**Designer Sewing/Fashion Design 9/2014**

**(Textile Designer Entrepreneurship,**

**Course Name Change Effective School Year 2015-16)**

**Levels: Grades 10-12**

**Units of Credit: 0.50 - 1.0**

**CIP Code: 20.0301**

**Core Code: 34-01-00-00-080**

**Prerequisite: Clothing I & II**

**Recommended: Fashion Strategies**

**Skill Test: #354 (Only Standards 1-4 Tested)**

**COURSE DESCRIPTION**

This course is designed to focus on entrepreneurial opportunities and careers in design fields. Experiences may include pattern design, surface design, clothing construction and manufacturing, fitting and alteration, and interior fabrication. The study and application of textile sciences and technology in this course provides students with laboratory-based experiences that will strengthen their comprehension of concepts and standards outlined in Science, Technology, Engineering and Math (STEM) education. Skills Test #358

***(Students can repeat the course for credit as they work towards certification)***

*Student leadership (FCCLA) may be an integral part of the course.*

**Fashion Design Pathway (Apparel/Textiles/ Entrepreneurship)** This pathway provides students the option to explore entrepreneurship, career opportunities and demonstrate advanced skills in apparel construction, textiles and technology. *Standards 1-6*

**Interior Design Pathway (Interiors Fabrication/ Textiles/ Entrepreneurship)** This pathway provides students the option to explore entrepreneurship, career opportunities and demonstrate advanced skills in interiors fabrication, textiles and technology. *Standards 1-4, 7*

**CORE STANDARDS, OBJECTIVES, AND INDICATORS**

**STANDARD 1**

**Analyze careers and explore the design industry.**

**Objective 1:** Research employment and entrepreneurial opportunities and preparation for interior and/or fashion design careers. [www.bls.gov](http://www.bls.gov) and Utah Futures

1. Interior Design Careers: Interior designer, Graphic Designer, Art Directors, Display designer, Fabricators, Entrepreneur.
2. Fashion Design Careers: Fashion Designer, Purchasing, Buyers, Retail Sales, Theater, Entrepreneur.

**Objective 2:** Identify knowledge and skills for selected careers *(identified in Objective 1a & 1b)* in the interior and fashion design industries. [www.bls.gov](http://www.bls.gov)

**Resources: Interior Design related careers.**

1. [www.utahfutures.org](http://www.utahfutures.org) Utah Futures: Good place to find an overview to make lesson plans & how students begin a plan.
2. [www.bls.gov](http://www.bls.gov) - great overview on Interior Design & related careers. Great lesson plans help.
3. Interior Design jobs Utah: qualifications, requirements for employment, salary schedules, job descriptions.

<http://www1.salary.com/ut/Interior-Designer-II-salary.html>

1. [www.houzz.com/pro/denisedesigner/denise-glenn-interiordesign](http://www.houzz.com/pro/denisedesigner/denise-glenn-interiordesign)

Great visual site that is organized by: designer services, idea books, projects. Very helpful for visual lesson plans!

1. <http://www.careersininteriordesign.com/education.html> Great site for lesson plan helps! Ideas in: what is Interior design practice education, stages of career, licensing.
2. <http://careerplanning.about.com/od/exploringoccupations/p/interior-designer.htm>

Great site for lesson plan helps! Information on: Interior Design Decorator, Commercial Office Design, Job Education, Commercial Architect, Job Careers, Job outlook & salary expectations…

1. [www.fidm.edu](http://www.fidm.edu) Interior Design, Textile Design, Furniture Design. Excellent information on career specifics and classes needed!
2. [www.fitnyc.edu](http://www.fitnyc.edu) Excellent information on Interior Design and Textile Design careers.

**Resources: Fashion Design related careers.**

1. <http://careerplanning.com/od/occupations/p/fashion_design.htm>

 Great lesson planning information for: fashion designer, salary schedule, Career planning, starting your career, career advancement.

10. National Careers Service: Good source from Britain – but great advice! <https://nationalcareersservice.direct.gov.uk/advice/planning/jobprofile/Pages/fashiondesigner.aspx>

11. [www.bls.gov](http://www.bls.gov) - [www.bls.gov/ooh/arts-and-design/fashion-designers.htm](http://www.bls.gov/ooh/arts-and-design/fashion-designers.htm) Great overview and lesson plans help!

12. [www.fidm.edu](http://www.fidm.edu) Fashion Institute of Design & Merchandising: Amazing information on careers in textile design, jewelry design, textile production, theatre costume, visual communication, menswear, etc. Excellent overviews of “any” design career.

13. [www.fitnyc.edu](http://www.fitnyc.edu) A “myriad” of careers: associate, undergrad, and graduate programs in the Fashion industry. Great resource for teaching.

14. Alison Lindhardt—<http://www.adornit.com/>

 Youtube video: <https://www.youtube.com/watch?v=lT9GPYsb3O0>

Student graduate from SkyView High School and her journey into the fashion industry.

15. Bree Wilkins- <http://www.abreefashion.com>

 Youtube video: <https://www.youtube.com/watch?v=YErYh27aG4s>

Student graduate from Lone Peak High School and her journey into the fashion industry.

**STANDARD 2**

**Students will identify technology used in Fashion Design\Interior Design Fabrication.**

**Objective 1:** Become acquainted with basic design software.

1. Identify how CAD (*Computer Aided Design*) and Vector (*A graphic that can by scaled and layered. Vector programs are draw programs-rather than paint programs*.) are used in the fashion and commercial design industry.
2. Understand what output files, outsourcing and grading terms are in relationship to design software.

Output Files: Can the file only be accessed by the design software or is it sharable? (Examples, jpeg, pdf, tiff, psd)

Outsourcing capabilities: copyright, personal use versus commercial use

Grading capabilities: Does the software allow the user to create different sizes of the original

design?

1. Compare commercial and personal use design software programs used in the fashion and commercial design industry.
	1. Examples of Commercial design software programs used in industry are: Gerber Accumark, Gemini Pattern Editor, e-Telestia and Fashion Cad.
	2. Examples of Personal design software programs used are: Pattern Master (Wild Ginger), Pattern Maker, Design Sew and Bernina’s My Label.

 <http://sewingandstyle.blogspot.com/2012/04/best-software-for-pattern-making.html>

 A google search will provide a lot of answers, invite a guest speaker from Design Company here in

 Utah, have past students or professional record a YouTube video of what they do and have them

 share it with your class.

**Performance Documentation #1:** Explore and analyze a current design software App related to the textile design industry in fashion and interior design.

Here are only a handful of apps students could explore: Students will know of other apps to explore

as well.

Penultimate—Stylish, powerful, easy to use.

iDesign—Precision 2D vector drawing and design in an intuitive and user friendly interface for iPad and iPhone

Design Library --Peek into some of the most extensive textile libraries in the world with Design Library. Free.

Sketchbook Pro for iPad – Fashion Sketches take on a variety of different styles, from the conceptual and vague to the labors of love that note every stitch.

MoodBoard – the perfect app for creating mood and inspiration boards.

<http://mywonderfulworldoffashion.com>

My Wonderful World of Textile Design

My Wonderful World of Fashion Design

My Wonderful World of Shoes

<http://www.startingaclothingline.com/FashionStartUpApp>

**STANDARD 3**

**Identify and choose appropriate fabrics as it relates to an end product.**

(To be integrated throughout the course in various projects.)

<http://www.uen.org/cte/facs_cabinet/facs_cabinet5b.shtml> Refer to Clothing I and Clothing II FACS Filing Cabinet for lesson resources that could be referred to or applied to this standard.

<http://clothingandtextiles.org> This is Dr. Lindsey Shirley’s (Utah State University) website with excellent resources and teaching practices.

Textiles 9th edition by Sara J. Kadolph & Anna L. Langford ISBN: 0-13-025443-6

**Objective 1:** Review and identify characteristics of natural fibers (e.g. cotton, wool, silk, linen, bamboo).

**Objective 2:** Review and identify characteristics of synthetic and/or manmade fibers. (polyester, nylon, rayon, acetate, spandex, acrylic, Olefin, fiberglass)

**Objective 3:** Review and identify various types of fabric finishes. (Stain resistant, fire resistant, wrinkle resistant, waterproof)

**Objective 4:** Explore and identify emerging fabric technologies. (Antimicrobial, wicking)

**Objective 5:** Examine the progression of ethical practices in the textile and apparel industry.

1. Explore and identify sustainability (public health, welfare, environment)

[www.sustainableproducts.com](http://www.sustainableproducts.com)

Most clothing company websites have a sustainable page.

1. Environmental responsibility
2. Human ethical impact of fibers used in the industry. (Labor, Labeling information)

[www.fairtradeusa.org](http://www.fairtradeusa.org)

**Performance Documentation #2:** Analyze the effects of textile characteristics on design, construction, care, use, and maintenance of products created in class.

**STANDARD 4**

**Students will explore entrepreneurial options in the fashion and interior design industry.**

**Objective 1:** Students will explore the steps of establishing a business plan.

<http://www.sba.gov>1. Executive Summary; 2. Company Description; 3. Market Analysis; 4. Organizational& management; 5. Service & product line; 6. Funding requests; 7. Financial projections; 8. Appendix. When starting a business you must have a clear vision of your purpose and goals. The best way to do this is through a business plan.

**FCCLA Entrepreneurship STAR event-** [**www.fcclainc.org**](http://www.fcclainc.org)

SBA states the basics of a business plan include a: 1. Introduction, 2. Marketing, 3. Finance & Management, 4. Operations and 5. Concluding statement Jensen, J. (2013, January 1). Writing a Business Plan. *Utah SBA*, 13-13. (*Contact the SBA office in your area and ask for a copy of their SBA 2013-2014 publication called Small Business Resource*)

**Objective 2:** Analyze how to price a product for sell.

1. Material Costs: the amount of money you spend on raw materials needed to create a product.
2. Labor Costs: the number of hours required to make your product and the hourly rate associated with those hours.
3. Overhead Costs: any further expenses required for the operation of your business.

<http://www.venturebeat.com/2012/12/24/how-to-price-your-startups-product-right-the-first-time>

<http://www.sba.gov/category/navigation-structure/starting-managing-business/managing-business>

Entrepreneurs need to be able to buy supplies, keep financial records, manage bank accounts, insurance, and understand taxes and government regulations.

**Objective 3:** Students will be able to explain the basics of the 4P’s of marketing.

1. Product (package) 2. Place (where to sell) 3. Price (material, labor, & overhead costs) 4. Promotion (method of advertisement)

 Intro to Marketing CTE Course (<http://schools.utah.gov/CTE/marketing/Course-Information/Marketing-Introduction.aspx>)

**Objective 4:** Understand the basics for using credit for business financing. (interest rate, personal guarantee, loan term, ability to repay)

<http://www.sba.gov>

**Performance Documentation #3:** Create a Textile Design Entrepreneurship portfolio containing a written small business plan. \*May consult the FCCLA Entrepreneurship STAR Event as the project model for the entrepreneurship portfolio.

NOTE: For a more in-depth study and experience in entrepreneurship, refer to the standards and objectives for ***Entrepreneurship Opportunities in Family and Consumer Sciences.***

**Performance Documentation #4:** Create a marketable Fashion Design or Interior Design product.

**Fashion Design Pathway Standards**

**STANDARD 5**

**Special design projects to include any of the following: flat pattern drafting, pattern alterations, clothing alterations, repurposing, and advanced clothing design and construction.**

**Objective 1:** Complete commercial pattern alterations or flat pattern design.

1. Basic clothing and/or pattern fitting procedures.

**Objective 2:** Complete a variety of clothing alterations.

**Objective 3:** Complete creative ways to recycle or repurpose clothing and/or fabric.

**Objective 4:** Complete an advanced clothing design project using correct construction techniques.

Resources:

1. [http://extension.usu.edu/htm/publications/by=category/category=779/start=1](http://extension.usu.edu/htm/publications/by%3Dcategory/category%3D779/start%3D1) Great tutorials for various sewing techniques.
2. <http://www.youtube.com/channel/UCXfiJBi0kc61V6PMntvsCUA> Video tutorials on various sewing techniques.
3. *Principles of Flat-Pattern Design: Nora M. MacDonald;* 3rd edition, 2002

ISBN: 978-1-56367-851-6. An excellent “high school” level of Pattern Drafting. Very easy for high school students to understand.

1. FACS ListServ: Clothing II – addendum referencing Basic Pattern Alterations.
2. *Reader’s Digest Complete Guide to Sewing:* Complete sewing guide for all Sewing techniques and pattern alterations.
3. *Simplicity’s: Simply the Best Sewing Book; Revised Edition;* 2001,

ISBN:0-7394-2100-X. Chapters on “any” basic sewing technique, fitting & alterations, specialty fabrics, and even Home Dec Sewing.

1. FCCLA Recycle/Redesign Event: Perfect guidelines for a repurposing project.
2. *Fit for Real People: Palmer/Alto;* 1998, ISBN: 978-0-935278-65-1. A very

easy guide to fit and alterations. A CD is also available for classroom presentations.

1. *Singer: The Complete Photo Guide to SEWING;* 2009,

ISBN-13: 978-1-58923-434-5.This book is amazing!!! It has taken the place of all the old “Singer Sewing Books”. It is now all in 1 book! It has one whole chapter just on general pattern alterations. It also has several chapters on advanced sewing techniques.

**STANDARD 6**

**Students will compare and contrast mass and small business clothing production.**

**Objective 1:** Discuss construction and mass production of clothing.

1. Identify sequential construction techniques

Merchandising – lines, samples,

Design Process—designing, costing, pattern making, sample garments, grading, fabric selections, notion selections, layout of pattern (marker),

Factory Production—cutting, construction, finishing (pressing, hangtags, labels, distribution)

1. Identify motion economy methods used in assembly line production with attention given to consideration of quality, quantity, ethics and profits.

The principles of motion economy make repetitive tasks easier, more efficient and more effective.

* + Tailor system is a manufacturing system in which all sewing is done by one person.
	+ Piecework system is a manufacturing procedure in which a specific task is done by a different person along an assembly line.
		- Unit Production System (UPS) is a computerized piecework assignment.
		- Computer-Aided Manufacturing (CAM) which utilizes electronics for the production of

 apparel.

* Modular manufacturing, divides production employees into teams who work together to complete their work assignments.

**Interior Design Pathway Standards**

**STANDARD 7**

**Students will design products using interior décor fabrication.**

*Singer: The Complete Photo Guide to SEWING;* 2009,

ISBN-13: 978-1-58923-434-5. This book has all the old “Singer Sewing Books” in one amazing book. There are about 150 pages & 6 chapters devoted to “Home Decorating” Projects. There is any measuring help needed for any Home Dec sewing project. There are great “how to” and ready-made lesson plans for your classrooms. This book contains everything for Home Dec – even including upholstery if needed. This book has all the yardage calculation helps needed for any project.

**Objective 1:** Explore and select specialized textiles for interior décor usage.

 USU Textiles Webpage-- [www.clothingandtextiles.org](http://www.clothingandtextiles.org)

**\*Objective 2:** Design and fabricate bedding and pillows. (e.g. quilts, comforters, pillow shams, bed skirts, throw pillows, etc.)

1. Calculate yardage using industry standard measuring techniques.

Book: Patchwork Minus the Mathwork, by Linda Causee—A quilter’s guide to planning and buying fabric

<http://www.jandofabrics.com/YardageCharts.aspx#Bedspreads>

You will need to measure:

The width of the mattress

The length of the mattress

The drop from the top of the mattress to the floor

The drop from the top of the box spring to the floor

The drop from the mattress to the top of the box spring

These measurements will allow you to determine more exactly how many yards of fabric are required for your bedding project.

1. Incorporate principles and elements of design (<http://www.clothingandtextiles.org/be-informed.html>)
2. Utilize special construction techniques through completion of any of the above.

**\*Objective 3:** Design and fabricate various window treatments. (e.g. valances, draperies, curtains, fabric-covered shades, fabric-covered cornices, etc.)

1. Calculate yardage using industry standard measuring techniques.

<http://www.bettertex.com/yardage-chart>

<http://www.jandofabrics.com/YardageCharts.aspx#Bedspreads>

How to Measure Your Windows

You will need to measure:

The window width including the frame

The length from the top of the frame to the top of the sill

Inside width

Inside length

The distance from top the of the frame to the ceiling

The distance from the bottom of the apron\* to the floor

The distance from the right side of the frame to the wall

The distance from the left side of the frame to the wall

The length from the top of the frame to the floor

The length from the ceiling to the floor

The width of the frame

These measurements will allow you to determine more exactly how many yards of fabric are required for your window treatment project.

*\*The apron is the decorative molding beneath the window sill.*

1. Incorporate principles and elements of design (<http://www.clothingandtextiles.org/be-informed.html>)
2. Utilize special construction techniques through completion of window project

*Complete Photo guide to Window Treatments;* 2007, ISBN-13: 978-1-58923-294-5. As stated, everything you will need to teach a window project in a Home Dec lesson.

**\*Objective 4:** Design and fabricate upholstery/slipcovers.

1. Identify the basic principles and sequence for reupholstering furniture

Book: Singer Upholstery Basics Plus: Complete Step-by-Step Photo Guide, By Steve Cone

1. Identify the equipment needed for the upholstery process
2. Calculate yardage using industry standard measuring techniques.

<http://www.bettertex.com/yardage-chart>

1. Upholster/reupholster a piece of furniture

<http://www.clothingandtextiles.org/try-it-out2.html> tutorial for beginning upholstery techniques.

1. Identify the basic principles and sequence of constructing slipcovers

Book: The Complete Photo Guide to Slipcovers, Pillows, and Bedding, By Karen Erickson & Carol Zentgraf

Book: The Sewing Bible - Slip Covers, By Wendy Gardiner

1. Review the functions and purposes of slipcovers

 A way to transform a worn out piece of furniture

 Slipcovers can protect expensive fabrics and finishes

 Easy to take off to dry clean and launder

1. Slipcover a piece of furniture

\*The amount of time allotted to these sections will vary according to the depth of study, class projects chosen, and specific circumstances. Therefore, all components of this unit may not be addressed.