

STRANDS AND STANDARDS

FASHION DESIGN STUDIO



Course Description

This course explores how fashion influences everyday life and introduces students to the fashion industry. Topics covered include fashion fundamentals, elements and principles of design, textiles, consumerism, and fashion related careers, with an emphasis on personal application. FCCLA and/or DECA may be an integral part of this course. (Standards 1-5 will be covered on Skill Certification Test #355)

Intended Grade Level	09-12
Units of Credit	.50
Core Code	34.01.00.00.140
Concurrent Enrollment Core Code	34.01.00.13.140
Prerequisite	None
Skill Certification Test Number	355
Test Weight	0.5
License Type	CTE and/or Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	Family Consumer Sciences
Endorsement 2	Fashion/Design/Merchandising

STRAND 1

Students will explore the fundamentals of fashion and associated careers.

*Performance Skills for this strand included below.

Standard 1

Identify why we wear clothes.

- Protection – clothing that provides physical safeguards to the body, preventing harm from climate and environment.
- Identification – clothing that establishes who someone is, what they do, or to which group(s) they belong.
- Modesty – covering the body according to the code of decency established by society.
- Status – establishing one's position or rank in relation to others.
- Adornment – using individual wardrobe to add decoration or ornamentation.

Standard 2

Define common terminology.

- Accessories – Articles added to complete or enhance an outfit. Shoes, belts, handbags, jewelry, etc.
- Apparel – All men's, women's, and children's clothing.
- Avant-garde – Wild and daring designs that are unconventional and startling. Usually disappear after a few years.
- Classic – Item of clothing that satisfies a basic need and continues to be in fashion acceptance over an extended period of time. Timeless. (i.e. blazer, cardigan, denim, little black dress)
- Design detail – The various garment parts that distinguish styles. Necklines, collars, sleeves, bodice, lapels, hemlines, etc. (a T-shirt is a garment type, the neckline changes the style of that garment. i.e. crew neck, Henley, V-neck, etc.)
 - Shirts – T-shirt, polo, Henley, fitted, button-down
 - Collars – Mandarin, notched, peter pan, button-down, shirt
 - Sleeves – Set-in, raglan, dolman, leg-o-mutton, shirt cuff, French cuff
 - Necklines – Scoop, crew, boat, sweetheart, cowl
 - Dresses – Sheath, Shift, empire, dropped waist, shirtwaist, princess
 - Skirts – Straight, A-line, yoke, gored, gathered, wrap
 - Pants/trousers – flared/bootcut, straight, tapered
 - Jackets/coats – blazer, double breasted, tuxedo, trench, bolero
- Draped – Wrapped or hung on the body and usually held in place with pins, toggles, buttons, sash or belt.
- Fad – A temporary, passing fashion. An item that has great appeal to many people for a short period of time. (silly bands, slap bracelets, etc.)
- Fashion – The currently accepted style. A prevailing type of clothing that is favored by

- a large segment of the public.
- Fashion cycle – A cycle of the rise, popularization, and decline of a particular style. Follows the sequence - introduction, rise, peak, decline, obsolescence.
- Fit – The right size or how tight or loose the clothing is on the person wearing it.
- Garment type – A category of clothing. Dress, coat, suit, sweater, pants, etc.
- Haute Couture – (oat-koo-TOUR) The French term that literally means fine sewing. The finest clothing from fashion houses by major designers.
- Ready to Wear – Clothing mass produced in standard sizes and sold to customers without custom alterations. (prêt-à porter)
- Silhouette – The shape of a clothing style shown by its outer lines.
- Style – A particular shape or type of apparel item. The style of a garment is determined by the distinct features that create its overall appearance. Specific design details create specific styles. (i.e. a sheath, shift and princess are all different *styles* of dresses)
- Tailored – A garment made by cutting fabric pieces and then sewing them together to fit the body.
- Trend – The movement of fashion into the through the marketplace. (Change in hemlines, waistlines, color, shoe style, etc.)
- Wardrobe – All the apparel a person owns including all garments and accessories.

Standard 3

Discuss the history of fashion and how it is influenced by culture. (Lines between historical eras are fluid. The looks below are quintessential of that decade).

- Trends repeat every 20-30 years
 - 1890's – Victorian Era.
 - Women – Gibson Girl (ideal American woman), corset, bustle, *hourglass silhouette*.
 - Men – matching coat and vest with contrasting trousers. *Rectangle silhouette*.
 - 1900's – Industrial Revolution Era.
 - Women- pigeon breast shirtwaist, Leg O' Mutton sleeves, *s- curve silhouette*.
 - Men – formal morning dress with top hats, or 3-piece 'lounge' suits with bowler hats. *Rectangle silhouette*.
 - Both – Duster coat
 - 1910's – WWI Era.
 - Women – Hobble skirt, bathing suit, bloomers, *inverted triangle silhouette*.
 - Men – military influence/trench coats. *Rectangle silhouette*
 - 1920's – "Roaring '20's" Era.
 - Women – Flapper, costume jewelry, cloche hat, dropped waistline, *rectangle silhouette*.
 - Men – trousers creased with wider hemlines, introduction of the modern

- two-piece suit, zoot suit, wingtips. *Hourglass silhouette.*
- 1930's – Depression Era.
 - Women – bias cut dresses, waistline restored, hemlines dropped, hand-me-downs, flour sack clothing, Hollywood glamour, *slight hourglass silhouette.*
 - Men – introduction of the double-breasted suit, padded shoulders, glen plaid fabric. *Inverted triangle silhouette.*
- 1940s – WWII Era.
 - Women – Convertible suit (mix and match pieces), slacks, no silk or nylon stockings, *inverted triangle silhouette.*
 - Men – Military influence/bomber jacket, austere “Victory” suits with no vest, cuff or pocket flaps. *Rectangle silhouette.*
- 1950s – Rock n’ Roll era. Teenagers become their own class and have money to spend.
 - Women – Poodle skirts, saddle shoes, Capri pants, the “New Look” (Christian Dior), *hourglass silhouette.*
 - Men – dark flannel suits, the ‘Ivy League’ look – khaki slacks, button down shirt, sweater. *Rectangle silhouette.*
- 1960s – Civil rights Era.
 - Women - Miniskirts, pantsuits, Chanel suit, pillbox hat, *rectangle silhouette.*
 - Men – tailored suits, turtlenecks, bold. *Rectangle silhouette.*
 - The ‘Mod’ look.
- 1970s – Hippy to Disco Era. Unisex,
 - Men and Women both wore bold flower prints, platform shoes, bell bottoms, wide ties and collars. *triangle silhouette.*
- 1980s – Yuppie Era.
 - Women – exercise wear as everyday clothes, bold bright colors, *inverted triangle silhouette.*
 - Men – business suits with narrow detailing, suspenders, pastels. *rectangle silhouette.*
 - Logo wear, designer jeans.
- 1990s – The Dot Com Era. Rejection of fashion, grunge.
 - Women – Bare midriff, *rectangle silhouette.*
 - Men – baggy pants, big sneakers, *rectangle silhouette.*
- 2000s – Wired generation.
 - Both men and women wore Skinny jeans, embellishments, hip-hop style.
- 2010s – Social media Rise of androgyny.
 - Both men and women wear Leggings, jeggings, cutouts, hipster-style. (Look at what you’re wearing today, what will people remember?)

Standard 4

Identify and discuss characteristics of fashion global capitals and designers.

- Major Fashion Capitals:
 - Paris, France – (First Fashion capital) French fashion is chic and stylish. Defined by its sophistication, tailored cut, and smart accessories. Most designers based in other capitals have a boutique in Paris.
 - New York City, New York, USA – (Merchandising capital) American fashion is sophisticated, clean cut and casual. Use of separates, sportswear and natural fibers.
 - Milan, Italy – (Elegance and luxurious fabrics) Italian fashion features casual elegance and luxurious fabrics such as Merino wool and leather.
 - London, England – (Modern British designers tend to favor a "rebel" street look) London is known for conservative cuts and traditional styles of the upper class (stores based in the Mayfield area, specifically Savile Row). The young embrace an individualistic style, and this is the real impact in modern fashion. The UK is the home of the punk movement.
 - Tokyo, Japan – (Asian influence, loose and unstructured) Typically considered somber subtle and richly textured, pattern added through complicated cutting and sewing and applique. The young Japanese are favoring the Harajuku look inspired by anime.
- Designers of influence
 - Charles Worth – the father of couture.
 - Coco Chanel – the little black dress, costume jewelry, unstructured.
 - Christian Dior – “the new look” hourglass silhouette with exaggerated lower half.
 - Ralph Lauren – designer for the “American West.” Sophisticated and sellable.
 - There are many designers of influence throughout history. They are covered in more detail in Design Merchandising. (Pathway – Fashion, Apparel and Textiles)

Standard 5

Identify fashion related careers.

- costume designer – a person who designs costumes for film, stage production or television.
- museum curator – one who manages or oversees as the administrative director of a museum, collection or library. Care for historical clothing includes light, temperature and humidity control.

STRAND 2

Students will recognize and apply the principles and elements of fashion design and associated careers.

*Performance Skills for this strand included below.

Standard 1

Demonstrate knowledge of the elements (tools) of design.

- Line
 - Vertical – Straight up and down, formal. Adds height and a creates a narrow, taller silhouette.
 - Horizontal – Straight side to side, informal. Adds width, solidity and reduces height.
 - Diagonal – Straight at an angle, creates excitement and energy. Reflects the same illusion as the straight line they most resemble.
 - Curved – Not straight, creates a softening effect. Adds movement, can re-emphasize and define.
- Shape/clothing silhouette
 - Hourglass – Wide top, narrow middle, wide bottom
 - Rectangular – similar top, middle and bottom
 - Triangle – Narrow top, wide bottom
 - Inverted triangle – Wide top, narrow bottom
- Color
 - Color basics:
 - Hue – another term for color
 - Primary – pure hues that cannot be made from other colors. Red, yellow, blue.
 - Secondary – created by combining two primary colors. Orange, green, violet.
 - Tertiary/intermediate – created by combining a primary and secondary color. Red- orange, red-violet, yellow-orange, yellow-green, blue-green, blue-violet.
 - Cool – yellow-green through violet.
 - Warm – red-violet through yellow.



- Value lightness or darkness of a hue

- Tints – hue + white
- Shades – hue + black

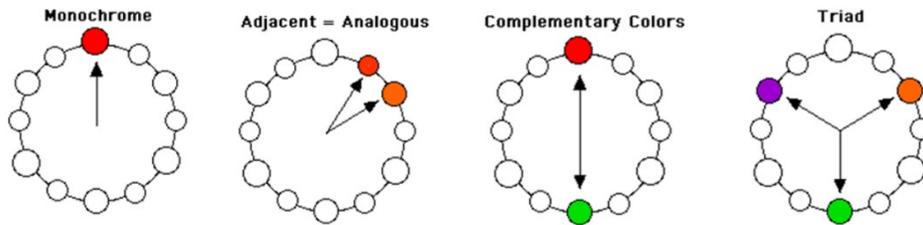


- Intensity: brightness or dullness of a hue
 - Tones – hue + gray or complement



- Schemes:

- Neutral – black, white, tan, brown
- Accented neutral – mostly neutral with just a touch of color
- Monochromatic – tints, shades and tones of one color
- Triadic – three colors evenly spaced on the wheel
- Analogous – 2-4 colors next to each other on the wheel
- Complementary – two colors opposite on the color wheel



- Texture
 - Tactile – How it feels
 - Visual – How it looks
 - Audible – How it sounds
- Pattern
 - Naturalistic – realistic, appears as it would naturally.
 - Conventional/stylized – can recognize the object but is not realistic in appearance.
 - Geometric – based on lines and geometric shapes.
 - Abstract – separate from anything recognizable in the real world.



Standard 2

Demonstrate knowledge of the principles (rules) of design.

- Proportion/Scale – the relationship between the size of parts or objects in a design.
- Balance:
 - Formal/symmetrical – the two sides of the design are mirror image.

- Informal/asymmetrical – one side of the design does not reflect the other.
- Emphasis: focal point.
- Rhythm:
 - Gradation – gradual change in size or color.
 - Opposition – direct contrast created by perpendicular lines, black and white or complementary colors placed next to each other.
 - Radiation – lines extending from a central point.
 - Repetition – line, color or pattern repeated.
 - Transition – curved lines that lead from one area of a design to another.
- Harmony: a relationship in which unity and variety exist together.

Standard 3

Identify related careers.

- Fashion Designer – The art of applying design, aesthetics and natural beauty to clothing and its accessories.
- Illustrator – a person who creates images of clothes for magazines, books, advertising, social media, etc.

STRAND 3

Students will examine the use of textiles in fashion and associated careers.

*Performance Skills for this strand included below.

Standard 1

Identify the basic fibers and characteristics of manufactured and natural textiles. Recognize that fiber content establishes many of the characteristics of a specific fabric.

- Identify natural fibers (e.g., cotton, linen, silk, wool) and their characteristics.
 - General characteristics: come from plants and animals, moisture absorbent.
 - Cotton: plant source
 - Pros - absorbent, comfortable, durable, easy to launder, stronger wet than dry.
 - Cons - wrinkles, shrinks mildew.
 - Linen: plant source. (flax)
 - Pros - absorbent, natural luster, quick drying.
 - Cons - wrinkles, frays, little stretch, mildew.
 - Silk: animal source. (silkworm cocoon)
 - Pros - absorbent, natural luster, insulating, strong, resilient.
 - Cons - degrades and yellows from age and sunlight weaker wet than dry, water marks.
 - Wool: animal source (fur).
 - Pros - absorbent, strong, elastic, flame resistant, wrinkle resistant.
 - Cons - shrinks when laundered improperly, bleaches with sunlight, damaged by moths.

- Identify manufactured fibers (e.g., nylon, polyester, bamboo, rayon, spandex, and their characteristics).
- General characteristics: made from chemical processes (some made from natural elements mixed with chemicals while others are made completely from non-natural substances)
 - Nylon: Chemical source.
 - Pros - strong, water repellent, colorfast, abrasion resistant.
 - Cons - frays easily, heat sensitive, non-recyclable.
 - Polyester: Chemical source.
 - Pros- good shape retention, easy to launder, wrinkle resistant, colorfast, blends well with other fibers.
 - Cons - retains oily stains, pills, builds static.
 - Rayon: Cellulose source.
 - Pros- soft and comfortable, drapes well, blends well with other fibers, dyes well.
 - Cons- shrinks, poor shape retention, wrinkles. Dry clean only.
 - Spandex: Chemical source.
 - Pros - very elastic, adds stretch when blended with other fibers, resistant to oils and outdoor elements. (sun, sea and sand)
 - Cons - shrinks, damaged by heat, can be difficult to sew.
 - Bamboo: Cellulose source.
 - Pros - soft, strong, water absorbent, renewable.
 - Cons - wrinkles, takes longer to dry and yellow with time.
- Identify advantages of blended fibers used in fabrics (i.e. they combine the best characteristics of two or more fibers).

Standard 2

Examine the construction of fabric.

- Identify the characteristics of woven, knit (looping yarns), and non-woven fabrics.
 - Woven: warp and weft yarns are interlaced at a 90-degree angle, no to limited elasticity.
 - Knit: made by looping yarns together, medium to high elasticity.
 - Non-woven: fibers are pressed together with heat, moisture, pressure. i.e. batting, felt, or some interfacing.
- Classify dye processes.
 - Fiber – Dyed before spun into yarn.
 - Yarn – Dyed before constructed into fabric.
 - Fabric/Piece – Dyed after fabric construction.
 - Garment – Dyed after sewing construction.
 - Printing – Apply color to the surface.

Standard 3

Identify textile production related careers.

- Textile Designer – create design for woven, knitted or printed fabrics.
- Textile Chemist – research and development of fibers, yarns and dyeing through sustainable processes.

STRAND 4

Students will identify consumer strategies in the fashion industry and associated careers.

*Performance Skills for this strand included below.

Standard 1

Identify consumer influences.

- Cultural and social – ethnicity, religion, values, conformity, peer pressure, and individuality.
- Economic conditions – affordability, availability, lifestyle, and political climate.
- Media and advertising – commercials, movies, TV, magazines, social media, and celebrities.
- Technology – new developments, research, and environmental impact.

Standard 2

Identify various types of retail options.

- Chain Store – a group of stores owned, managed, and controlled by a central office. Examples: Gap, Forever 21, American Eagle.
- Department Store – retail stores that offer large varieties of many types of merchandise place in appropriate departments. Examples: Macy's, Dillard's, JCPenney.
- Specialty Store – stores that sell a specific type or limited line of goods. Examples: Victoria's Secret, Claire's, Foot Locker.
- Discount Store – stores that sell mass market merchandise in large, simple buildings with low overhead. Examples: Target, Kohl's, Wal-Mart.
- Manufacturer-owned Store – stores that carry merchandise made specifically for that label or brand. Examples: Nike, Ralph Lauren, Lululemon.
- Outlet Store – Manufacturer-owned discount stores which sell seconds and over-runs.
- E-commerce – online purchasing alternative options for brick and mortar.

Standard 3

Identify consumer skills.

- Judging quality (basic construction, seams, matching plaid, attachment of fasteners).
- Cost per wear (price of garment/number of times worn).
- Smart shopping (sales, comparison shop, coupons, membership clubs, calculating discounts).

- Labels (required by law: fiber content, garment care, international care symbols, manufacturer number, country of origin).
- Hang tags (optional: brand name, advertising, logo, etc.).

Standard 4

Identify related careers.

- Buyer – purchase lines of clothing, shoes and fashion accessories to be sold at retail stores.
- Retail sales – assist the customer in a brick and mortar store to facilitate their purchase.
- Manufacturing sales representative – sell wholesale or manufactured goods to buyers.
- Marketing – oversee branding and advertising of a company's products.

STRAND 5

Students will evaluate personal fashion characteristics and associated careers.

*Performance Skills for this strand included below.

Standard 1

Aspects of personal appearance.

- Personal styles –
 - Yin – curved lines, rounded shapes, smaller scale, bows and ruffles
 - Yang – straight lines, angular shapes, larger scale, buttons and pleats
- Body types/silhouette:
 - Hourglass – Wide top, narrow middle, wide bottom.
 - Rectangular – similar top, middle, wide bottom.
 - Triangle – Wide to, narrow bottom.
 - Inverted triangle – Narrow top, wide bottom.
- Personal coloring (warm and cool)

Standard 2

Identify and analyze wardrobe needs for a personal lifestyle.

- Basic pieces – Classic, well-constructed, cost per wear, neutral + a favorite color. (i.e. Long sleeve T-shirt, Short sleeve T-shirt, Tank top, Collared shirt, Light weight cardigan, Little black dress, Jeans, and Dress pants)
- Trendy – items that are currently in style based on design details and elements of design.

Standard 3

Identify related careers.

- Fashion Stylist – Selects clothes and accessories for magazine spreads and celebrities.

- Fashion Consultant – Advises individuals on their personal fashion choices, includes personal shopping, closet audits, beauty and style consultations.

Performance Skills

Strand 1

Complete FCCLA Step One and/or introduce DECA;

http://www.uen.org/cte/facs_cabinet/facs_cabinet10.shtml www.deca.org

Strand 1

Prepare an oral or written report on a fashion capital, historic era, or fashion career that has influenced fashion

Strand 2

Create a color wheel identifying primary, secondary, and tertiary/intermediate colors, the warm and cool colors, and tints and shades.

Strand 2

Create a fashion project or professional presentation incorporating the principles and elements of design; explain in writing, (design, portfolio, power point, display, etc.).

Strand 3

Create a fabric reference guide consisting of natural/manufactured fibers and woven/knit fabrics.

Strand 4

Students will demonstrate consumer math by calculating cost per wear and percentage discounts off retail price. Student will judge value of a clothing item by comparing quality to cost.

Strand 5

Create a visual representation of a personal wardrobe using eight basic and six trendy pieces. Accessorize based on personal taste. Write a description that explains how this collection expresses your personal fashion characteristics.

FCCLA Integration into Fashion Design Studio throughout Course:

STAR Events: Advocacy, Chapter Service Project Display, Chapter Service Project Portfolio, Career Investigation, Entrepreneurship, Illustrated Talk, Job Interview, Recycle and Redesign, Fashion Construction, Fashion Design, National Programs.

Skill Demonstration Events: Fashion Sketch, Science in FACS, Consumer Math.

National Program: Career Connection, Power of One, Financial Fitness.

Workplace Skills

Students will develop professional and interpersonal skills needed for success in the fashion industry.

Determine the difference between hard skills and soft skills.

- **Hard Skills:** Hard skills are specific, teachable abilities that can be defined and measured
- **Soft Skills:** Personal attributes that enable someone to interact effectively and harmoniously with other people.

Identify soft skills needed in the workplace

- Professionalism
- Respect Legal requirements/expectations
- Good communication skills
- Resourcefulness & creativity
- Work Ethic

Skill Certificate Test Points by Strand

Example table below. Refer to instructions for specifics.

Test Name	Test #	Number of Test Points by Strand					Total Points	Total Questions
Fashion Studio	355	1	2	3	4	5	70	60
		23	17	9	7	4		