

# Candidate 1 evidence

## Interdisciplinary Project

### Proposal

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	Saving the planet locally: A community approach to slow fashion								
Chosen subject	<input checked="" type="checkbox"/> Expressive Arts <input type="checkbox"/> Languages <input type="checkbox"/> Sciences <input type="checkbox"/> Social Sciences								

**Project outline** (*what it is you want to do and how will you go about it*)

I propose to explore and examine how local slow fashion hubs and businesses effectively encourage a more conscious approach to fashion consumption in their communities. My project will consider the following 4 main research questions:

1. How do local sustainable businesses contribute positively to environmental change in their communities with their goods/ services?
2. How have they been effective in creating a sense of community?
3. What can we do individually to be more environmentally friendly?
4. How can climate awareness be taught/ spread to a wider audience?

I will immerse myself in the local sustainable fashion scene, attending events and learning new mending skills, as well as working with partners to promote and run a slow fashion event within my school.

I plan to explore the passion that drives proponents of the slow fashion community I will do this by interviewing and working with local designers and secondhand shop owners/ employees in Hamilton and Glasgow who create or sell garments from recycled materials/ recycled fabrics/ preloved items, or run mending classes to teach their communities about extending the life of their owned garments, and how these businesses build a culture of creativity and community as well as ethics and sustainability.

To gain first hand insight to this subject, I will execute my investigative research by meeting with local creatives to explore their mission of educating their communities on sustainability within fashion and how much of an impact clothing has on the planet, contacting businesses such as BAWN textiles and R:evolveRecycle. I will also seek out and attend garment mending workshops to learn the new skill of mending, and expand my creative vocabulary.

I will gather the opinions/ thoughts of the attendees and employees of slow fashion collectives through short surveys to examine each person's level of thoughtfulness, craftsmanship, awareness and love for ethical local fashion and how well a sense of community is built through this.

Once I get into contact with these organisations, my aim is to find out the reasons why these creators and shop owners are passionate about the work they do, how they got involved in slow fashion, the methods of how they go about their work, and the many benefits that supporting these businesses have on us as a society as a whole, for both the environment and our communities. I will create short surveys to hand out to senior pupils in my school to find out the perspectives of young people in my area on fashion and fast fashion consumerism which will inform me of the awareness levels of ethical fashion in my area and age group and allow me to teach people about slow fashion in ways that are inexpensive and practical to appeal to a young audience. I will begin a slow fashion enterprise in my own school, - a swap shop using the skills I learn throughout the project. Upon meeting these ambitious but realistic targets, I will compile what I have learned into my final presentation, and at the end of this project I hope to have developed my organisation and time management skills, as well as collaborative and as these skills are useful for higher education, work environments and professional settings.

**Reasons for choosing this project** (eg personal interest, future plans, links to other subjects you are studying/ have studied)

The community of slow fashion interests me for many reasons. Shopping second hand and being slow fashion minded is an important facet of my life as I have found this to be one of the main ways I can to lower my carbon footprint and reduce my support of an industry highly culpable in the climate crisis, something I am extremely conscious of, as are many young people of today.

After a long period of shopping mainly slow fashion in the same areas I began to see the same customers visiting the same secondhand and vintage shops around Glasgow which intrigued me as I was struck by the sense of community that these people had created through their shared interest in unique and sustainable clothing with both the business owners and each other.

Another reason for my interest in this area is that shopping second hand is always exciting as no two garments will ever be the same, a clear break from the mundane predictability of high street trends.

As well as being engaging to learn about, this project will also teach me more about the impact of innovative creative problem solving to combat global problems. My passion for art and design and my ambition to follow a career in this field has sparked my interest in my chosen theme. I am excited to research these issues and create a project to be proud of that hopefully will inspire and teach others the many benefits of second hand fashion, or even creating their own unique garments!

Going forward I will be able to use the skills I gain in developing and completing the project for my future artistic endeavours. Skills such as time management for deadlines, communication skills, working independently, being self-motivation as well as practical mending skills will stand me in good stead as I embark on my chosen creative career path making me more equipped to communicate the message of sustainability within my own life and work.

**The broad contexts this project will cover are**☒ Citizenship☒ Sustainable Development

With the project aim to encourage

people to learn more about the benefits of slow fashion economically and ethically and how their lives and the planet can be positively impacted by this.

The project explores innovative design in the form of ethical and sustainable solutions to consume clothing in an effective ways as well as helping to develop views and changes in the fashion industry and supporting local businesses.

☒ Employability☒ Enterprise

Working with full time slow fashion creators and sellers will inspire unique and important ideas for my pursuit of art school and career In art/ design, as well as inspiring others to explore the many career opportunities in design, fashion and creative industries.

I will setting up a sustainable enterprise of my own that will benefit my peers, a 2nd hand swap shop for prom clothes. This will help me develop skills for professional life such as life such as problem solving and marketing.

**Learning environments I will access are**

- Bawn textiles, Glasgow/ bawntextiles.com
- Art and Design department at school
- Online research: websites such as fashionrevolution.org
- Cost of school day initiative within my school
- R:evolveRecycle revolve-recycle.co.uk
- ReJean Denim rejeandenim.com
- 2nd Cashmere

**How I will use my knowledge of my chosen subject area**

My knowledge and understanding of Art & Design will aid me in being able relate to the creative process of designers/ shop owners and their visions as I already have a foundational understanding of many mediums used to create art and will be able to relate to the creative process from experience in creating my own work, as well as being able to learn quickly in creative fields.

Adding to this, being able to broaden my skills as an artist and designer through new mediums such as sewing and garment design will be beneficial as it will widen my skills set and deepen my understanding of the relevance and importance of art, specifically design, in so many areas of environmental change locally and globally.

**The skills I will develop and/or improve in the course of this project are:**

*(carry out a short analysis of your current strengths and weaknesses in the skills areas below and how you think your project will allow you to develop and/or improve these skills)*

- **application of subject knowledge and understanding**

I will apply the my current knowledge art and design in collaborating with and interviewing designers as I will be able to relate to their processes and reasoning for creative choices they make such as the colours, shapes or textures they apply to their designs which will each convey something different, as well as my knowledge in photography to capture my investigations as snapshots and real life evidence which will be seen in the finished presentation. I will also design a logo and posters for my enterprise to be put up around school that will be informative and visually impacting. I will develop my knowledge of fashion design more as this area isn't one of my creative strengths, which also makes me excited to learn more.

- **research skills – analysis and evaluation**

I will use many different methods of gathering data such as trustworthy websites such as fashionrevolution.org for statistics and news, and first-hand knowledge from designers/ creators in the field of sustainable fashion who I can learn from. I will record my research in a digital sketchbook/ logbook using drawings, photographs and written notes of anything I find to be useful or beneficial in any way that I will gather to create a more streamlined and concise presentation in the end.

- **interpersonal skills – negotiation and collaboration**

I will need to have confidence in contacting, speaking to and interviewing many kinds of people, mainly those who I have never met: the designers and creatives who I admire, in order to gain knowledge of their work through workshop sit-ins and visits. I will need to develop my independent work ethic, self-motivation and collaboration skills as I have little experience with collaborative art and design projects, and will ask to receive feedback from the assessor/ collaborators on each facet of my project to push me in a positive direction.

- **planning: time, resource and information management**

I will need to be meticulous with my planning as I know the people I aim to work with, visit and learn from have busy schedules, as do I.

I plan to complete each section of my project in specific weeks which I will note down in my logbook/ calendar. I will complete each part in the timeframes I set for myself so I don't rush anything, enabling me to give my full attention to each small part at a time, and leaving plenty of time to complete or add any finishing touches before the submission deadline of my project

This could be challenging as organisation doesn't come naturally to me so this is a skill I will need to develop and am keen to develop over the course of this project as it is largely independent and will need to fit in with my other work throughout the typical week.

- **independent learning – autonomy and challenge in own learning**

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- As I have to work independently in creating original ideas and artworks for advanced higher art and design or learning new pieces for advanced higher music, I have developed skills in self-motivation and independent learning which will be of great benefit during this project and a useful tool for studying at art school. However, as this project is outside of the classroom and I am the sole Baccalaureate student in school, this process is more independent than most other projects I have done in the past as I have no classmates to gain feedback from. It involves a lot of planning and research in the wider world, meaning I will need to take the initiative in getting things done outside of school time, and cannot use others around me as a gauge, which will be challenging.
- **problem solving – critical thinking: logical and creative approaches**  
As I will need to rely on others for parts of this project, I will need to use creative problem solving to work around any issues surrounding unavailability / last minute cancellations. I will also need to stay open minded to their ideas after proposing to them a clear plan and direction so as not to waste the time of the creatives I intend to work with, both for their sake and for my own timescales. It will benefit me in being able to view how designers work in the real world and how they use problem solving in their work, that I will be fascinated to learn, and will also inspire me by showing their creative ideas and skills.
- **presentation skills**  
As I am using multiple forms of presentation for my completed project, including recordings, a PowerPoint and a finished enterprise within my school, I will need to devote extra time to make sure each element is as informative, creative, clear and interesting as the other. This hopefully will make for a more dynamic way of presenting my project as there needs to be a lot of thought put into each area to make it cohesive. This will help me develop my communication skills to get my research and findings across and will allow me to utilise my creativity to make it striking and amusing, benefitting me in my goal of studying communication design at art school.
- **self evaluation – recognition of own skills development and future areas for development**  
I am used to reviewing my work as it develops from my experience in Higher photography, where regular evaluations and mid-point reviews were expected so as to keep me on track with a successful project. This was also expected in Art and Design where certain development drawings were expected to be completed by certain times in order to examine and reflect on them. In this project I will do the same by evaluating my work every week to keep me on track. I will need to keep on top of my timeframes and stick to them exactly which I don't tend to do, but will need to develop in completing this project. This is a great skill to develop as I will need it when studying art and design at university.

**Assessor feedback to candidate**

This is an exciting proposal, and very on trend at the moment. I can see this is an area you are already passionate about. I am pleased that you have identified a range of local creatives that you are going to approach - this will give you some flexibility, should they not all be able to afford you the time you are looking for.

I am pleased that you plan to use your art and photography skills which should make for a visually exciting presentation.

I am glad you have contacted a local community group within the Hamilton area as well as looking at some independent businesses in Glasgow - this should give you a broader idea of how groups and sole traders work to promote slow fashion.

Collaborating with local groups will also be useful for supporting the school event you are planning.

<b>Proposal approved</b>	Yes	<b>Further work required</b>	No
<b>Candidate signature</b>	Evie Seenan	<b>Date</b>	12/09/2022
<b>Assessor signature</b>	Patricia Brown	<b>Date</b>	15/09/2022

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<b>Proposal approved</b>	Yes	<b>Further work required</b>	No
<b>Candidate signature</b>	<b>Date</b>		12/09/2022
<b>Assessor signature</b>	<b>Date</b>		15/09/2022



**Interdisciplinary Project****Plan**

<b>Candidate name</b>										
<b>SCN</b>										
<b>Centre name</b>										
<b>Assessor name</b>										
<b>Project title</b>	Saving the planet locally: A community approach to slow fashion									
<b>Is this a group project?</b> yes <u>no</u>										
<b>If a group project my individual role or responsibilities will be:</b>										

**Timescales** *(this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence)*

**August 18th 2022:**

- Look into the Baccalaureate, view past projects, find out more about what the project involves

**August 20th-25th 2022:**

- Research ideas, discussing with Principal Art Teacher project themes

**August 26th-31st 2022:**

- Decide a theme for the project and begin researching information/ methods/ brainstorm specifics about the chosen theme.

**September 1st–September 14th 2022:**

- Start and complete a detailed proposal for my project and get approval from the Principal Teacher of Art and Design. This will include all areas I plan to explore and research, the means of doing this and the skills I will use.

**September 15th–20th 2022 :**

- Research target organisation, Bawn Textiles, and gain a solid understanding of the work they do/ collaborators and how they do this.
- Book a clothes mending class with ReJean at Bawn textiles from their website
- Reach out to employees of R:evolveRecycle and ask to set up a meeting with them to talk with them in school
- Create a list of questions to ask the owner of Bawn/ employees/ attenders of the mending class as journalist research.

**September 29th 2022:**

- Meet with employees of RevolveRecycle to discuss the community work they carry out and its effectiveness in the morning.
- Attend ReJean mending class at Bawn Textiles Glasgow at night and carry out research by taking part in the workshop and observing the community spirit it builds. I will log findings loosely in sketchbook/ notebook and capture images of the workshop to be added to the presentation.

**September 30th–October 5th 2022:**

- Compile findings into a more finalised and concise piece of work eg: turning loose notes into structured flowing sentences and uploading photos taken to computer to store in the one area.
- Start brainstorming aesthetics/ set up/ logistics of swap shop in school

**October 1st 2022:**

- Attend Slow Threads sustainable fashion fair to engage in numerous small pop up shops run by sustainable fashion businesses in and around Glasgow
- Take photos of fair to document and show in final presentation

**October 4th-9th 2022:**

- Arrange for employees of R:evolveRecycle, \_\_\_\_\_ and \_\_\_\_\_ to talk at assembly for senior school pupils about sustainability to raise awareness levels

**October 10th 2022:**

- Begin creating PowerPoint presentation

**October 20th-30th 2022:**

- Speak to Principal Teacher about setting up swap shop/ gathering interest
- Begin gathering donations of old clothing articles

**November 1st 2022:**

- Begin planning assembly for senior year groups/ in school about sustainability and swap shop

**November 21st 2022:**

- Contact member of the council involved in sustainability and community research

**December 2nd 2022:**

- Speak at an assembly to my year group about sustainability/ raise awareness of swap shop beginning soon
- Organise clothing for swap shop by cataloguing dresses/ suits by size, colour and style

**February 8th 2022:**

- Attend Sustainability Youth Forum meeting in Hamilton County Buildings to present about my project

**February 20th 2022:**

- Attend Youth Council meeting as part of sustainability group

**February 21st- March 21st 2023:**

- Put together final presentation for assessment

**March 15th 2023:**

- Met with assessor to make sure my presentation would be on track

**March 22nd 2023**

- Final Presentation of project

**March 22nd- end**

- Project reflection, evaluation

**Planning** (*how you are going to meet the agreed objectives of your project*)

I will follow the schedule I made strictly so as not to leave anything rushed, updating it as and when it is needed with each new task I plan to carry out. Each small timeframe will be long enough to complete the part scheduled within it, ensuring that if I stick to the timescales I set, nothing will be rushed and there will be less pressure on myself to finish the project to a high quality in time, as I won't be overwhelmed by seeing a big project as a whole, but rather in small manageable chunks. I will also allow Time for stressful points in the year such as prelims.

This will also help the organisations I plan to work with to take me more seriously and be more on board as I can let them know very far in advance the kind of things I'm looking to complete and ways they can help, giving them time to plan anything too. As organisation and timekeeping are key skills for university design courses, planning ahead and working to a schedule will also help me build up my transferable skills for next year. The main chunks of my project are:

- Talk to as many organisations outwith school as possible to gain firsthand knowledge from professionals in these businesses
- Look into a variety of fashion and textile conservation in creative ways (mending/ swapping/ thrifting/ sharing)
- Visit various events (Slow Threads fashion etc) and get firsthand knowledge on slow fashion
- Do my own research into local and global clothing businesses contributing to sustainable fashion online to gain a broader understanding of the industry and compare effects of local/ global ideologies.
- Find out the awareness levels of those my own age surrounding fashion sustainability/ slow fashion by constructing google forms
- Create a presentation including all images/ findings/ interviews/ successes within the project which I will present to various sustainable groups and my assessor.
- Create a sustainability enterprise within my school (eg. swap shop and/or mending class)

**Resources** (*eg people, materials, places*)

Places i will go for information/ resources include:

- Principal Teacher of Art and Design for info about how best to carry out my presentation
- School pupils/ staff for info on slow fashion awareness levels
- Biology teacher to assist in admin of swap shop enterprise
- Former PT Cost of the school Day teacher/ pupil support teachers who run uniform hires/ swaps...
- BAWN textiles Glasgow and its owner, for information about sustainable textiles/ materials, mending
- Staff at the local R:evolveRecycle for info community services within sustainable fashion and collaboration with my school about sustainable enterprise

**Research methods** (eg *contacting companies, surveys, focus groups, experimentation*)

- Before meeting the creatives I intend to meet with, I will research in depth about the work they do so that they know I am well informed and interested in their work and will not waste their time by asking questions that are available to everyone on their websites or social media pages as I am aware that they are likely to be very busy with their own businesses and creative endeavours.
  - I will use [fashionrevolution.org](http://fashionrevolution.org) and Vogue magazine as they have the latest updates on both local and celebrity fashion, to explore information about both sustainable fashion and slow fashion, and the fashion world as a whole.
  - I will use first hand investigative research by talking to people directly involved in producing and selling slow fashion and recording in a range of methods including recorded audios, images and written notes on what I learn from them.
  - Learning from the South Lanarkshire Sustainable Youth Forum about other ways to reduce carbon footprint.
  - Conducting a survey for S6 pupils about sustainable fashion and their knowledge of it.
-

**Presentation**

- **Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product?**

Young people will benefit from this project as the SwapShop enterprise will be held in school where the pupils can visit at their leisure and benefit from as they can learn and participate in ways they can reduce their carbon footprint as well as shop for little expenditure or even free.

Schools may benefit from this project as they can find ways to implement sustainable culture into their learning environments. The South Lanarkshire sustainability Youth Forum and council will benefit from new ideas presented, and those who attend my final presentation as well.

- Head teacher
- Biology teacher

- **What methods are appropriate to my audience(s)** (*eg demonstration, presentation software, websites, oral, report, piece of theatre, dvd, wiki/blog or any combination*)

I will present a short proposal to begin the swap shop at school to one of the deputy head teachers and head teacher so that a plan can be implemented to establish it. I will present a short presentation at assemblies to my year group to make them aware of the prom swap, and to members of the South Lanarkshire Sustainability Youth Forum so that ideas about sustainable fashion can be spread to the wider learning community.

My final presentation that will sum up all of my findings will be presented to my Head Teacher, assessor, teachers from the art and science departments and to the head boy/ prefects and S5 pupils. Presenting to this audience will help to ensure that the prom swap shop will endure after I leave school.

Hopefully the creatives I work with will also agree to come along to the final presentation to show the ways they contributed, and to contribute to any discussion/ Q&A afterwards.

The swap shop will be open to all s6 pupils upon completion.

The final presentation will include images, information delivered by speech and a recorded interview. I will make the PowerPoint visually appealing by including images taken on my research journey and various graphics. I will also have flashcards to know what to say.

**Dependencies** (*what is required for your project to go ahead ie reliance on other people or resources, steps in plan that must be completed before starting the next step*)

First I will need to discuss with the assessor the clear aims of the project. I will need to have a plan outlined quickly so I can approach local organisations and businesses and utilise my time to find out as much as I can. By visiting them and recording my findings on the go, I will be able to experience for myself the successes and creativity which they embody and provide to others, as well as ask questions and find out information firsthand that couldn't be found from websites and social media.

These visits will take place outside of the school environment, so organisation is an essential skill for me to develop as I will need to use my own time to visit, and time in school during free periods to meet with the assessor and to condense my findings into readable information.

I will need the go ahead from deputy head teacher to run the enterprise (swap shop)  
 I will need people to get on board from school (pupils/ teachers etc) to donate clothes/ fabrics/ accessories/ shoes to the swap.  
 I will need pupils to participate in my surveys.

### Contingencies

#### Any anticipated problems

- Creators not wanting to be interviewed/ recorded
- Organisations not responding quickly/ at all when needed or letting me down
- Not gaining the go ahead to set up a sustainable enterprise within the school building
- Not receiving any donations/ no one buying into the swap shop

#### My plans for overcoming the anticipated problems.

- Take snapshots of studio/ workspace without people in them/ blur out faces and record written interview
- Taking initiative to visit these organisations within their opening hours in my own time/ reach out to other businesses with similar goals to make sure I have multiple sources
- Decide on a different way to promote sustainability within the school
- Reach out elsewhere for donations and raise awareness levels more by speaking at more assemblies, hosting more presentations

#### Method for recording my skills development and future areas for improvement

I will meet once a week with the principal teacher of Art & Design to ensure I am on track and for any additional tips/ feedback to push me forward in the right direction.

I will update and add to a weekly checklist of all the things I complete each week from the schedule which I created in the proposal of the project. This will allow me to stay on schedule and to track the skills I build up effectively as I will be able to identify strengths/ weaknesses easily as they will be recorded from one week to the next.

I will record my findings on each visit to the organisations I've chosen or any new information I find from alternative sources so that I can reflect on this as the project progresses.

#### Assessor feedback to candidate

You have produced a very detailed plan which ties in effectively with your proposal. You have looked ahead to events that you feel would be useful to attend and put them in your calendar and planned around these. It is wonderful to see that you plan to attend and participate in such a wide range of workshops and events. In particular, being asked to speak at the Youth Forum will be a valuable opportunity for you to practise your presentation skills as well as network with your peers across the local

authority. I commend you for reaching out to organisations that are local but more so for being willing to travel in your own time to events/business in Glasgow.

<b>Plan approved</b>	Yes	<b>Further work required</b>	No
<b>Candidate signature</b>	<b>Date</b>		27/09/2022
<b>Assessor signature</b>	<b>Date</b>		30/09/2022



<b><u>September 17th 2022:</u></b>	<ul style="list-style-type: none"> <li>• Arranged a meeting with employees of R:evolveRecycle to talk with them in school</li> <li>• Created a list of questions to ask the owner of Bawn/ employees/ attenders of the mending class as journalist research.</li> </ul>
<b><u>September 29th 2022:</u></b>	<ul style="list-style-type: none"> <li>• Met with employees of RevolveRecycle to discuss the community work they carry out/ their plans to work with our school for a sustainable fashion enterprise in the morning.</li> <li>• Attended ReJean mending class at Bawn Textiles Glasgow at night. Took photos of workspace, learned about visible mending/ how to darn garments (cashmere jumper) 2nd Cashmere</li> <li>• Recorded a conversation with the owner of Bawn: about sustainability journey/ inspirations</li> </ul>
<b><u>September 30th 2022:</u></b>	<ul style="list-style-type: none"> <li>• Uploaded images taken from mending class/ Bawn store to project folder</li> <li>• Began to design possible logos/ posters for swap shop</li> </ul>
<b><u>October 1st 2022:</u></b>	<ul style="list-style-type: none"> <li>• Attended Slow Threads sustainable fashion fair and found many more small slow fashion businesses including Loanhood and Sew confident. This showed me the multitude of creative projects in and around Glasgow surrounding sustainability as they were all in the one place, and how slow fashion is truly taking off</li> <li>• Took photos of fair to document and show in final presentation</li> </ul>
<b><u>October 4th 2022:</u></b>	<ul style="list-style-type: none"> <li>• Met with principal teacher of art &amp; design to discuss progress</li> </ul>
<b><u>October 6th 2022:</u></b>	<ul style="list-style-type: none"> <li>• Plan to run swap shop was accepted by deputy head teacher</li> </ul>
<b><u>October 8th 2022:</u></b>	<ul style="list-style-type: none"> <li>• Visited R:evolveRecycle store in Hamilton and spoke with employees. I found out the innovative ways in which their store operates, including a free swap shop, haberdashery, mending clubs and thrifted items.</li> <li>• Received the go ahead to create a school swap shop from Depute head</li> </ul>
<b><u>October 11th 2022:</u></b>	<ul style="list-style-type: none"> <li>• Emailed R:evolveRecycle about collaboration- received news that one employee that agreed to collaborate with me had left.</li> </ul>
<b><u>October 13th 2022:</u></b>	<ul style="list-style-type: none"> <li>• Spoke with a Biology teacher interested in sustainability who is keen to collaborate and assist with running the</li> </ul>

<b><u>October 24th 2022:</u></b>	swap shop. We decided that a prom theme for the shop would fit well with the senior pupils.
<b><u>November 1st 2022:</u></b>	<ul style="list-style-type: none"> <li>• Began to receive donations of old prom suits/ dresses/ shoes clothes for the shop in school</li> </ul>
<b><u>November 2nd-10th 2022:</u></b>	<ul style="list-style-type: none"> <li>• Kept working on PowerPoint presentations. Added more images and began to create a script of some kind</li> </ul>
<b><u>November 5th 2022:</u></b>	<ul style="list-style-type: none"> <li>• Emailed R:evolveRecycle again but no response. At this point I couldn't afford to wait so I moved on to find other sources of info.</li> </ul>
<b><u>November 17th 2022:</u></b>	<ul style="list-style-type: none"> <li>• Emailed a local council community sustainability worker to ask if she could discuss the work she does with me and any advice she could give. Meeting arranged</li> </ul>
<b><u>November 25th 2022:</u></b>	<ul style="list-style-type: none"> <li>• Met with _____ who works with communities to promote sustainability to brainstorm effective ideas. Gained contacts with artists in the local community who focus on climate change/ the environment.</li> </ul>
<b><u>December 15th 2022:</u></b>	<ul style="list-style-type: none"> <li>• Organised the various prom dresses/ suits into categories by size/ style/ colour to make it easier for pupils to look through and invited s6 pupils to view everything a in their own time</li> </ul>
<b><u>February 8th 2023:</u></b>	<ul style="list-style-type: none"> <li>• Attended Sustainability Youth forum meeting in Hamilton County buildings to present about my project</li> </ul>
<b><u>February 20th 2023:</u></b>	<ul style="list-style-type: none"> <li>• Attended Youth Council meeting as part of sustainability group</li> </ul>
<b><u>February 21st- March 21st 2023:</u></b>	<ul style="list-style-type: none"> <li>• Put together my final presentation summing up all that I'd learned including a PowerPoint, images, recorded interview and speech</li> </ul>
<b><u>March 22nd 2023:</u></b>	<ul style="list-style-type: none"> <li>• Presented my final presentation to assessor/ teachers</li> </ul>
<b><u>March 23rd 2023:</u></b>	<ul style="list-style-type: none"> <li>• evaluation/ reflection</li> </ul>

## Interdisciplinary Project

### Progress log

<b>Candidate name</b>	
<b>SCN</b>	
<b>Centre name</b>	
<b>Assessor name</b>	
<b>Project title</b>	Saving the planet locally: A community approach to slow fashion
<p><i>You may use this form to record and reflect on progress with your project. Keeping an ongoing record will help prepare you for progress meetings with your teacher/lecturer, your presentation and final evaluation. Things you might want to record are:</i></p> <ul style="list-style-type: none"> <li>• <i>what you have done (eg from one week to the next)?</i></li> <li>• <i>what skills have you used and how you feel they have developed?</i></li> <li>• <i>if you are working in a group, what discussions you have had?</i></li> <li>• <i>any changes that you have (or will need) to make to your plans and reasons why</i></li> <li>• <i>what resources you have found/hope to find?</i></li> <li>• <i>any problems you are encountering and how you are resolving them</i></li> <li>• <i>what you are going to do next?</i></li> </ul>	
<b>Date</b>	<b>Comments</b>
<b><u>August 20th-25th 2022:</u></b>	<ul style="list-style-type: none"> <li>• Researched ideas, discussing with principal art teacher project themes</li> </ul>
<b><u>August 26th-31st 2022</u></b>	<ul style="list-style-type: none"> <li>• Decided a theme for project: sustainable local fashion and the communities it builds/ helps</li> </ul>
<b><u>September 1st-14th 2022</u></b>	<ul style="list-style-type: none"> <li>• Used these 2 weeks to create a detailed completed proposal and emailed to Assessor for approval</li> </ul>
<b><u>September 15th 2022:</u></b>	<ul style="list-style-type: none"> <li>• Booked a clothes mending class with ReJean at Bawn textiles for last Thursday of the month. (29th Sep 2022) This developed my organisation and planning skills as I had to plan far ahead and complete a certain amount of work before this.</li> </ul>

## Interdisciplinary Project

### Presentation of Project Findings/Product

<b>Candidate name</b>	
<b>SCN</b>	
<b>Centre name</b>	
<b>Assessor name</b>	
<b>Project title</b>	Saving the planet locally: A community approach to slow fashion

**How I presented my project findings** *(describe in detail how you presented your project findings and explain the choices you have made with regard to your presentation method(s) and audience(s))*

I presented my project findings as well as my Swap Shop enterprise to different groups including my year group in school and members of the Sustainability Youth Forum in South Lanarkshire.

To my year group I presented my project as a short PowerPoint to engage the viewers with images as well as speech at an assembly. This I found to be effective as many pupils were intrigued to discuss the project with me afterwards. This began a broader discussion surrounding sustainability and fashion including uniforms, recycled Christmas jumpers and Halloween costumes, which was one of my aims in this project.

I participated in a Sustainability Youth Forum early in 2023 as I heard about the work that they did to get young people involved in eco decision making. At the meeting I opted to speak without a PowerPoint presentation about my second hand prom idea as I thought this would be a more informal and calm way of delivering my findings, better for a relaxed gathering of the forum that day. I delivered my aims and plan of the swap shop to the forum members, which I was nervous to present, however I stayed calm and collected and delivered information to the best of my ability which was successful. Many of the teachers and members there spoke of wanting to implement the swap shop idea in their own schools.

I also spoke at a Youth Council meeting on current sustainability issues within South Lanarkshire, attending as part of the sustainability youth forum. I addressed the large array of council members, students and teachers accompanied by a PowerPoint. Council members discussed with us afterwards that they were very impressed and pleased that the climate crisis and how to avert it was part of the consciousness of young people today. Attending meetings and events like these were beneficial to both me and the other attendees as we were able to swap information and ideas and become part of a broader community.

For my final presentation on the knowledge I gained throughout the full project, I presented a PowerPoint including a recorded interview with one of the business owners, to my Headteacher, Biology teacher and assessor. I was also able to get a group of my peers and an interested S5 student to attend. I had emailed \_\_\_\_\_ from the council, \_\_\_\_\_ from BAWN and \_\_\_\_\_ from RevolveRecycle however they were unable to attend.

I kept the PowerPoint concise yet informative and cut the length of the recorded interview down to only include the main information so as not to take up too much time with information being delivered by someone other than myself. At the end of the presentation I welcomed any questions people had to ask. There was a lot of interest from the viewers to find out more, and everyone there said that they learned something new, whether that was about the statistics on young people's sustainability view or about slow fashion in general.

**Assessor feedback to candidate**

The presentation was clearly and confidently presented. Despite an initial setback with the room being double booked, you did not appear to panic, but calmly helped find an alternative place to host your guests, asking the technician to set up the IT once again. You made light of this hitch and humour to settle yourself and your audience.

The presentation was informative and delivered very enthusiastically. The PowerPoint presentation had an appropriate amount of detail- not too much, enabling the audience to focus on your expanded explanation. The use of flashcards enabled you to keep on track. The feedback you received was very positive. The ensuing discussion gave you ideas of how you could build on the groundwork that you have built with the prom swap shop. Attitudes towards prom outfits were discussed and how you might chip away at the culture of buying very expensive outfits that would likely only be worn once. This was compared to success in changing the culture in the school towards the hiring of S6 braided blazers and how this had developed over a number of years. There were other ideas of things that you could do before the end of the session such as promote the availability of accessories for the prom, one last time, and devise a means of encouraging the prom go-ers to think about how they could make sustainable decisions about the reuse of their prom outfits.

<b>Candidate signature</b>	<b>Date</b>	21/03/2023
<b>Assessor signature</b>	<b>Date</b>	23/03.2023

## Interdisciplinary Project

### Evaluation of project

<b>Candidate name</b>	
<b>SCN</b>	
<b>Centre name</b>	
<b>Assessor name</b>	
<b>Project title</b>	Saving the planet locally: A community approach to slow fashion

**How successful has my project been overall?** *(consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments)*

This project has helped me learn to work on timescales and how to schedule more efficiently. Before this project I had little to no experience in scheduling however now I am aware of how much planning goes into large scale projects like this one. This has helped better prepare me for university life as I will need to be much more independent when working and learning there.

I've also been successful in networking with my community. I've been able to reach out to local businesses in fashion as well as organisations and members of my local council in the sustainability sector. I visited many slow fashion events which I wouldn't have been aware of without the help of organisations I visited within the project such as R:evolve Recycle and Bawn textiles which in attending I was able to understand and explore more of the huge array of different solutions to fast fashion that we can adopt.

Having to present research and findings to various groups of various ages has made me more confident in public speaking and more open to those of all different ages.

I was really happy with everything I learned as I feel this project broadened my knowledge not only on sustainability within fashion but also within the wider community, and the world. I gained firsthand knowledge from those in the council and local authority as well as from other young people involved in the sustainability youth forum with a keen interest and passion in stopping the climate crisis.

The swap shop enterprise has had its share of strengths and weaknesses. The accumulation of second hand formal wear for prom was successful as we managed to gather dresses of every size and many styles. The uptake of hiring the clothes wasn't as successful partly for the reason of it taking a while to create a culture of sustainability within young people. Researching the uniform and blazer swaps in our school, I learned that the now ever popular S6 blazer hire didn't hold any interest but in 2020 and beyond it started to slowly gain popularity as more and more people began to become aware of the cost of living and climate change. It is now a large part of the school culture, as over 50% of S6 pupils have hired secondhand blazers which the school has collected through donations.

The swap shop will continue after I leave school in April which will give it longer to grow as an established part of school life in the future. I realised after taking in feedback that we need to start smaller in chipping away at the stigma and culture around slow fashion. Highlighted by my headteacher, I resolved that starting with accessories and shoes first could be a first step into creating the wider shift into full outfits.

I reached out to pupils in the year below me who are keen and interested in climate change and sustainability to ensure that the results of this project will continue once I leave school and after prom will contact members of my year group to discuss donating their prom wear to the school.



**How effective were my communication methods throughout the project?**

I communicated the most effective way I could throughout the project. I visited each organisation I planned to work with multiple times to talk to their employees in person, as well as reaching out through email and setting up meetings. I met with my assessor once a week to track my progress and with the teacher who agreed to collaborate with me on the swap shop, who I updated on any changes or ideas for the enterprise.

I frequently spoke to members of the sustainability youth forum within my school as well so that we could discuss ideas to do eco-friendly matters in the school environment, such as issues of waste and donating second hand clothing. This included setting an eco-group for the school who would hold meetings discussing improvements to be made in the school environment around sustainability.

With more time I would have communicated my project ideas to more of the school community and with parents to promote a more informed environment that was more on board with sustainable issues. The parents are the ones that have to buy the expensive prom outfits so getting them on board could be an important step for next year. I also would have communicated more with the principal teachers of the school to make the swap shop more of an event as they could've sent emails and advertised to more parents and related contacts of the school community.

**Is there any aspect of my project that could be taken further? What might my next steps be?**

If I was to expand my project further I could:

- Broaden the swap shop enterprise to include more styles of clothing including various items of secondhand school uniform, as well as regular everyday clothing. (cost of the school day - this is something the school actively promotes already)
- Venture wider outside my community to explore how sustainable fashion is created/ promoted further afield.
- Follow up the contact I had with other schools via the sustainability forum to help spread and promote similar enterprises and ideas to their students
- Present findings of my project to parents as they hold the purse strings and are most affected by the cost of living crisis, as well as different groups in and around the community to promote sustainability.
- Build up mending skills more to create unique DIY garments. This includes sewing and darning, which I began to learn from the ReJean workshop I attended.

<b>Candidate signature</b>	<b>Date</b>	21/03/2023
<b>Assessor signature</b>	<b>Date</b>	23/03/2023

## Interdisciplinary Project

### Self evaluation of generic and cognitive skills development

<b>Candidate name</b>	
<b>SCN</b>	
<b>Centre name</b>	
<b>Assessor name</b>	
<b>Project title</b>	Saving the planet locally: A community approach to slow fashion

*In evaluating your skills consider the skills analysis which you carried out at the Proposal stage and how you said you would develop and improve these skills. Now refer to your reflective diary/log/blog and feedback you have received and evaluate how you have developed and/or improved these skills through the work on your Interdisciplinary Project.*

### Application of subject knowledge and understanding

*(Think about practical uses for the what you have learned. How did you use your knowledge of your chosen subject area effectively to help you carry out various aspects of your project and how it related to your chosen broad context(s)?)*

My knowledge and understanding of art and design aided me in creating successful aesthetics within PowerPoint presentations as I knew how to appeal to the target market of young people and create something that would be visually pleasing as well as a tool to aid in delivering information. After talking to my peers about the swap shop idea, my presentation included an abundance of playful photos and imagery to hold the attention of young people.

My knowledge of art and design allowed me to use my creative skills to think outside the box

I was successful in covering the broad contexts of sustainable development, enterprise, citizenship and employability.

- The most successful context was sustainable development, as I researched heavily into sustainable fashion and other eco-friendly matters within my community as well as the wider authorities. I created a sustainable enterprise in my school by combining my knowledge of art/ design with my newfound knowledge of the environment and community which I was proud of. I also managed to talk to various people involved in sustainability sectors.

- The context of employability was important as I was able to see how various businesses work that combine business, art, the environment and sociability. This was important for me to understand and learn about as I hope to pursue a career in art and design and care deeply about my contribution to the environment, so being able to talk to and interview people with a variety of careers and focuses was very interesting and inspiring.
- Covering the enterprise section, I was successful in carrying out and creating my own enterprise within my school, the prom swap shop. This involved various meetings with my biology teacher who agreed to help, as well as marketing strategies to make sure my year group knew about it, including presentations, posters and word of mouth. This was challenging at times as I've not been involved in any business related ventures before, but I found it very interesting and learned a lot.
- The final context of citizenship was covered successfully as my aim was to inform more people, young people especially, on environmental impact and sustainability. Although I only presented my research and ideas to a small number of groups, the groups were diverse in age and location and I feel I was successful in doing so, as listeners were keen to question me after and find out more, showing that they were intrigued to learn and inspired by what knowledge they gained.

#### **Research skills – analysis and evaluation**

*(Think about the research process. How did you plan, carry out, analyse and evaluate your research? You should evaluate your research methodologies, tools, resources and contacts, data recording and referencing, reliability and usefulness of data.)*

##### **Planning**

I began planning for this project by researching and planning the variety of small businesses in which I would visit to gain information from and separating my plan to do this into a timeframe (A completed by November, B by December etc.)

I checked with my assessor if the initial plan had any more finalising to ensure I was on the right track and if there was anything I could do to improve it. In the beginning I was researching information through the internet to gain a better understanding of sustainable fashion before meeting those with passions and careers in the field, then began researching in a more hands-on way upon attending workshops/ events.

##### **Carry out**

Once I had a solid plan, this was very helpful in being able to jump into the project and get started swiftly as I always had a clear idea of what to do next and how to achieve this. I am proud of how I put myself out there and reached out to so many unfamiliar people often by myself and on weekends as this isn't something I am used to doing. Upon setting up the swap shop I was pleased to hear positive feedback from my peers and members of the council. At the beginning of the project the organisation R:evolve Recycle agreed to assist in setting up and helping with the swap shop however never followed up on this after many attempts to reach out, which was annoying, however considering I couldn't wait any longer and had to stick

to my schedule I swiftly moved on and reached out to other contacts such as \_\_\_\_\_ from the council and the South Lanarkshire Sustainability Youth Forum. I learned how to stay resilient which is a very valuable skill for school, work and life.

#### Analysis/ Evaluation

My planning and research in this project was successful as I learned a lot and was able to transfer this knowledge to my peers and the wider community. I used an array of research methods to gain a broad understanding of the subject matter of local sustainable fashion and its effects. Learning from those in the field, and from websites such as [fashionrevolution.org](http://fashionrevolution.org) ensured that the knowledge I gained was reliable and correct.

The research method of talking directly to those involved in sustainability issues meant that I could trust the facts that they passed on to me.

Keeping to a schedule/ timeframe and plan was very helpful and one of the areas I learned the most from as I majorly improved this skill that I wasn't previously experienced in. If I were to carry out the planning stage again I would have brainstormed the swap shop idea earlier so word could spread quicker.

#### Interpersonal skills – negotiate and collaborate

*(Think about how you considered other peoples' views/feedback, discussed issues of concern, reached a solution where needed, adjusted your approach in response to a situation/environment, showed positive self belief and had the confidence to offer and ask for support.)*

Early in the project, one local organisation, R:evolve ReCycle, whom I had been in contact with and met, had agreed to work with me in educating my school on sustainability and building the swap shop enterprise. However, shortly after this agreement was made, one of the employees involved unfortunately left the organisation and the other partner was taking on her more senior role. Despite many attempts to contact her, she did not respond. This was disheartening as it meant that my success in finding a collaboration was no longer, and that I had to start research into other local organisations and individuals again with similar missions which was more difficult.

After reaching out to a few found contacts I was successful in finding others to work with in the community, such as \_\_\_\_\_ from the council, meaning I was able to get my project back on track. .

I reached out to Bawn Textiles to attend a mending workshop at their studio in Glasgow. I went to the studio early to talk to the shop owner, \_\_\_\_\_ and managed to gain insight into the world of sustainability and climate awareness within textiles through talking to and interviewing the business owner. This was extremely helpful as I learned a lot in a short space of time from a unique and experienced perspective, including the creation and conservation of sustainable textiles and how her shop manages to create profit.

My biology teacher \_\_\_\_\_ was extremely helpful in collaborating with me on the swap shop as she had many contacts who possessed preloved prom wear. We organised all of the clothing into different sizes, styles and colours and

discussed ideas to promote the enterprise, which was greatly appreciated by who was pleased with my team working skills and helpfulness. Attending the Sustainability Youth Forum was helpful to me as I gained positive feedback from the members enabling me to continue in the right direction: Many of the students and teachers there were intrigued by the secondhand swap shop and were keen to implement similar ideas in their own schools. They were pleased that more and more young people were gaining awareness of the climate crisis and of ways to avert it, and I was proud to represent that.

### **Planning – time, resource and information management**

*(Think about your time management. How did you set targets, monitor/record progress, consider any probable barriers to achievement and take steps to minimise them?)*

I tried as best I could to break each part of the project down into smaller sections by making a schedule that I added to frequently as and when. I made this at the beginning of the project to keep me on track with all the tasks I was to complete throughout.

Having set timeframes to complete each part of the project was essential as it meant I was never too overloaded with work and could manage it easier. As I planned more tasks and activities I made sure to schedule them in and keep a note of it all, allowing me to refer back and remember all of the steps I still had to complete. I had to also plan around various prelims and interviews for university, which were very important to me.

As at the beginning of the project I was under the impression I would be working with R:evolve Recycle, the fact of them pulling out caused me some stress in being able to complete this project without their help. Having to put more time into research meant that initially I had to cram more things into the one week than I had planned to in the project plan. Balancing the events, research and the planning process on my own at the one time, however this ultimately pushed me further to complete what I had started and showed me that I can work under pressure.

Throughout this project my time management and planning skills improved tremendously as I was not used to this type of learning or scheduling beforehand. This is a skill which I'm very thankful to have improved as it will benefit me for work, life and as I go on to study at Glasgow School of Art.

### **Independent learning – autonomy and challenge in own learning**

*(Think about how you used your skills to make things happen, took the initiative to establish links with other learning environments/opportunities and looked for challenges rather than taking the easy option.)*

This project definitely pushed my skills and work ethic. At the beginning I felt overwhelmed having to keep this as well as my other subjects and commitments in mind and give them all enough attention.

One of the biggest challenges was working completely independently as I find it easy to get distracted when I'm working alone on tasks. As I had no peers to compare my progress with, I had to trust my own judgement of what I could achieve and how to do that.

Any free periods I had in school were mostly spent on working on planning, emailing, scheduling or designing an array of advertisements for the swap shop. I dedicated a lot of extra time to ensure that this project was as effective as it could be as I had faith in its importance and the importance of all sustainable practices.

If there was a particular person, business or organisation I aimed to gather information from, I had to reach out to them independently either via in person visits, email, through social media, or a combination of these. This allowed me to get things done faster as I knew that if I wanted to get something done I would have to make it happen myself. This developed my confidence as I had to contact and talk to a lot of different people in the wider community that I wouldn't usually be in contact with, as they were much older than me, with established careers and businesses.

Sometimes I felt as if I was inexperienced and out of my depth whilst attending mending classes and events as many people there had been involved in events like these for years, or been developing their sewing skills for a long time, however talking to many people assured me that trying the best we can to be more conscious of our planet and of sustainability was never cause for judgement.

#### **Problem solving – creative approaches; critical thinking; logical approaches**

*(Think about your problem solving skills. How did you generate and explore ideas, use logical and creative approaches, analyse source materials in order to support findings, reflect on problems and possible contributory factors and think critically about possible actions/changes?)*

There were times where organisations I arranged to talk to did not respond. One of them had arranged to come into school to educate the senior pupils and parent council about their work surrounding climate consciousness, however did not respond to emails regarding any dates or times for this to happen, so instead of continuing to wait, I began reaching out to other local organisations and planning how to educate my year group and their parents myself.

There were also times where I couldn't attend certain fashion sustainability events happening in Glasgow due to other planned events or work on the same day. This was disappointing but taught me valuable problem solving skills to find out anything I would've missed upon attending these events by visiting websites and researching organisations that were in attendance.

To gain statistics about young people's attitude to buying slow fashion, I conducted a survey which was sent to my year group regarding what they knew/ did not know about slow fashion. 66.7% of respondents said that sustainability and ethics were

something they thought about when purchasing, but was not their main focus. This was higher than I had thought but still shows that there is still work to do to increase awareness amongst people in my age range in this local areas. The results of this survey were recorded in my final presentation. This could be down to the rise in media coverage about the climate crisis and how fast fashion is a major contributor to emissions. Those young people who are trying to do something about their fashion and consumption predominantly opt for online slow fashion retailers where they can sell their own good quality clothing and buy second hand at a cheaper price. This is demonstrated in the growing number of registered users of Depop and Vinted.

### **Presentation skills**

*(Think about how you presented your findings. Evaluate your presentation method(s), choice of audience(s), layout, structure, degree of formality and choice of content. Did your presentation include information/ideas/reflections with supporting detail in a logical order and reach a reasoned conclusion?)*

I presented to different audiences during my project for different purposes. First I presented to an assembly for my year group as I knew this would be a time when all of us would be together enabling me to spread the word of the prom swap to a large number of people at once. I kept this presentation short and to the point as I was allocated only 10 minutes of the short assembly. I kept it informal and delivered a short PowerPoint with humour instead of reading fact after fact. This helped me to relate to the viewers more and made it easier to keep the attention of a larger audience.

At the Sustainability Youth Forum I discussed the prom swap proposal and how this could be implemented by gathering the support of pupils and parents/ teachers alike. As other schools were present, this approach was good for gathering positive feedback such as how schools were keen to implement ideas like these but didn't know when to start until now and showed me how big this idea can grow in the wider community.

For the final presentation at the end of the project, I presented my findings from the whole project as a response to the 4 main questions I had set myself at the outset as well as the implementation of swap shop. This was in the form of a longer PowerPoint presentation with flashcards to read alongside.

It was interesting to see how the mix of headteacher, art and science teachers, head boy and various prefect pupils reacted to the presentation. Unlike the other presentations focusing mainly on the swap shop enterprise, this presentation was a summary of everything I've learned over the course of the project as a whole, including information I learned about sustainability in fashion, local views and opinions on the matter, ways we can reduce our carbon footprint, and the skills I learned throughout this time period.

I gave conclusions to the four main goals I set for myself to find out about at the beginning of my project and had information in my PowerPoint which supported this. At the end there was an opportunity to answer any questions that anyone had.

Many viewers were intrigued to find out about how young people can find out more about sustainable fashion and how it can gain popularity, and how in a school community this can be taught in the curriculum.

The wide age range in audience members from 16-50 years old in the Q+A section at the end of the presentation gave me a range of perspectives on how different groups included sustainability in their lives, the more mature viewers sharing their love of passing down clothes, and the younger viewers on learning to crochet and mend. This could be because the rise in hand crafted and personalised items that gained popularity during lockdown and continue to be popular today. Also knitting has become cool through the media coverage of Olympic gold medalist Tom Daly who's knitting hobby went viral on social media.

#### **Self evaluation – recognition of own skills development and future areas for development**

*(Think about how you have developed throughout your project. How did you deal with feedback, praise, setbacks and criticism and their impact on your own development of knowledge, skills and understanding? To what extent did you ask for feedback, learn from experiences and how will you use these to inform future progress?)*

I think my project has been successful overall and is definitely something to be proud of. Before the beginning of the year I hadn't heard of an Expressive Arts Baccalaureate, but as I'm so keen to pursue art and design and have passion in the visual arts, this project sounded very appealing. Once I found a topic to focus my project on, I was eager to begin.

Despite this being an independent project, I feel as though my team working skills have developed, as I have worked and discussed ideas with multiple contacts throughout. I helped \_\_\_\_\_ to organise and start up the prom enterprise, I worked with members of the sustainability youth forum to come up with ideas for schools, and took on board all the feedback of my assessor so as to complete the project to the best of my ability.

My assessor was helpful in providing me with constructive feedback and often giving me ideas of events I could attend that would be helpful to my project. We met on a weekly basis, and her helpful criticism included detail to add in my plan or reflections where my project was weaker, which helped me to focus on things I couldn't see, such as in dealing with dependencies. So when I was let down by R:evolveRecycle, who were meant to present information about their shop and about slow fashion, I was able to move on and create my own presentation with no major setbacks, which I delivered myself. This ended up being a positive experience as I could build up my resilience and confidence when presenting to a large audience.

When I was going to book the mending workshop near the beginning of the project, I was under the impression that it would be held by ReJean denim at BAWN textiles. After receiving a confirmation email for the workshop, it turned out to be held by Second cashmere. This gave me the opportunity to research an extra organisation and learn of the work they do in knitwear mending, adding to my knowledge.



As I never knew much about it before I began, a lot of thorough research was put into my topic itself, as well as projects of the past from other schools to make sure I could complete the project in the best way I possibly could. This improved my research methodology greatly as I worked from more sources than I had used before, and broadened my love for the beginning of all creative processes. I'm much more informed now in networking/ reaching out to others and presenting to large groups as this is something I had to do frequently throughout the project, something I wasn't experienced in before, which I am grateful to have learned.

After presenting my findings I gained valuable feedback from the listeners and viewers. Especially from the young people listening, I took what listeners were saying on board going forward, such as the input they gave me about the way in which social trends like the popularity of shopping slow has grown and how it will build up over time. They related this to the rise of secondhand clothing site Depop which began as a small online startup in 2011, and now has over 30 million registered users worldwide celebrating unique garments and sustainable consumerism.

I had to keep myself motivated continually as none of my peers were carrying out this project, meaning I had to find time to dedicate to this project independently which I found difficult at times but ultimately managed to find success in. I am proud of how much I immersed myself in this project as it felt like such a large undertaking at the beginning of the year. The various events I attended and organisations I spoke to took me vastly out of my comfort zone and paid off tremendously, making me grow in confidence in many aspects. (socially/ academically/ independently)

The feedback I gained from the final presentation about how the culture and stigma around secondhand clothing takes a while to break through was helpful as it meant that I could appreciate the groundwork I had laid through the swap shop and this would continue to grow. I was pleased that the viewers of the final presentation all reported to have learned something new and enjoyed what I had to say.

Since the project began I have been accepted to my top university choice. I am excited to be able to use the skills I've learned and developed over this project which have also helped me to push forward in creating an art school portfolio and personal/ portfolio statement.

Skills such as independent research, team working, time management and networking, these are all necessary skills to achieve highly in university.

## Interdisciplinary Project

### Assessor Report

Candidate name | \_\_\_\_\_

Candidate number \_\_\_\_\_

Subject area Expressive Arts \_\_\_\_\_

Centre \_\_\_\_\_

Project proposal	Tick as appropriate
<b>Grade C criteria</b>	
The title and aims of the project.	
Clear aims and reasoned arguments to support the relevance and practicability of the project.	
Identification of opportunities for:	
• own skills development	✓
• collaborative working	✓
• accessing less familiar learning environments	✓
• application of subject knowledge in a broad context	✓
• use of knowledge and skills across different disciplines	✓
• making connections between subject knowledge and the wider world	✓
Evidence of the ability to communicate clearly and concisely in advocating the proposal.	✓
<b>Grade A criteria, includes all of above plus</b>	
Well conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable.	✓
Robust and carefully argued justification of the proposal.	✓
Substantial links and understanding of possible connections across disciplines contributing to the project.	✓
<b>Comments</b>	✓
The candidate has set out four very clear objectives with a robust justification for her choice of project reflecting her acute interest in reducing her own carbon footprint and encouraging her peers to do likewise. Her passion for art and design comes across strongly and she is clearly enthused by the project	

and its aims. As someone who has worn second hand, and thrifted items for many years carving out a very personal and creative look for herself, it is very evident that the candidate already has an appreciation of keeping clothes in circulation longer and the need for spreading the benefits of circular fashion to a wider audience.

As the first candidate from the centre attempting the Interdisciplinary Project, she is aware that she will have no others in her year group to bounce ideas off or to use as a marker for her progress. She understands that this means she will truly need to be an independent worker, self-motivated and highly organised. Equally she demonstrates that she is aware of how she can utilise her skills of independent working as practiced in her two Advanced Higher courses and bring this to bare on the project.

Her explanation of how the project meets the four identified broad contexts is clear and demonstrates the breadth of the planned project.

A variety of appropriate learning environments, including several out with the candidate's school, are proposed. The external environments include businesses close to home and further afield and the opportunities she has managed to unlock are varied giving her opportunity to gather a range of evidence and will afford her strong networking opportunities.

The skills analysis section shows self-awareness in recognising her need to develop her organisational skills but also, she is astute enough to realise that the creatives she hopes to interview are likely to be self-employed with limited free time. Her decision to prepare thoroughly in advance shows a maturity in her desire not to waste these creative's precious time.

<b>Project plan</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
Development of clear project objectives in line with the project proposal.	✓
Relevant and detailed planning strands to enable the project to be implemented, monitored, presented and evaluated.	✓
Realistic timescales and achievable milestones for each stage of the project.	✓
Clear identification of resources needed, research methodologies to be used, opportunities for support and feedback.	✓
<b>Grade A criteria, includes all of above plus</b>	
Careful selection and effective use of research/investigation techniques.	✓
Anticipation of probable and possible factors which may impact on the project.	✓
Clear identification of dependencies or reliance on the success of other strands of work and of necessary adjustments to the plan.	✓
Outline the process for achieving own identified development needs.	✓
<b>Comments</b>	
<p>The candidate has clearly stated what she needs to do on a monthly basis, even showing what she did before the official start of the project. She has clear, detailed timescales which, along with her progress log, will help keep her on track to achieve her outcomes.</p> <p>The Plan has four relevant and detailed objectives which are realistic and include how they will further the proposal. The candidate has clearly thought out the resources that she will need to access. Her research methods are varied and she has explained how she will document these.</p> <p>The candidate has identified and justified appropriate and varied target audience for her project findings. The contingencies are realistic and also consider her personal commitments.</p>	

Presentation of project findings/product	Tick as appropriate
<b>Grade C criteria</b>	
Evidence of effective and critical use of — resources, research methodologies, information and time management, prioritisation, problem solving approach to reach objectives, feedback, collaborative approaches, self-monitoring.	✓
Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad context.	✓
Clear presentation of main findings/outcomes.	✓
<b>Grade A criteria, includes all of above plus</b>	
Critical thinking, analysis and reflection used at key stages in the project to construct rigorous arguments, draw convincing, well supported conclusions, identify and resolve issues.	✓
Skilful and creative use of resources, including people, information and learning context to progress the project.	✓
Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established.	✓
<b>Comments</b>	
<p>The candidate presented to several different audiences throughout the project. She is at ease talking to her peers and was not fazed when talking to audiences out with school.</p> <p>Her final presentation was delivered to the head teacher, her assessor, another art teacher, some of her peers including the headboy and the Biology teacher with whom she had worked on the swap shop. Despite a last-minute scramble to find alternative accommodation on discovering the room had been double booked, remained composed and calm and opened the presentation with humour, making light of the issue. She used a PowerPoint presentation to illustrate her findings and took the audience through her key points with in-depth explanations using flashcards to keep herself on track.</p> <p>The presentation was informative and delivered very enthusiastically. The feedback the candidate received was very positive. The head teacher noted her confident approach, her use of humour and said she had learned a lot of interesting information from it. The ensuing discussion raised ideas of how, given more time, the candidate could build on the groundwork that had been done in this first year of establishing the prom swap shop. Attitudes of teens towards prom outfits were discussed and ways of chipping away at a culture of buying very expensive outfits that would likely only be worn once. This was compared to success in changing the school culture towards the hiring of S6 braided blazers and how this had developed over a few years. There were other ideas of things the candidate could do before the end of the session, such as promote the availability of accessories for the prom one last time and</p>	

devise a means of encouraging the prom goers to make sustainable decisions about the reuse of their prom outfits.

The candidate had clearly been able to gather a range of information through her attendance at a variety of workshops, local business and events. She gathered first-hand information via interviews with small sustainable business owners and her participation in a mending workshop, as well as visits to local and Glasgow based sustainability enterprises. She invited \_\_\_\_\_, a local council sustainability officer in for a chat and met with representatives of leaders of R:evolve Recycle to discuss approaches she could take and areas on which they could collaborate.

When R:evolve Recycle let her down, there came a point when she knew she couldn't wait for their input any longer and went ahead herself preparing and delivering a presentation to her peers. This built her resolve and resilience and meant she could get the project back on track; collaborating with a teacher in school on the swap shop helped her to meet her objectives. Her contingency was to seek out other organisations and sources so that she had a wide pool sources to pull from. She took advice from \_\_\_\_\_ who made useful suggestions to keep her thinking creatively.

\_\_\_\_\_ reflected on her findings and came to the conclusion that there is a problem with the concept of a sustainable approach to a 'prom' amongst her peers. She understands that teenagers are generally acutely self-conscious and the culture of the senior school is not yet ready for embarking on a swap shop approach to prom outfit buying. Making a comparison with the way a new norm was established over time, whereby braded blazers are now hired by the majority of S6 pupils, gave her hope that the work she had started in building a supply of outfit, cataloguing them and making her peers aware of them, has not been a waste of time, but rather a necessary first step. Starting small, she concluded, with accessories – bags, shoes, ties etc might be the way in.

\_\_\_\_\_ spent a lot of time talking to school members of the youth forum and they are well paced to take forward her swap shop project as part of the school eco-group next session. She also conducted a survey amongst her peers to wrap up her project. Her findings confirmed much of what she had found but also gave her hope that her generation were more aware than an older generation of making small positive steps to affect change and many were aware of or using online sites such as Vinted and Depop to buy and sell their clothing, effectively closing the fashion loop.

On reflection \_\_\_\_\_ made a good point that if she had had more time, she would have tried to meet with the parent body. As holders of the purse strings for the expense of prom, getting parents on board is likely to help promote a more affordable approach to the prom, as well as being more environmentally friendly.

The candidate has clearly develop skills to help her further in her career as she progresses on to Glasgow School of Art.

Evaluation of project	Tick as appropriate
<b>Grade C criteria</b>	
A critical and justified evaluation of all stages of the project process — planning, implementation and findings/outcomes in terms of strengths, weaknesses and learning points.	✓
Effective use of chosen communication method(s).	✓
<b>Grade A criteria, includes all of above plus</b>	
Incisive, well balanced evaluation of the project outcome against project aims, supported convincingly by well selected evidence.	✓
Careful choice and skilful use of communication and presentation methods(s).	✓
<b>Comments</b>	
<p>This is a balanced and detailed evaluation which includes insight on the success of the project. She states that 'having to present research and findings to various groups of various ages has made me more confident in public speaking. She was able to draw conclusions about the relatively low uptake in hiring of the clothes putting this down to it being early days in changing the culture around prom wear but taking heart from how, over time, the school had been able to break down stigma around second-hand clothes with 50% of senior pupils now hiring their S6 braided blazers. She also recognises how much she has gained from having to thoroughly plan the project and the usefulness of now being able to schedule effectively ahead of university life.</p> <p>Throughout the project she had the opportunity, meet, network with, plan and present to a whole range of people and groups. She used different approaches appropriate to the audience - sometime formal, other times less so according to the age and setting. She found herself to be at ease with peers and older generation, even those in quite senior positions. Her use of artistic skills helped her make the presentations engaging.</p> <p>She has considered the effectiveness of her communication methods and how these affected her project, including timelines and contingencies. She has evaluated how she communicated with people both inside and outside school, showing how both oral and written research furthered the effectiveness of the project. Her collaborative working with the teachers and how this aided her in building relationships is addressed.</p> <p>She has also made relevant suggestions as to how the project could be taken further and how she could facilitate this.</p> <p>The candidate has achieved what she set out to achieve and has taken full ownership of her own learning. Working independently, while continuing to take on advice, is a strong feature of this project.</p>	

<b>Self evaluation of generic/cognitive skills development</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
A critical evaluation of own skills development against the list of specified generic/cognitive skills.	✓
A reasoned evaluation of own strengths and key goals for development in the specified list of generic/cognitive skills, which takes account of feedback sought and evidenced from others throughout the project.	✓
<b>Grade A criteria, includes all of above plus</b>	
Insightful, balanced and well structured self evaluation of own development.	✓
Assertive and justified use of feedback from others in evaluation and identification of development areas.	✓
<b>Comments</b>	
<p>The candidate has dealt with all skills in detail, showing a very honest, mature and reflective approach to her cognitive and generic skills development. The wide range of people she worked with is testimony to her high degree of autonomy and great ability to work independently, and with others, while taking ownership of her own learning. She acknowledged and made excellent use of advice and feedback from various sources. She also relates her experiences, and skills learned, to her future learning and career.</p> <p>The candidate has excellent interpersonal skills – conducted herself maturely throughout the project and was always positive and upbeat with all she worked with. The candidate is clearly able to work independently and collaboratively, and she is aware of how her skills have been enhanced during the course of the project.</p> <p>This candidate clearly achieves an A grade in all areas.</p>	



The overall grade will be:

- A. indicative of a highly competent performance which meets the additional Grade A criteria and consistently demonstrated a high degree of autonomy, initiative and effective information management across the five pieces
- B. indicative of a competent Grade C performance across the five pieces, but with some aspects of work meeting the criteria for highly competent performance (as outlined by the Grade A criteria)
- C. indicative of a competent performance across the five pieces, with all aspects of the work meeting the criteria identified for Grade C performance

Overall Grade Awarded	A✓	B	C	Unsuccessful
<b>Additional Comments/Overview</b>  The candidate has produced an excellent project in which she achieved all her objectives. It shows a high degree of independent learning, combined with her own personal skills in Expressive Arts. She has sought advice when necessary and has worked collaboratively to further her interpersonal skills. She used the information gathered and utilised the resources effectively to take full ownership of the project, and has proactively evaluated her progress and skills development throughout.  The candidate has fully satisfied all the A grade criteria in all five stages of the project.				

**Assessor signature**

\_\_\_\_\_

**Date** 27/03/2023\_

**Internal verifier signature**

\_\_\_\_\_

**Date** 29/03/2023\_

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