment industry contexts where costumes are used including:</p> <ul style="list-style-type: none"> • films • music and music video • television productions • theatre • stage performances • live events/entertainment/performance. <p>The role of costumes within an overall production.</p> <p>Costume components including:</p> <ul style="list-style-type: none"> • general dress • underpinnings • accessories • hairdressing • make-up. <p>Sources of information on costume history and evolution including:</p> <ul style="list-style-type: none"> • books • writings of the period • paintings and illustrations of the period • photographs • film/video/TV • the internet • personal observation. <p>A basic understanding of costume history and evolution in relation to:</p> <ul style="list-style-type: none"> • shapes/silhouettes • fabrics • foundation garments • trims and accessories. |
| | 1.2 Use formal and informal research techniques appropriately to access information about costume, including the evolution of clothing styles for men, women and children | | <p>Learning experiences for the HSC must address:</p> <p>Types of research:</p> <ul style="list-style-type: none"> • formal • informal • primary • secondary. |

| Element | Performance Criteria | Range Statement | HSC Requirements and Advice |
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| | <p>1.3 Organise research materials and findings for current and future use by self and others in a manner which facilitates easy access and cross-referencing</p> | | <p>Strategies for research skills including:</p> <ul style="list-style-type: none"> • define the purpose of the research • identify the best source of information • create an outline to assist in the research • access source to gather information • efficient reading • note-taking/sketching • sort, summarise and present information. <p>A basic understanding of the history of costume development in the performing arts, both within Australia and overseas for:</p> <ul style="list-style-type: none"> • a range of characters including: <ul style="list-style-type: none"> - men - women - children • a range of performance styles including: <ul style="list-style-type: none"> - dance - opera - theatre - cabaret - film - television. <p>Learning experiences for the HSC must address:</p> <p>Methods for documenting and storing research materials/findings including:</p> <ul style="list-style-type: none"> • files (electronic and hardcopy) • portfolios • databases • bibliography or reference lists. <p>Importance of creating and indexing research.</p> <p>Filing classifications including:</p> <ul style="list-style-type: none"> • alphabetical • chronological • subject • keyword. |

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| 2 Link research to costume design and production needs | 2.1 Identify and action the costume research needs for a specific production with a focus on the link between costume design and other production aspects | | <p>Learning experiences for the HSC must address:</p> <p>An awareness of the relationship between:</p> <ul style="list-style-type: none"> • costume design and other production aspects/ departments • costume designers and production personnel including <ul style="list-style-type: none"> - production manager - director - lighting designer - make-up supervisor/artist - designer - costume supervisor - costume cutter - costume construction - performer. <p>A basic awareness of differences in roles and responsibilities across enterprise/organisation.</p> <p>Understanding of production/performance requirements including:</p> <ul style="list-style-type: none"> • number of costumes required • need for quick changes • complexity of costumes • time frame to design and construct costumes • skills of the team designing and constructing costumes • budget allocated to costumes • assessment as to whether costumes should be borrowed, bought, modified or constructed. <p>A basic awareness of costume design and construction processes including:</p> <ul style="list-style-type: none"> • costume drawings • colour theory • silhouette • proportion • fabric choice • patterns • cutting • sewing • fitting • decorations/finishes. |

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| | 2.2 Identify the ways in which clothing styles and production methods may need to be adapted for production/ performance requirements | | <p>Learning experiences for the HSC must address:</p> <p>Difference between everyday garment construction and costume construction processes.</p> <p>Design considerations including:</p> <ul style="list-style-type: none"> • theatrical effect • estimated wear and tear • performer <ul style="list-style-type: none"> - movement - safety. |
| 3 Update and maintain knowledge of costume trends | 3.1 Identify and use opportunities to update and expand knowledge of costume | | <p>Learning experiences for the HSC must address:</p> <p>How and where to source opportunities for updating knowledge of costume trends including:</p> <ul style="list-style-type: none"> • talking and listening to colleagues • personal observation/exploration • attending a range of productions • training and development • work experience. <p>Importance of updating and expanding knowledge of costume.</p> |
| | 3.2 Incorporate updated knowledge into costume design and production activities | | |