

**Course Title: Fashion Design**

**Unit: 1 Apparel and Textile Industries**

**Content Standard(s) and Depth of Knowledge Level(s):**

Students will:

1. Define terminology used in the apparel and textile industries, including haute couture, avant-garde, composite garments, tailored garments, and draped garments.
2. Analyze the impact of national and international regulations and legislation for fashion.
3. Describe the impact of apparel and textile industries on the United States and world economies.
4. Analyze roles of trade associations and publications to determine their influence on the apparel and textile industries.
5. Define types of products in apparel and textile industries.
6. Evaluate the influence of history on fashion, including the impact of historical costumes and the achievements of famous fashion designers.
  - Interpreting the impact of fashion cycles on fashion
7. Compare theories of various fashion movements.  
Examples: trickle-down, trickle-up, trickle-across

**Learning Objective(s) and Depth of Knowledge Level(s):**

Students will:

1. Define relevant terms used within the apparel and textile industries.
2. Assess the impact of national and international regulations for the apparel and fashion industries.
3. Determine the impact of the apparel and textile industries on the United States and world economies.
4. Assess the impact of trade associations on the apparel and textile industries.
5. Determine the influence of trade publications on the apparel and textile industries.
6. Differentiate between the various products that encompass the apparel and textile industries.
7. Analyze how history has impacted the evolution of fashion.
8. Relate current fashions to various historical influences.
9. Explain the impact of fashion cycles on fashion.
10. Compare the achievements of famous fashion designers.
11. Analyze theories of various fashion movements.

**Essential Question(s):**

- Why is it important for a fashion designer to know the language of fashion in order to understand fashion?  
What impact has national and international regulations had on the fashion and textiles industries?  
How has history influenced fashion?  
What is the impact of the apparel and textiles industries on the United States and world economies?  
How do trade associations and publications influence the apparel and textile industries?  
What types of products are manufactured by the apparel and textile industries?  
What is the impact of fashion movements on the apparel and textile industries?

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Apparel and Textile Industries</p> <p>A. Terminology</p> <ol style="list-style-type: none"> <li>1. Haute couture</li> <li>2. Avant-garde</li> <li>3. Composite garments</li> <li>4. Tailored garments</li> <li>5. Draped garments</li> </ol>	<p><b>10 + 5 Discussion:</b> The teacher discusses the importance of knowing the language of fashion in order to understand fashion?</p> <p><b>Activity on Fashion Terms:</b> Slips of paper containing fashion terms are placed in a box. Students select ten terms and research each term. They write the term and the definition of the term on a Flash Card. Students Report Out. Students list and define terms in their notebooks.</p> <ul style="list-style-type: none"> <li>• Haute couture</li> <li>• Avant garde</li> <li>• Composite garments</li> <li>• Tailored garments</li> <li>• Draped garments</li> <li>• Fashion</li> <li>• Silhouette</li> <li>• Fad</li> <li>• Fit</li> <li>• Kick-offs</li> <li>• Ready-to-wear garments</li> <li>• Classic</li> <li>• Fashion Cycle</li> <li>• Fashion</li> <li>• Apparel</li> <li>• Garment</li> <li>• High Fashion</li> <li>• Fitted garments</li> <li>• Custom-made</li> <li>• Retail Stores</li> <li>• Wholesale business</li> <li>• Class market</li> <li>• Factory produced</li> <li>• Mass market</li> </ul>	<p>Lead Questions</p> <p>Flash Cards</p> <p>Score Card</p> <p>Computers</p> <p>Web sites</p> <p>Internet</p> <p>References</p> <p>Lead Questions</p> <p>Art Supplies</p>

<p>B. Regulations and Legislation</p>	<ul style="list-style-type: none"> <li>• Fashion trends</li> <li>• Fashion piracy</li> </ul> <p><b>Fashion Term Bee:</b> Flash cards are placed in a box. Students are divided into two teams. Flash cards are drawn and each team takes turns in defining fashion terms. Score is kept.</p> <p><b>10 + 2 Discussion:</b> How mandated regulations and legislation in the apparel and textiles industries affect consumers is discussed.</p> <p><b>Legislation Posters:</b> Students work in pairs. Each pair is assigned a regulation or a piece of legislation that impacts the apparel and textile industries. They develop a poster to describe the law or regulation.</p> <ul style="list-style-type: none"> <li>• Textile Fiber Products Identification Act</li> <li>• Permanent Care Labeling Rule</li> <li>• Wool Products Labeling Act</li> <li>• Fur Products Labeling Act</li> <li>• Flammable Fabrics Act</li> </ul> <p>Students Report Out.</p> <p>Students place posters in the Fashion Gallery</p> <p><b>Quick Write on Regulations and Legislation:</b> Students write a short paper on how these regulations and legislation have impacted the apparel and textiles industries.</p>	<p>Rules for Game Flash Cards Score Pads</p> <p>Lead Questions</p> <p>Guidelines for Research Rubric Computers Web sites Internet References Art Supplies Lead Questions Poster Board</p> <p>Lead Questions</p> <p>Art Supplies</p> <p>Guidelines for Paper Rubric Computers Web sites Internet References Lead Questions</p>
<p>C. Economic Impact</p>	<p><b>Quick Talk:</b> The impact that the apparel and textile industries have on the United States and global economies</p>	<p>Lead Questions</p>

<p>D. Trade Associations, Fashion Magazines, Trade Publications and Awards</p>	<p>is discussed.</p> <p><b>Debate on The Impact of Fashion on the U.S. Economy and Global Economies:</b>  Four students team together to form a debate team. Half the teams research the negative impact of fashion on the United States and world economies. The other half researches the positive impact of fashion and apparel industries on the United States and the world economies. Teams debate each other. Class as a whole votes on the winning debate team.</p> <p><b>10 + 2 Discussion:</b>  The teacher discusses the importance of fashion trade associations, trade publications, fashion magazines, and awards to the apparel and textiles industries.</p> <p><b>Four Corners:</b>  Place a poster in each of the corners of the classroom. On each of the posters, write one of the following topics:</p> <ul style="list-style-type: none"> <li>• Trade Associations</li> <li>• Fashion Magazines</li> <li>• Trade Magazines</li> <li>• Awards</li> </ul> <p>Students research each of the topics. After researching the topics, students rotate to each corner and write their findings related to the topics. They don't repeat information already written on the posters. They only add new information. After this activity is completed, students rotate again to each corner to read final information.</p> <p><b>Quick Write:</b>  Students write a paper on the impact of trade associations, trade magazines, fashion magazines and awards on the fashion and textile industries.</p>	<p>Debate Rules  Rubric  Computers  Web sites  Internet  References  Timer  Lead Questions</p> <p>Lead Questions</p> <p>Four Poster Boards  Markers  Computers  Web sites  Internet  References  Association Publications  Fashion Magazines</p> <p>Guidelines for Paper  Rubric  Lead Questions  Computers  Web sites</p>
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<p>E. Types of Products in the Apparel and Textile Industries</p>	<p><b>Teacher Talk:</b> The teacher discusses the importance of the textile industry to the overall apparel industry.</p> <p><b>Read and Think on How Fabrics Are Produced:</b> Students research how fabrics are produced by the textile industry.</p> <ul style="list-style-type: none"> <li>• Develops fibers, yarns, and fabrics</li> <li>• Manufactures fabrics</li> <li>• Fabric finishing</li> </ul> <p>Share Out.</p> <p><b>Brainstorming Session:</b> Students list products produced in the textile industry. They classify the products into types of products produced in the textile industry.</p> <p><b>10 + 5 Discussion:</b> How the apparel industry turns fabrics into finished garments is discussed?</p> <p><b>Research Report on the Production of Apparel:</b> Students research the process of producing products for the apparel industry.</p> <ul style="list-style-type: none"> <li>• Samples</li> <li>• Collections</li> <li>• Ready-to-wear Fashions</li> <li>• Garment Manufacturing</li> </ul> <p><b>Brainstorming Session:</b> Students list products produced in the fashion industry.</p>	<p>Internet References Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Computers Web sites Rubric Internet References Magazines</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Computers Internet Web Sites References Magazines Lead Questions</p> <p>Lead Questions</p>
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<p>F. History of Fashion</p> <ol style="list-style-type: none"> <li>1. Historical costumes</li> <li>2. Famous fashion designers</li> <li>3. Fashion cycles</li> </ol>	<p><b>10 + 5 Discussion:</b> The teacher discusses how fashion reflects the social, political, economic, and artistic of expression of the times?</p> <p><b>History of Fashion Project:</b> Students trace the history of costume from the 19<sup>th</sup> century through the 20<sup>th</sup> century. They relate how fashion trends from the past have influenced today's fashion. Students present their fashion collection of pictures or sketches of fashions throughout the 19<sup>th</sup> century and 20<sup>th</sup> century.</p> <p><b>Fashion Gallery:</b> Projects are placed in Fashion Gallery</p> <p><b>Famous Fashion Designer Project:</b> Students select the name of a famous fashion designer. They research the life of the designer, the era in which the designer lived, the designer's impact on fashion, a description of his/her fashion style, and the impact of the designer on today's fashion.</p> <p><b>Student Presentations:</b> Student presentations of project.</p> <p><b>Fashion Gallery:</b> Students place projects in the fashion gallery.</p> <p><b>PowerPoint Presentation:</b> Stages of the Fashion Cycle</p>	<p>Lead Questions</p> <p>Guidelines for Project Rubric Computer Internet References Fashion Magazines Lead Questions Art Supplies Web sites</p> <p>Projects Displayed</p> <p>Envelopes List of Designers Guidelines for Project Rubric Computers Web sites Internet References Fashion Magazines Lead Questions Art Supplies</p> <p>Designer Projects Guidelines for Presentation Rubric for Presentation Guidelines for Presentation Lead Questions</p> <p>Art Supplies</p> <p>PowerPoint Lead Questions</p>
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<p>G. Fashion Movements</p> <ol style="list-style-type: none"> <li>1. Trickle-down</li> <li>2. Trickle-up</li> <li>3. Trickle-across</li> </ol>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Rise in Popularity</li> <li>• Decline in Popularity</li> <li>• Rejection</li> </ul> <p><b>Fashion Style and Cycle Activity:</b> Students work in pairs to research a fashion style and trace the fashion style to determine its acceptance or rejection during its cycle. Report Out.</p> <p><b>10 + 2 Discussion:</b> The teacher discusses factors that impact the adoption of fashion.</p> <p><b>Read, Think, Pair, and Share:</b> Students research and define the three theories used to describe how new fashions are disseminated and accepted by consumers.</p> <ul style="list-style-type: none"> <li>• Trickle-down Theory</li> <li>• Trickle-up or Bottom-up Theories</li> <li>• Trickle across Theory</li> </ul> <p><b>Pair and Share:</b> Students pair with another student and share their definitions.</p> <p><b>Table Talk:</b> Students share examples of consumers using the theories to accept fashion styles.</p>	<p>Computer CTX</p> <p>Guidelines for Research and Trace of Style Computers Web sites Internet Fashion Magazines Fashion Ads References Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites Fashion Magazines Fashion Ads References Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p>
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<p><b>Unit Assessment:</b></p>	<p>Flash Cards, Game, Legislation Posters, Quick Write on Regulations and Legislation, Debate, Four Corners Activity, Quick Write Paper on Trade Associations, Report on How Fabrics are Produced, Report on the Production of Apparel, History of Fashion Project, Famous Fashion Designer Project, Fashion Style and Cycle Activity, Fashion Movement Activity, Class Participation, and Rubrics</p>
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<b>Unit/Course CTSO Activity:</b>	Student participation in STAR Events – Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview. FCCLA Clothing Drive
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<b>Unit/Course Culminating Product:</b>	Students use their knowledge of Fashion Terminology to create posters to be displayed throughout the school. They will include these entries in their comprehensive portfolio.
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Fashion, Apparel and Textiles and/or Broad Field Family and Consumer Sciences
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**Course Title: Fashion Design**

<b>Unit: 2</b>	<b>Apparel Production</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>8. Explain how fabric selection affects the cut and style of garments.</li> <li>9. Evaluate the impact of design labels, manufacturers, and types of stores on the marketing and sales of apparel and textile industries.</li> <li>10. Distinguish between classifications of apparel used in the fashion industry. Examples: children, sportswear, young men</li> <li>11. Analyze styles of garments for their effect on various body types.</li> <li>12. Critique the construction, care, and maintenance of apparel in relation to textile characteristics.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify characteristics of common fabrics.</li> <li>2. Summarize which fabrics are best suited for various garment styles.</li> <li>3. Interpret how design labels, trademarks of manufacturers, and types of retail stores impact marketing and sales in the fashion industry.</li> <li>4. Compare classifications of apparel used in the fashion industry.</li> <li>5. Describe how to determine body shape and type.</li> <li>6. Compare garment styles to determine their effect on various body types.</li> <li>7. Identify and describe different ways in which yarn is made into fabrics through weaving, knitting, and other processes.</li> <li>8. Explain how to care for clothing on a routine basis.</li> <li>9. Choose the best method for removing specific stains from clothing and accessories.</li> <li>10. Describe how to store clothing and accessories effectively.</li> </ol>
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<b>Essential Question(s):</b>	<p>How does fabric selection affect the cut and style of garments?          What is the impact of design labels, trademarks of manufacturers and types of stores have on the fashion and textile industries?          What are the classifications of apparel used in the fashion industry?          How does the style of garments influence the appearance of the garments on various body types?          How does clothing care affect the life span of your wardrobe?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
II. Apparel Production A. Characteristics of Fabrics 1. Fibers	<b>10 + 2 Discussion:</b> The teacher discusses why it is important to understand the role fibers, yarns, and fabrics play	Lead Questions

- a. Natural
- b. Manufactured
- c. Characteristics

in apparel and textile design.

**Show Time:**

Students view the video, complete the worksheet, and discuss the video.

**Quick Talk:**

How properties of fibers influence the way a fabric looks, feels, and performs are discussed.

**Quick Experiment: “What are fibers”?**

Students are given a fabric swatch. Students unravel the fabric until they find a single thread or yarn. Students untwist the yarn and pull out one hairlike unit. This unit is a fiber. Fibers are used to make fabrics. The two main groups of fibers are natural fibers and manufactured fibers.

**Read, Think, and Define:**

The teacher provides students with a list of fiber characteristics. Students define the following characteristics of fibers:

- Strength
- Durability
- Shrinkage
- Warmth
- Resiliency
- Elasticity
- Abrasion Resistance
- Wrinkle Resistance
- Luster
- Absorbency
- Wicking

**Buzz Session:**

Students discuss characteristics of fibers.

**Teacher Talk:**

What are microfibers?

Video: *New Fibers, Then Fabrics*

Lead Questions

Lead Questions

Guidelines for Experiment

Lead Questions

Fabric Swatches

Fiber Characteristics Handout

Computers

Web sites

Internet

References

Lead Questions

Lead Questions

Lead Questions

<p>2. Yarns</p> <ul style="list-style-type: none"> <li>a. Types</li> <li>b. Texturing and blending</li> </ul>	<p><b>Fiber Identification Project:</b> Students use a fabric swatch kit to identify various natural and manufactured fabrics.</p> <p><b>Teacher Demonstration:</b> Teacher demonstrates how yarns are made into fabrics.</p> <p><b>Research Report on Types of Yarns:</b> Students research the types of yarns. Using pipe cleaners as fibers, students twist pipe cleaners to form yarns. Students staple yarn samples to notebook paper.</p> <ul style="list-style-type: none"> <li>• Spun Yarns (not a pipe cleaner activity)</li> <li>• Filament Yarns</li> <li>• Ply Yarns</li> <li>• Novelty Yarns</li> <li>• Textured Yarns</li> <li>• Blended Yarns</li> </ul> <p><b>Whole Class Discussion:</b> Students discuss definitions and examples of types of yarn.</p>	<p>Guidelines for Project Fabric Swatch Kit Rubric Lead Questions</p> <p>Skeins of Yarn Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Pipe Cleaners Notebook Paper Art Supplies Rubric Lead Questions</p> <p>Lead Questions</p>
<p>3. Fabrics</p> <ul style="list-style-type: none"> <li>a. Characteristics</li> <li>b. Methods of making fabrics</li> <li>c. Adding color</li> <li>d. Finishes</li> <li>e. Names</li> </ul>	<p><b>Teacher Talk:</b> Teacher explains how yarns are made into fabrics and the characteristics of fabrics. The most common fabrics are made by either weaving or knitting yarns together.</p> <p><b>Teacher Demonstration:</b> Using a piece of fabric the teacher explains how yarns are interfaced at right angles to each other to form a woven fabric. The following terms are explained:</p> <ul style="list-style-type: none"> <li>• Filling yarns (Crosswise grain)</li> <li>• Lengthwise grain (Warp yarns)</li> <li>• Selvages</li> <li>• Bias Grain</li> </ul>	<p>Lead Questions</p> <p>Fabrics Lead Questions</p>

	<p><b>Basic Weaves Project:</b>  Students research and describe the basic weaves. Using paper slips, they provide an example of each weave.</p> <ul style="list-style-type: none"> <li>• Plain Weave</li> <li>• Twill Weave</li> <li>• Satin Weave</li> </ul> <p><b>Whole Class Discussion:</b>  The class discusses the types of weaves.</p> <p><b>Teacher Talk:</b>  The teacher discusses how fabrics are knitted and shows samples of some knitted fabrics.</p> <p><b>Quick Paper on Types of Knits:</b>  Students research the types of knits and give examples of fabrics created through the knitting process. Report Out.</p> <p><b>Teacher Talk:</b>  The teacher discusses other types of fabrics.</p> <p><b>Fabric Collection Project:</b>  Using fabrics available in the department, students select 25 samples and create a Fabric Collection. Each sample includes a description of fiber content, name, care, and uses of fabric.</p>	<p>Guidelines for Project  Rubric  Computers  Web sites  Internet  References  Colored Paper  Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions  Selection of Knitted Fabrics</p> <p>Guidelines for Research  Rubric  Computers  Web sites  Internet  References  Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Project  Rubric  Computers  Internet  Web sites  References  Note Cards  Fabric Swatches  Fabric Collection Chart  Lead Questions</p>
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	<p><b>Teacher Talk:</b> The teacher discusses the dyeing and printing techniques used to apply color and design to fabric.</p> <p><b>Report on the Methods Used to Add Color and Design to Fabric:</b> Students write a short paper on the methods used to add color and design to fabric. Report Out.</p> <p><b>Teacher Demonstration:</b> The teachers exhibits and demonstrates products that can be used by consumers to add color or design to fabric.</p> <p><b>Color and Design Project:</b> Students bring a solid T-shirt to class. They either Tie-Dye patterns or paint on the T-Shirts. They write a description of the process used to add color to their T-shirts.</p> <p><b>Display:</b> Students display their garments in the Fashion Gallery.</p> <p><b>10 + 5 Discussion:</b> The teacher discusses why fabrics are treated with various finishes.</p>	<p>Lead Questions</p> <p>Guidelines for Report Rubric Computers Internet Web sites References Lead Questions</p> <p>Equipment Supplies Products T-shirts Guidelines for Dyeing Fabrics Using Commercial Products Guidelines for Painting on Fabrics</p> <p>Guidelines for Project Guidelines for Dying Fabrics Guidelines for Painting on Fabrics Equipment Supplies Products T-shirts Rubric</p> <p>Art Supplies</p> <p>Lead Questions</p>
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B. Fabric Selection for Garments

1. Cut
2. Style
3. Comfort

**Brainstorming Session:**

Students discuss the types of finishes used on fabrics.

**Quick Write on Finishes Used on Fabrics:**

Students select one of the finishes discussed and write a two-paged paper on the finish selected. Share Out.

**Teacher Talk:**

The teacher discusses how fabric selection impacts the cut, style, and comfort of clothing.

**Scenarios on Clothing Needs of Individuals and Families:**

Students are provided scenarios about an individuals' or families' need for clothing. They identify the types of fabric that are best suited to meet the needs of the individual or family. Report Out.

**Wardrobe Project:**

Students look through their clothes in their closet and list the fiber content as found on the garments' care label. They also identify the fabric used in the construction of the garment. They identify fibers and fabrics that appear most often in their wardrobe. Students answer the following questions based on their wardrobe:

- What fibers did you find most often?
  - Why do you think the fibers are so common in your wardrobe?
  - How do you categorize the styles of your garments by fiber content?
  - What kind of fabric would be best for various styles of clothing you wear?
- Report Out.

Lead Questions

Guidelines for Quick Rubric  
Computers  
Web sites  
Internet  
References  
Lead Questions

Lead Questions

Guidelines for Activity  
Scenarios  
Computers  
Web sites  
Internet  
References  
Lead Questions

Guidelines for Project  
Rubric  
Computers  
Internet  
Web sites  
References  
Lead Questions

<p>C. Marketing and Sales of Apparel and Textiles</p> <ol style="list-style-type: none"> <li>1. Design labels</li> <li>2. Manufacturers</li> <li>3. Types of stores</li> </ol>	<p><b>10 + 5 Discussion:</b> The teacher discusses how marketing strategies are used by apparel and textile industries to impact the consumer's selection of clothing?</p> <p><b>Marketing Project:</b> Students research the impact of designer labels, trademarks of manufacturers, and the types of stores used by fashion and textiles industries to market their products. They select a marketing strategy and design a poster to describe the strategy. Report Out.</p>	<p>Lead Questions</p> <p>Guidelines for Project Rubric Computers Web sites Internet References Lead Questions Fashion Magazines Fashion Ads Store Catalogs Art supplies</p>
<p>D. Classifications of Apparel</p> <ol style="list-style-type: none"> <li>1. Children</li> <li>2. Sportswear</li> <li>3. Young men</li> <li>4. Juniors</li> <li>5. Misses</li> <li>6. Men's</li> <li>7. Woman's</li> </ol>	<p><b>Teacher Talk:</b> The teacher discusses the importance of the proper fit of clothing.</p> <p><b>PowerPoint Presentation:</b></p> <ul style="list-style-type: none"> <li>• Proper Fit of Clothing</li> <li>• Classifications of Apparel</li> </ul> <p><b>Classification of Apparel Project:</b> The teacher takes body measurements of students. Students determine their body type/size. Students select garment styles that best suit their body types. Report Out.</p> <p><b>Scenarios on Size Classifications of Clothing:</b> Students are provided scenarios describing the body measurements of specific individuals. Students determine the size classification for the individuals included in the scenarios. Share Out.</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Project Rubric Tape Measurement Twine (for point of reference in measuring) Measurement Record Chart Size Range Categories</p> <p>Scenarios Computer Internet References Size Range Categories</p>

<p>E. Styles of Garments and Body Types</p>	<p><b>Table Talk:</b> Students discuss why they think an individual's figure or physique is the most important factor in selecting clothing.</p> <p><b>PowerPoint Presentation:</b> Body Types and the Effect of Clothing Styles on an Individual's Appearance</p> <p><b>Display and Discussion:</b> The teacher displays various garment styles. Teacher demonstrates how the garments complement or should be avoided based on body type.</p> <p><b>Garment Style and Body Type Activity:</b> Students select pictures of clothing that will complement or should be avoided based on body type. They describe the effect of each style of garment on the specific body type.</p> <p><b>Body Types Projects:</b> Using paper doll templates of body types and templates for various garment styles, students select five paper doll templates and use clothing style templates to select clothing that complements the body style. Color, principles of design and the design elements are also used in the garment selection process. Students write a rationale for selection. Paper dolls are placed in portfolio. Share Out.</p>	<p>Lead Questions Display of Various Garment Styles that Complement Various Body Types</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Display of Garment Styles Lead Questions</p> <p>Guidelines for Project Rubric Computers Web sites Internet Software (Selecting clothing based on type and style) References</p> <p>Paper Doll Templates Garment Styles Template Computers Web sites Internet Software (Selecting clothing based on type and style) Reference Art supplies</p>
<p>F. Relationship of Textile Characteristics to Apparel</p> <ol style="list-style-type: none"> <li>1. Construction</li> <li>2. Care</li> <li>3. Maintenance</li> </ol>	<p><b>Quick Talk:</b> The teacher discusses how textile characteristics impact the construction and care of clothing.</p>	<p>Lead Questions</p>



<p><b>Scenarios on Garment Fabric Selection:</b> Students are provided with scenarios identifying garment styles or pictures of garments. Students determine what fabrics are best suited to be used in the construction of the garments. Explain in writing justification for selection.</p>	<p>Guidelines for Activity Scenarios Computers Internet Web sites Magazines Catalogs Clothing Ads References Lead Questions</p>
<p><b>Care of Clothing Brochure:</b> Students develop a brochure that describes guidelines that consumers should follow to care for clothing on daily, weekly, and seasonal bases.</p>	<p>Guidelines for Brochure Rubric Computers Internet Web sites References Lead Questions Art Supplies</p>
<p><b>Laundry Product Project:</b> Students look at variety of laundry products and read the information on the labels. They create a Laundry Product Chart listing types of clothing care products and their uses.</p>	<p>Display of Laundry Products Lead Questions Laundry Product Chart Computers Internet Web sites References Lead Questions</p>
<p><b>Think, Read, and Write:</b> Teacher brings a variety of garments to class. In small groups, students read care labels and describe how each garment should be cleaned.</p>	<p>Garments Computers Web sites Internet References Lead Questions</p>
<p><b>Stain Removal Product Experiment:</b> Students create a variety of stains on fabric swatches. They evaluate different types of stain removal products to find the most effective. They remove the stains using various products.</p>	<p>Guidelines for Experiment Swatches with Stains Stain Removal Products Rubric Computer</p>

	<p>Students describe in writing their results in removing the stains.</p> <p><b>10 + 2 Discussion:</b> Students discuss the importance of having adequate space for hanging and storing folded clothing, shoes, and other accessories.</p> <p><b>Pair and Share:</b> Students work in pairs and brainstorm unique ways that clothing may be stored. They determine what accessories or products can be used to properly store clothing and accessories. Share Out.</p> <p><b>Design the Perfect Closet Project:</b> Students plan and carry out a closet re-organization project. They take before and after pictures or draw pictures of how the closet looks when it is organized. They write a summary of the plan and the results for their closet re-organization. Share Out.</p>	<p>Internet References Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Project Rubric Digital Camera Instant Cameras Art Supplies Computer Web sites Internet References Storage Catalogs</p>
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<b>Unit Assessment:</b>	Fiber Characteristics Activity, Fiber Identification Project, Yarn Activity, Basic Weaves Project, Knit Activity, Fabric Collection Project, Color and Design Project, Quick Paper, Scenarios Activities, Wardrobe Project, Marketing -Project, Classification of Apparel, Garment Style and Body Type Project, Laundry Product Project, Stain Removal Product Experiment, Design the Perfect Closet Project, Class Participation, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	FCCLA Clothing Drive Student participation in STAR Events - Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview.
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<b>Unit/Course Culminating Product:</b>	Comprehensive Portfolio to include magazine picture project, paper weaving activity Design the Perfect Closet Project. Fabric Collection Wardrobe Inventory Garment Style and Body Activity Care of Clothing Project
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**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: AAFCS Pre-Professional Assessments – Clothing and/or Broad Field Family and Consumer Sciences

**Course Title: Fashion Design**

<b>Unit: 3</b>	<b>Fashion Design</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	Students will: 13. Analyze space, tools, equipment, and furnishing requirements for a design studio. 14. Explain the process that leads to fashion design. Example: inspiration, research, idea, sketch, sample, revision 15. Demonstrate fashion illustration skills to design a fashion line, including sketching fashion figures and apparel, using varied media and techniques, and applying basic and complex color schemes. 16. Apply elements and principles of design to create fashion. Examples: line, shape, space, texture, pattern, balance 17. Demonstrate draping and flat pattern-making techniques. 18. Demonstrate techniques used to create new designs from an original garment, accessory, or textile product. 19. Design fashions to meet the special needs of clients. 20. Utilize technology to design and create fashion.
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	Student will: 1. Design a fashion design studio. 2. Assess the tools, equipment, and furnishings required for a fashion design studio. 3. Determine the fashion design process. 4. Illustrate basic skills of sketching figures and apparel. 5. Distinguish between various media and techniques of sketching. 6. Define basic color terms. 7. Describe the relationship of the colors and the color wheel. 8. Identify the basic color schemes. 9. Illustrate elements and principles of design to create a line of fashions. 10. Practice draping techniques used to design fashion. 11. Practice flat pattern techniques used to design fashion. 12. Adapt an original garment, accessory, or textile product to create a new design. 13. Identify garment features and fabrics appropriate for people with disabilities. 14. Create fashion to meet special needs. 15. Design fashions using technology.
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<b>Essential Question(s):</b>	What are the characteristics of a quality fashion design studio? What is the process for designing fashion? What fashion illustration skills are necessary to design fashion?
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How are the principles of design and the elements of design used in designing fashion?  
 How is draping used in designing fashions?  
 How is the technique of flat-pattern used in fashion design?  
 How are new fashions made from original garments and accessories?  
 What are the techniques used to meet the special needs of clients?  
 How does an ever-changing technological society affect fashion design?

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>III. Fashion Design</p> <p>A. Design Studio</p> <ol style="list-style-type: none"> <li>1. Space</li> <li>2. Tools</li> <li>3. Equipment</li> <li>4. Furnishings</li> </ol> <p>B. Fashion Design Process</p> <ol style="list-style-type: none"> <li>1. Inspiration</li> <li>2. Research</li> <li>3. Idea</li> <li>4. Sketch</li> <li>5. Sample</li> <li>6. Revision</li> </ol>	<p><b>10 + 2 Discussion:</b>          The teacher discusses why is it important for a fashion designer to have a studio that has the necessary space, furnishings, and equipment to work efficiently and creatively.</p> <p><b>Field Trip:</b>          Students participate in a field trip to university or college campus that has a fashion design major.</p> <p><b>Fashion Design Research Project:</b>          Students research space requirements, furnishings, and equipment needed for a design studio. They create a floor plan including furnishings, tools, and equipment needed. Students shop online for furnishings, tools, and equipment. Also, they prepare an itemized list of items needed not to exceed \$10,000. Share Out.</p> <p><b>PowerPoint Presentation:</b>          The Fashion Design Process</p> <p><b>Fashion Design Scenarios:</b>          Students are provided with fashion designs and the name of the designer who created the fashion designs. They are to write a description of how they thought the fashion originated. They research the fashion designer to determine if</p>	<p>Lead Questions</p> <p>Field Trip          Lead Questions</p> <p>Guidelines for Project          Rubric          Computers          Web sites          Internet          References          Catalogs          Lead Questions          Handout</p> <p>PowerPoint Presentation          Computer          CTX          Lead Questions</p> <p>Guidelines for Activity          Scenarios          Fashion Designs          Names of Fashion Designers          Computers          Web sites</p>

<p>C. Fashion Illustration</p> <ol style="list-style-type: none"> <li>1. Sketching fashion figures</li> <li>2. Sketching apparel</li> <li>3. Media and techniques</li> <li>4. Color schemes</li> </ol>	<p>his/her philosophy about fashion is incorporated in the design. Share Out.</p> <p><b>Fashion Design Process Project:</b> Students are provided paper dolls and dress templates. They are to use the design process to design five garments. Students describe how they used the fashion design process to develop their line.</p> <p><b>PowerPoint Presentation:</b> Skills Necessary to Sketch Fashion Illustrations</p> <p><b>Quick Talk:</b> Students discuss why good tools are important as fashion designers transfer mental ideas to visual images.</p> <p><b>Teacher Demonstrations:</b> Teacher demonstrates use of tools and media.</p> <ul style="list-style-type: none"> <li>• Drawing Instruments</li> <li>• Rulers and Curves</li> <li>• Tracing Paper</li> <li>• Erasers</li> <li>• Charcoal</li> <li>• Pencil Sharpeners</li> <li>• Spray Fixative</li> <li>• Markers</li> <li>• Water Colors</li> <li>• Paint</li> </ul> <p><b>PowerPoint Presentation:</b> Sketching Fashion Figures with a Drawing</p>	<p>Internet References</p> <p>Paper Dolls Dress Templates Guidelines for Activity Computers Internet Web sites References Rubric Lead Questions Patten Books Art Supplies</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Lead Questions</p> <p>Fashion Tools Media Art Supplies Color Wheel Handout Textbook Colored Pencils Design Tools Water Colors Markers Paint Newsprint</p> <p>PowerPoint Guidelines for Sketching Fashion Figures</p>
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	<p>Pencil</p> <p><b>Teacher Demonstration:</b> Teacher demonstrates how to sketch fashion figures.</p> <p><b>Guided Practice:</b> Students sketch fashion figures.</p> <p><b>Teacher Talk:</b> Teacher discusses the process of sketching fashion.</p> <p><b>PowerPoint Presentation:</b> Sketching Fashions</p> <p><b>Guided Practice:</b> Students sketch fashions.</p> <p><b>PowerPoint Presentation:</b> Review of the Color Wheel and Color Schemes</p> <p><b>Color Scheme Project:</b> Students research colors that are best suited for clothing and flattering to a client's color tones by selecting flattering hues, values and intensities for clothing. They develop a color chart for each of the color tones. Share Out.</p>	<p>Design Tools and Media Art Supplies</p> <p>Guidelines for Sketching Fashion Figures Design Tools and Media Art Supplies References Fashion Sketching Books</p> <p>Guidelines for Sketching Fashion Figures Design Tools Media Newsprint Art Supplies References Fashion Sketching Books</p> <p>Lead Questions</p> <p>PowerPoint Guidelines for Sketching Fashions Design Tools and Media Art Supplies</p> <p>Guidelines for Sketching Fashions Design Tools and Media Art Supplies</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Research Paper Computer Internet References Web sites Description of Skin Tones</p>
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<p>D. Creating Fashion</p> <ol style="list-style-type: none"> <li>1. Elements of art</li> <li>2. Principles of design</li> </ol>	<p><b>Quick Research Report on Fashion Trends:</b>  Students identify colors used in this year’s fall and spring fashion collections. They identify the colors (hues, values, and intensities) that are most flattering to their skin tones.</p> <p><b>PowerPoint Presentation:</b></p> <ul style="list-style-type: none"> <li>• How the principles of design and elements of art are used to create fashion</li> <li>• Review of the elements of art and principles of design</li> </ul> <p><b>Art Design Activity:</b>  Students find pictures to illustrate the elements and principles of design. They cut and mount pictures to create a jigsaw puzzle design. Students trade with another student to put puzzles back together. As they put the puzzle pieces together, they discuss the principles of design and elements of design used in the fashion design. Display in classroom or hallway.</p> <p><b>Show Time:</b>  Students view the videos and discuss information and skill presented.</p> <p><b>PowerPoint Presentation:</b>  Creating Fashion Designs by Using Sketched Figures</p> <p><b>Teacher Demonstrations:</b>  Teacher demonstrates how to create fashion designs by using sketched figures.</p>	<p>Color Chart  Guidelines for Activity  Rubric  Lead Questions  Fashion Magazines  Computers  Internet  Web sites  Clothing Ads</p> <p>PowerPoint Presentation  Computer  CTX  Examples  Pictures of Fashion Designs  Lead Questions</p> <p>Guidelines for Project  Lead Questions  Art Supplies  Magazines  Clothing Advertisements  Computers  Internet  Web sites  References  Lead Questions</p> <p>Video: The Elements of Art  Video: The Principles of Design  Lead Questions</p> <p>PowerPoint Presentation  Computer  CTX  Lead Questions</p> <p>Fashion Magazines  Art Supplies  Design Tools  Pattern Books</p>
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<p>E. Draping and Flat-Pattern Design Techniques</p>	<p><b>Guided Practice on Using Sketched Figures to Design Fashion:</b> Students sketch various fashions from sketched figures.</p> <p><b>Fashion Design Project:</b> Students design fashions for their sketched figures. They describe the process used to create their designs. They will identify fabrics and color schemes used.</p> <p><b>Teacher Talk:</b> The teacher discusses other techniques used to design clothing such as draping and flat pattern design.</p> <p><b>PowerPoint Presentation:</b> The Process of Designing Fashion through Draping of Fabric</p> <p><b>Teacher Demonstration:</b> Teacher demonstrates the techniques of draping</p>	<p>Lead Questions Newsprint Computer Software</p> <p>Guidelines for Activity Design Tools and Media Art Supplies References Fashion Sketching Books Pattern Books Design Tools and Media Art Supplies References</p> <p>Guidelines for Project Rubric Design Tools and Media Art Supplies References Fashion Sketching Books Pattern Books Design Tools and Media Art Supplies References Computers Internet Web sites</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Muslin Fabric Sewing Kit</p>
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	<p>fabric to design clothing.</p> <p><b>Guided Practice on Draping:</b> Students use Barbie dolls and muslin fabrics to design draped garments. Students display their fashion designs.</p> <p><b>Teacher Demonstrations:</b> Teacher demonstrates flat pattern techniques to design a garment.</p> <p><b>Guided Practice on Flat Pattern Techniques:</b> Students apply flat pattern techniques to design a garment.</p> <p><b>The Draping and Flat Pattern Design Project:</b> Students sketch three designs. They create paper dolls from the three designs. They choose one of the designs to construct the garment. Step 1: Using a Barbie doll, muslin, and pins; They drape the muslin to design the garment chosen. They make any design changes if necessary. Step 2: They create their own flat pattern pieces and use them to cut out the garment pieces. Step 3: They construct the chosen garment with muslin. They make any design changes necessary. Step 4: After making all necessary design changes, they select fabric and embellishments to construct the final garment. Step 5: They create a display board explaining each step of the design process and present to the class.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Barbie Dolls Muslin Fabric Sewing Kit Lead Questions</p> <p>Guidelines for Flat Pattern Techniques Muslin Fabric Tissue Sewing Kit Design Tools</p> <p>Guidelines for Flat Pattern Techniques Muslin Fabric Tissue Sewing Kit Design Tools</p> <p>Guidelines for Project Rubric for Project Muslin Fabric Tissue Sewing Kit Design Tools Paper Dolls Barbie Dolls Art Supplies Foam Board, Tissue (for pattern pieces), Sewing supplies Sewing Machine Lead Questions</p>
<p>F. Creating New Designs from an Original Garment, Accessory, or Textile Product</p>	<p><b>10 + 2 Discussion:</b> The teacher discusses how new garments can be created from original garments?</p>	<p>Lead Questions Samples of Garments</p>

G. Designing Fashion for Special Needs Clients

**Creating a New Design Project:**  
Using garments from the FCCLA Clothes Drive, students, repair, redesign, or recycle garments.

**Bulletin Board:**  
Create a bulletin board entitled “Cures for Sick Clothes.” Display before and after pictures of the redesigned garments.

**Teacher Talk:**  
The teacher discusses designing fashion for special needs clients.

**PowerPoint Presentation:**  
Designing Fashion for Special Needs Clients

**Teacher Demonstration:**  
The teacher demonstrates how to design fashion for special needs clients.

**Special Needs Clients Projects:**  
Students research adaptive designs for people with disabilities. Students are put in groups. Each group is provided with a scenario related to a client with special needs. They solve the client’s clothing needs issue? They present their solution to the class. They describe the needs of the client, how they solved the problem, and show sketches of the re-design garments.

**10 + 5 Discussion:**  
Students discuss the impact of technology on fashion design.

Garments from FCCLA Clothes Drive  
Sewing Kit  
Sewing Machine  
Digital Camera  
Sewing Supplies  
Sewing Kit  
Art Supplies  
Pictures

Guidelines for Bulletin Board  
Art Supplies

Lead Questions

PowerPoint Presentation  
Computer  
CTX  
Lead Questions

Design Tools and Media  
Sketching Books

Guidelines for Project  
Rubric  
Computer  
Internet  
References  
Design Tools and Media  
Sketching Books

Lead Questions

<p>H. Fashion Design Using Technology</p> <ol style="list-style-type: none"> <li>1. Fashion design technology</li> <li>2. Creating fashion with technology</li> </ol>	<p><b>Research Report on Technology:</b> Students research and write a report on using technology to design fashion.</p> <p><b>Designing a Fashion Collection Project:</b> Using the Web site listed, CAD or other software programs, students create a fashion collection. They write a script to describe their collection. Students present and exhibit their fashion collection.</p> <p><b>Fashion Show:</b> Students plan a fashion show to present their collections.</p>	<p>Guidelines for Report Computers Web sites Internet Resources Lead Quesitons</p> <p>Guidelines for Project Rubric CAD Software <a href="http://dressupchallenge.com/vote">http://dressupchallenge.com/vote</a></p> <p>Plan Fashion Show</p>
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<p><b>Unit Assessment:</b></p>	<p>Fashion Design Research Project, Scenarios, Design Process Activity, Portfolio of Sketches, Color Scheme Project, Fashion Design Project, Draping and Flat Pattern Project, New Design Project, Special Needs Clients Project, Fashion Collection Project, Fashion Show, Class Participation, and Rubrics</p>
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<p><b>Unit/Course CTSO Activity:</b></p>	<p>FCCLA Clothes Drive FCCLA members participate in a Fashion Show. FCCLA members participate in local Arts Festival to display their completed garments. FCCLA members participate in “Project Linus” where they construct quilts and donate to needy families. FCCLA members construct “cancer caps,” fleece blankets, etc to donate to patients during treatment. Student participation in STAR Events - Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview.</p>
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<p><b>Unit/Course Culminating Product:</b></p>	<p>Comprehensive Portfolio to include: the design studio, fashion figure sketching, principles and elements of design and color, the design process, clothing for clients with special needs, and garment designs using technology.</p>
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<p><b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree  <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments – Clothing and/or Broad Field of Family and/or Consumer Sciences</p>
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