

NATIONALS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Fashion and Textile Technology National 4

FASHION & TEXTILE TECHNOLOGY
HEALTH & WELLBEING

NATIONAL
4

3
UNITS

TEXTILE TECHNOLOGIES
FASHION/TEXTILE ITEM DEVELOPMENT
FASHION AND TEXTILE CHOICES

+
ADDED
VALUE
UNIT

ADDED VALUE UNIT: PRACTICAL ACTIVITY

What skills will my child develop?

- the ability to plan, make and review straightforward fashion/textile items
- the ability to use a range of textile construction techniques
- knowledge of a range of textile characteristics, properties and technologies
- knowledge of the uses of textiles
- the ability to work to a brief
- safe use of tools and equipment
- knowledge of a range of factors that influence fashion/textile choices
- problem-solving in straightforward contexts
- communicating straightforward ideas
- evaluating straightforward fashion/textile items



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical, exploratory and experiential learning; group work and peer learning; visits to fashion shows, manufacturers or colleges
- Collaborative learning: working in pairs, small groups or larger groups to develop fashion/textile items, to investigate fashion trends or to organise an event
- Space for personalisation and choice: learners can choose how to respond to the practical task in the Added Value Unit
- Applying learning
- Embedding literacy and numeracy skills: measuring; estimation; managing production timing; communicating; reflecting and reviewing; researching and presenting information; using technology.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as verbal or written feedback, written reports, presentations, observational checklists, photographic or video evidence, manufactured textile items. A portfolio of work may be prepared
- The Added Value Unit (Practical Activity) will require learners to plan, make and evaluate a fashion/textile item in response to a brief.

DISCUSSION IN THE CLASSROOM

A parent who worked in the fashion industry asked if the school would be interested in holding a fashion show for charity. We jumped at the chance to show the items that we had been making as well as working with the charity which was promoting the clothes it sells. Several pupils volunteered to be on the planning group for the event; others offered to help backstage and a few of us agreed to model the clothes. We hadn't realised how much pressure there would be – we had to finish our clothes, bags and hats, have fitting sessions with the models, and practise dressing the models at speed. The parent was really brilliant – she thought up catwalk scenes which made sense of really different clothes and accessories, she showed us how to mend and make do under pressure, and she helped with publicising the event. It was a sell-out!

National 4 progresses onto National 5

For more detailed course information:

SQA: Fashion and Textile Technology National 4: www.sqa.org.uk/sqa/56936.html

Education Scotland: www.educationscotland.gov.uk/nationalqualifications/index.asp

Curriculum for Excellence Key Terms and Features Factfile:

www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf



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