

# ADDENDUM (Helps for the teacher)

8/2015

## Fashion Design Studio (Formerly Fashion Strategies)

**Levels:** Grades 9-12  
**Units of Credit:** 0.50  
**CIP Code:** 20.0306  
**Core Code:** 34-01-00-00-140  
**Prerequisite:** None  
**Skill Test:** # 355

### 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. This course will strengthen comprehension of concepts and standards outlined in Sciences, Technology, Engineering and Math (STEM) education. FCCLA and/or DECA may be an integral part of this course. (Standards 1-5 will be covered on Skill Certification Test #355)

### CORE STANDARDS, OBJECTIVES, AND INDICATORS

**Performance Objective 1:** Complete FCCLA Step One and/or introduce DECA

[http://www.uen.org/cte/facs\\_cabinet/facs\\_cabinet10.shtml](http://www.uen.org/cte/facs_cabinet/facs_cabinet10.shtml)  
[www.deca.org](http://www.deca.org)

### STANDARD 1 Students will explore the fundamentals of fashion.

**Objective 1:** Identify why we wear clothes.

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

**Objective 2:** Define terminology.

- a. Common terms:
  - a. Accessories – articles added to complete or enhance an outfit. Shoes, belts, handbags, jewelry, etc.
  - b. Apparel – all men's, women's, and children's clothing
  - c. Avant-garde – wild and daring designs that are unconventional and startling. Usually disappear after a few years.
  - d. Classic – item of clothing that satisfies a basic need and continues to be in fashion acceptance over an extended period of time. Timeless.
  - e. Composite - a garment that is a combination of tailored and draped.
  - f. 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.)
  - g. Draped – wrapped or hung on the body and usually held in place with pins, toggles, buttons, sash or belt.
  - h. Fad – a temporary, passing fashion. An item that has great appeal to many people for a short period of time.

- i. Fashion – the currently accepted style. A prevailing type of clothing that is favored by a large segment of the public.
- j. Fashion cycle - a cycle of the rise, popularization, and decline of a particular style. Follows the sequence - introduction, rise, peak, decline, obsolete. (study help - **I Rarely Poke Dead Objects**)
- k. Fit - the right size or how tight or loose the clothing is on the person wearing it
- l. Garment type – a category of clothing. Dress, coat, suit, sweater, pants, etc.
- m. Haute Couture – (oat-koo-TOUR) the French term that literally means fine sewing. The finest clothing from fashion houses by major designers.
- n. Ready to Wear – clothing mass produced in standard sizes and sold to customers without custom alterations.
- o. Silhouette - the shape of a clothing style shown by its outer lines
- p. 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)
- q. Tailored – a garment made by cutting fabric pieces and then sewing them together to fit the body.
- r. Trend – the movement of fashion into the through the market place. (Change in hemlines, waistlines, color, shoe style, etc.)
- s. Wardrobe – all the apparel a person owns including all garments and accessories.
- b. Basic design details:
  - a. Shirts - T-shirt, Henley, polo, dress, fitted, tuxedo,
  - b. Collars – shirt, button-down, peter pan, mandarin, notched
  - c. Sleeves – set-in, raglan, dolman, leg-o-mutton, shirt cuff, French cuff
  - d. Necklines – jewel, scoop, crew, boat, sweetheart, cowl
  - e. Dresses – sheath, shift, empire, dropped waist, shirtwaist, princess
  - f. Skirts – straight, A-line, yoke, gored, gathered, wrap
  - g. Pants/trousers – flared/bootcut, straight, tapered
  - h. Jackets/coats – blazer, double breasted, bolero, tuxedo, Chanel, trench, pea

**Objective 3:** Discuss the history of fashion.

- a. Trends repeat every 20-30 years
- b. 1890's – Victorian Era. Gibson Girl, corset, bustle, *hourglass silhouette*.  
Men – matching coat and vest with contrasting trousers.
- c. 1900's – Industrial Revolution Era. Duster coat, shirtwaist, Leg O' Mutton sleeves, *s-curve silhouette*.  
Men – formal morning dress with top hats, or 3-piece 'lounge' suits with bowler hats.
- d. 1910's – WWI Era. Hobble skirt, bathing suit, bloomers, *inverted triangle silhouette*.  
Men – military influence/trench coats
- e. 1920's – "Roaring '20's" Era. Flapper, costume jewelry, cloche' hat, dropped waistline, *rectangle silhouette*.  
Men – trousers creased with wider hemlines, introduction of the modern two piece suit, wingtips
- f. 1930's – Depression Era, bias cut dresses, waistline restored, hemlines dropped, hand-me downs, flour sack clothing, *hourglass silhouette*.  
Men – introduction of the double breasted suit, padded shoulders, glen plaid fabric
- g. 1940s – WWII Era. 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
- h. 1950s – Rock n' Roll era. Poodle skirts, saddle shoes, Capri pants, the new look (Christian Dior), teenagers become their own class and have money to spend, *hourglass silhouette*.  
Men – dark flannel suits, the 'Ivy League' look – khaki slacks, button down shirt, sweater
- i. 1960s – Civil rights Era. Miniskirts, pantsuits, pillbox hat, *rectangle silhouette*.  
Men – tailored suits, the 'Mod' look, turtlenecks, colors
- j. 1970s – Hippy to Disco Era. Unisex, bold flower prints, platform shoes, *triangle silhouette*.  
Men – bell bottoms, wide ties and collars
- k. 1980s – Yuppie Era. Logo wear, designer jeans, exercise wear, *inverted triangle silhouette*.  
Men – business suits with narrow detailing, suspenders, pastels
- l. 1990s – The Dot Com Era. Bare midriff, rejection of fashion, grunge, *rectangle silhouette*.

- Men – baggy pants, big sneakers
- m. 2000s – War on terrorism and increase in technology. Skinny jeans, embellishments, hip-hop style.
- n. 2010s – Social media. Laggings, jeggings, cutouts, hipster-style. (Look at what you're wearing today, what will people remember?) (**\*STEM: Technology**)

**Objective 4:** Identify and discuss characteristics of fashion capitals and designers.

- a. Major Fashion Capitals:
  - a. 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.
  - b. Milan, Italy (Elegance and luxurious fabrics) – Italian fashion features casual elegance and luxurious fabrics such as Merino wool.
  - c. 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.
  - d. 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.
  - e. New York City, New York (Clean cut, casual style) – use of separates, sportswear and natural fibers.
- b. Discuss designers of influence
  - a. Coco Chanel – the little black dress, costume jewelry, unstructured
  - b. Christian Dior – “the new look” hourglass silhouette with exaggerated lower half

**Objective 5:** Identify fashion related careers. (costume designer, museum curator, etc.)

**Performance Objective 2:** Prepare an oral or written report on a fashion capital, historic era, or fashion career that has influenced fashion.

## **STANDARD 2 Students will recognize and apply the principles and elements of fashion design.**

**Objective 1:** Demonstrate knowledge of the elements (tools) of design. (**\*STEM: Math, Science**)

- a. Line (visual effects)
  - a. Vertical – adds height and creates a thinner, taller silhouette
  - b. Horizontal – adds width and make a person appear shorter and heavier
  - c. Curved – considered graceful and feminine, can re-emphasize and define the figure
  - d. Diagonal – produce the same illusion as the straight line they most resemble
- b. Shape/clothing silhouette (hourglass, tubular, triangle, inverted triangle)
- c. Color
  - I. Color basics:
    - a. Hue – another term for color
    - b. Primary – cannot be broken into component parts. Red, yellow, blue
    - c. Secondary – created by combining two primary colors. Orange, green, violet
    - d. Tertiary/intermediate – created by combining a primary and secondary color. Red-orange, red-violet, yellow-orange, yellow-green, blue-green, blue-violet.
    - e. location on a 12 color wheel



II. Value: lightness or darkness

- a. Tints – hue + white
- b. shades – hue + black



III. Intensity: brightness, dullness

- a. Tones – add gray or complement

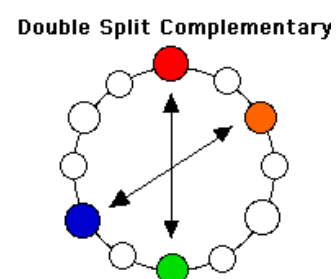
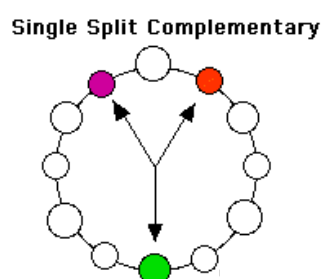
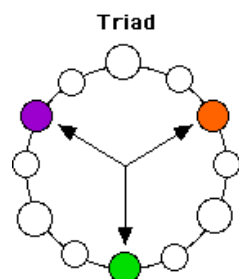
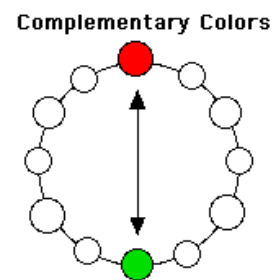
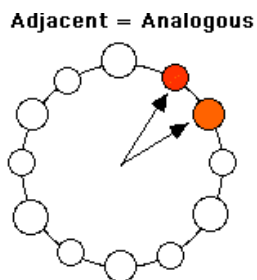
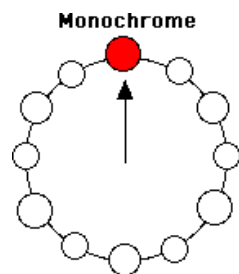


IV. Schemes:

- a. Neutral – the ‘non-colors’ black, white, tan, brown



- b. Accented neutral – mostly neutral with just a touch of color
- c. Monochromatic – tints and shade of one color
- d. Triadic – three colors evenly spaced on the wheel
- e. Analogous/adjacent – 2-4 colors next to each other on the wheel
- f. Complementary – two colors opposite on the color wheel



- d. Texture (tactile, visual)
- e. Pattern
  - a. Naturalistic – realistic, appears as it would naturally
  - b. Conventional/stylized – can recognize the object but is not realistic in appearance
  - c. Geometric – based on lines and shapes
  - d. Abstract – separate from anything recognizable in the real world

**Objective 2:** Demonstrate knowledge of the principles (rules) of design. (\*STEM: Math, Science)

- a. Proportion/Scale – the relationship of size of parts or objects in a design
- b. Balance:
  - a. formal/symmetrical – the two sides of the design are mirror image
  - b. informal/asymmetrical – one side of the design does not reflect the other
- c. Emphasis: focal point
- d. Rhythm:
  - a. Gradation – gradual change in size or color
  - b. Opposition – direct contrast created by perpendicular lines, black and white or complementary colors placed next to each other
  - c. Radiation – lines extending from a central point
  - d. Repetition – line, color or pattern repeated
  - e. Transition – curved lines that lead from one area of a design to another
- e. Harmony: unity and variety

**Objective 3:** Identify related careers (fashion designer, illustrator, etc.).

**Performance Objective 3:** Create a color wheel identifying primary, secondary, and tertiary/intermediate colors, the warm and cool colors, and tints and shades. (\*STEM: Math, Science)

**Performance Objective 4:** Create a fashion project or professional presentation incorporating the principles and elements of design; explain in writing, (design, portfolio, power point, display, etc.). (\*STEM: Math, Science, Technology)

### STANDARD 3

**Students will examine the use of textiles in fashion. (\*STEM: Science)**

**Objective 1:** Identify basic fibers, the characteristics, use and care of the following textiles. (\*STEM: Math, Science)

- a. Identify sources and characteristics of natural fibers:
  - a. Cotton – comfortable, absorbent (hydrophilic), wrinkles easily
  - b. Linen – from flax plant, strong, lint free, wrinkles excessively
  - c. Silk – made from cocoon of silkworm, soft and smooth, lustrous
  - d. Wool – from fleece of sheep, durable, warm, fire resistant
- b. Identify sources and characteristics of synthetic fibers:
  - a. Nylon – strongest fiber, lightweight, heat sensitive
  - b. Polyester - most widely used, strong, resilient, retains oily stains, hydrophobic
  - c. Acrylic – wool substitute, resists wrinkling, pills
  - d. Rayon - first manufactured fiber, made from wood pulp, soft, absorbent, wrinkles
  - e. Spandex – elasticity, stretch, resistant to sun, perspiration and abrasion, heat sensitive
  - f. Acetate – absorbent, dries quickly, silky appearance and feel

**Objective 2:** Recognize various types of fabric construction. (\*STEM: Math, Science, Technology)

- a. Identify basic weaves – two sets of yarns interlaced at right angles
  - a. Plain – simplest weave, filling yarn passes over & under each warp yarn then alternates
  - b. Twill – strongest weave, recognized by obvious diagonal ridges, filling yarn passes over and under two or more warp yarns then shifts to the right or left each successive row
  - c. Satin – most lustrous weave, the filling yarn passes over 4-8 warp yarns

- b. Define knits – yarns are looped together
- c. Identify non-woven fabrics – felt
- d. Fabric Finishes
  - a. Solution – adding color to a fiber solution before it is extruded
  - b. Yarn – dyeing the yarns before they are woven or knitted into fabric
  - c. Piece dyeing – dyeing of yard goods in fabric form after weaving or knitting.
  - d. Printing – Process for adding color, pattern or design to the surface of fabrics.

**Objective 3:** Identify textile related careers (textile designer, textile chemist, fabric designer, etc.).

**Performance Objective 5:** Create a fabric reference guide consisting of natural/synthetic fibers and woven/knit fabrics.

#### **STANDARD 4 Students will identify consumer strategies associated with fashion.**

**Objective 1:** Identify consumer influences.

- a. Cultural and economic conditions
- b. Media & advertising (**\*STEM: Technology**)
- c. Technology (**\*STEM: Technology**)
- d. Purchasing influences (conformity, peer pressure, social expectations, culture [ethnicity, religion], individuality)

**Objective 2:** Identify various types of purchasing options: (**\*STEM: Math**)

- a. Types of stores
  - a. Chain – a group of stores owned, managed, and controlled by a central office. Examples – Gap, Forever 21, American Eagle
  - b. Department – retail stores that offer large varieties of many types of merchandise place in appropriate departments. Examples – Macy's, Dillard's, JCPenney
  - c. Specialty – stores that sell a specific type or limited line of apparel. Examples – Victoria's Secret, Claire's, FootLocker
  - d. Discount – stores that sell mass market merchandise in large, simple buildings with low overhead. Examples - Target, Kohl's, Wal-Mart
  - e. Manufacturer-owned – stores that carry merchandise made specifically for that label or brand. Examples – Nike, Ralph Lauren, Lululemon
  - f. Outlet - Manufacturer owned discount stores which sell seconds and over-runs
- b. Internet & Catalog (**\*STEM: Technology**)

**Objective 3:** Identify consumer skills and purchasing decisions.

- a. Judging quality (basic construction, seams, matching plaid, attachment of fasteners)
- b. Cost per wear (price of garment/number of times worn) (**\*STEM: Math**)
- c. Smart shopping (sales, comparison shop, coupons, membership clubs) (**\*STEM: Math**)
- d. Labels (required by law: fiber content, garment care, international care symbols, manufacturer number, country of origin)
- e. Hang tags (optional: brand name, advertising, logo, etc.)

**Objective 4:** Identify related careers (buyer, retail sales, journalist, advertising, etc.).

**Students will evaluate personal fashion characteristics.**

a. Personal styles - yin/yang

- Yin – delicate, curved lines, rounded shapes, smaller scale, bows and ruffles
- Yang – sturdy, straight lines, angular shapes, larger scale, buttons and pleats



Yang ←————→ Yin

- Hourglass – shoulders and hips similar width, narrow waist (greater than 7" variation)
- Triangle – narrow shoulders, wide hips
- Inverted Triangle – wide shoulders, narrow hips
- Rectangle – little variation between shoulders, waist and hips

- c. Personal coloring (warm and cool)

- Basic 8 pieces - Classic, well-constructed, cost per wear, neutral + a favorite color (Long sleeve T-shirt, Short sleeve T-shirt, Tank top, Button down shirt (tailored), Light weight cardigan, Little black dress, Jeans, Dress pants)
- Trendy – current style and patterns, colorful, fun, fun to mix & match (Woven shirt, Skirt, Patterned jeans, Dressy jacket, Casual jacket, Patterned scarf)

**Performance Objective 6:** Plan a personal wardrobe using the eight basic pieces and six trendy pieces. Accessorize based on personal taste. Create a visual representation and write a description that explains how this collection expresses your personal fashion characteristics.

[http://www.uen.org/cte/facs\\_cabinet/](http://www.uen.org/cte/facs_cabinet/) or UEN lesson plans.