

Strands & Standards

FASHION DESIGN MERCHANDISING



COURSE DESCRIPTION

The Fashion Design Merchandising course is an introductory course that teaches the concepts of entry-level business and fashion fundamentals. The following list of skill standards prepares the student in fashion merchandising with the fundamentals of: basic fashion concepts and marketing terminology, fashion cycles, key components of the fashion industry, retail merchandise categories, fashion promotion and fashion careers. This course will strengthen comprehension of concepts and standards outlined in Sciences, Technology, Engineering and Math (STEM) education. Student leadership and competitive events (FCCLA and/or DECA) may be an integral part of the course.

License Type

CTE and/or
Secondary Education 6-12

Required Endorsement

FACS General Composite or
CTE License –
Fashion/Design/Merchandising

Intended Grade Level: 10-12

Units of Credit: .50

CIP Code: 20.0316

Core Code: 34.01.00.00.145

CE Core Code: 00.00.00.00.000

Prerequisite: Fashion Design Studio

Skill Certification: #405

Test Weight: 0.5

Strands & Standards

STRAND 1 Students will recognize basic fashion concepts and terminology.

Standard 1 Review fashion terms. (Fashion Design Studio Standard 1)

Standard 2 Identify fashion products.

STRAND 2 Students will examine the basics of fashion marketing.

Standard 1 Define the following marketing terms: marketing, marketing concept, target market, market segmentation, fashion merchandising. (*STEM: Math and Technology)

Standard 2 Describe the 4 Ps of marketing (product, price, place, promotion). (*STEM: Math)

Standard 3 Describe the 4 methods of market segmentation (demographics, geographics, psychographics, behavioral). (*STEM: Technology)

Standard 4 Describe the 6 marketing functions (pricing, promotion, product/service management, marketing information management, distribution, selling). (*STEM: Math, Technology, and Engineering)

Standard 5 Identify careers in the fashion merchandising industry (advertiser, promoter, etc). (*STEM: Math)

Performance Objective 1: Analyze a retail store based on market segmentation.

STRAND 3 Students will demonstrate knowledge of the basics of the fashion movement.

Standard 1 Define the following fashion terms: fashion movement and fashion leaders. (*STEM: Math, Technology, and Engineering)

Standard 2 Review the stages of the fashion cycle.

Standard 3 Describe the theories of fashion movement (trickle down, trickle up, trickle across).

Standard 4 Identify careers in the fashion merchandising industry (trend forecaster, fashion photographer, etc.).

Performance Objective 2: Identify apparel in its current location on the fashion cycle.

STRAND 4 Students will discover key components of the fashion industry.

Standard 1 Identify factors that contributed to the development of the apparel industry (history, politics, economics, and media).

Standard 2 Identify key fashion centers in the U.S. (New York, LA, Miami, Chicago) and around the world (Milan, Paris, London, Tokyo). Note: The emphasis in merchandising is on the US centers, the world capitals are a review.

Standard 3 Identify and describe major trade publications, fashion magazines, internet sites and social media. (*STEM: Technology)

Standard 4 Identify key fashion designers and their contributions: Giorgio Armani, Coco Chanel, Christian Dior, Dolce and Gabanna, Tom Ford, Marc Jacobs, Donna Karan, Calvin Klein, Karl Lagerfeld, Ralph Lauren, Yves St Laurent, Levi Strauss, Versace (Gianni and Donnatella), Diane von Furstenberg, Michael Kors, Louis Vuitton, and Vera Wang.

Standard 5 Identify careers in the fashion merchandising industry (designer, blogger, fashion journalist etc). (*STEM: Math)

Performance Objective 3: Prepare an oral or written report on a fashion publication, social media site, or fashion career that has influenced the fashion industry.

STRAND 5 Student will analyze forms of fashion retail and promotion.

Standard 1 Describe the following types of fashion retailing: department stores, flagship stores, specialty stores, boutiques, chain stores, designer stores, outlets, discount stores, mail order houses, online and television retailers.

Standard 2 Demonstrate knowledge of fashion promotion including: advertising, publicity, sales promotion, personal selling, and visual merchandising. (*STEM: Math)

Standard 3 Demonstrated knowledge of business marketing strategies: hang tags, logos, slogans, trademarks, and copyright. (*STEM: Math and Technology)

Standard 4 Identify careers in the fashion merchandising industry (visual merchandiser, buyer etc).

Performance Objective 4: Create or analyze a promotion plan for a store or product.

STRAND 6 Students will explore the main segments of the fashion industry.

Standard 1 Describe the primary market in the fashion industry.

Standard 2 Describe the secondary market in the fashion industry. (*STEM: Math, Technology, and Engineering)

Standard 3 Describe the tertiary market in the fashion industry and the types of fashion businesses (sole proprietorship, partnership, and corporation). (*STEM: Math)

Standard 4 Students will recognize categories in the retail market (men's, women's, juniors, children, and home décor)

Standard 5 Identify careers in the fashion merchandising industry (entrepreneur, store manager, etc).

STRAND 7 Students will recognize the use of the principles and elements of design.

Standard 1 Reassess elements of design (line, shape, texture, color, and pattern). (*STEM: Math)

Standard 2 Reassess color theory (color wheel, hue, value, intensity, and color schemes). (*STEM: Science)

Standard 3 Reassess the principles of design (balance, emphasis, rhythm, proportion, and harmony). (*STEM: Math)

Standard 4 Identify careers in the fashion merchandising industry (personal stylist, set designer, etc.).

Performance Objective 5: Identify how each design principle can be used to enhance a person's figure.

STRAND 8 Students will describe basic consumer finance options.

Standard 1 Define POS (point-of-sale). (*STEM: Technology, Math)

Standard 2 Develop skills necessary to identify garment quality. (*STEM: Science)

Standard 3 Identify the various payment options available to consumers (cash, credit, and layaway). (*STEM Math)

Standard 4 Define the credit terms (credit limit, credit rating, 30-day charge account, revolving charge account, and installment plan). (*STEM: Math)

Standard 5 Identify careers in the fashion merchandising industry (garment inspector, sales, etc). (*STEM: Math)

STRAND 9 Students will develop professional and interpersonal skills needed for success in the fashion industry.

Standard 1 Identify soft skills needed in the workplace

Standard 2 Identify hard skills needed in the workplace

Standard 3 Apply hire-ability skills needed to gain employment

Skill Certificate Test Points by Strand

Test Name	Test #	Number of Test Points by Strand										Total Points	Total Questions
		1	2	3	4	5	6	7	8	9	10		
Fashion Design Merchandising	405	4	13	7	7	11	9	10	6			67	44

Performance Objectives

<http://www.schools.utah.gov/CTE/skill/Tests/FACS/405/405PD.aspx>

FCCLA Integration into Fashion Design Merchandising:

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, Leadership.

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

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