

Fashion and Design Curriculum Fairfield Public Schools

Fashion and Design 6-12

Students in the Fashion and Design area of Family and Consumer Sciences participate in hands-on learning experiences and work towards creating wearable or usable products. Beginning in Grade Six, reading and following directions and sewing construction skills are used to produce an apparel item and/or a textile product. Curriculum progression through Grade 12 gives students hands on exploration of new technologies in the design, construction, and merchandising of apparel and textile products. Students learn to plan and manage their own projects, incorporating advanced construction techniques and progressively challenging designs and fabrics. Students will also develop career and technical skills in the areas of fashion merchandising, design, and the production of apparel and goods. Units include basic machine and hand sewing skills, construction techniques, fashion theory, elements and principles of design, merchandising, pattern alterations, pattern design, apparel production, and interior design. Authentic experiences and assessments are provided through labs and projects.

Fashion and Design 30/40

Overview of Fashion and Design 30

This semester course expands and fine-tunes students' existing skills in designing a three-piece collection. It gives students a stronger, in depth background in creating apparel by incorporating the pattern drafting method of design.

Overview of Fashion and Design 40

This semester course focuses on the students sewing and designing skills to produce a fashion collection. Students will create, implement, illustrate and display their designs. Original designs will be implemented through pattern manipulation, drafting and/or draping.

In level 30 the learner will:

- use proper tools for pattern drafting design and construction.
- build on the implementation of appropriate skills.
- use design knowledge and skills to produce their own designs.

In level 40 the learner will:

- use proper tools for draping and pattern drafting design and construction.
- build on the implementation of appropriate skills.
- use design knowledge and skills to produce their own designs.

National Standards for Family and Consumer Sciences Education

Developed by the National Association of State Administrators of FCS

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Area of Study 16.0

Textiles, Fashion, and Apparel

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

Content Standards

Competencies

16.1	Analyze career paths within textile apparel and design industries.	16.1.2	Analyze opportunities for employment and entrepreneurial endeavors.
16.2	Evaluate fiber and textile products and materials.	16.2.1	Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.
		16.2.2	Evaluate performance characteristics of textile fiber and fabrics.
		16.2.3	Summarize textile legislation, standards, and labeling in the global economy.
		16.2.4	Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.
		16.2.5	Apply appropriate procedures for care of textile products.
16.3	Demonstrate fashion, apparel, and textile design skills.	16.3.1	Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.
		16.3.2	Apply basic and complex color schemes and color theory to develop and enhance visual effects.
		16.3.3	Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
		16.3.4	Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique.
		16.3.5	Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.
		16.3.7	Demonstrate ability to use technology for fashion, apparel, and textile design.
16.4	Demonstrate skills needed to produce, alter, or repair	16.4.1	Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.

	fashion, apparel, and textile products.	16.4.3	Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products.
		16.4.4	Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products.
		16.4.5	Demonstrate basic skills for producing and altering textile products and apparel.
16.7	Demonstrate general operational procedures required for business profitability and career success.	16.7.6	Demonstrate knowledge of the arts, of various resources, and cultural impact upon the textile, apparel, and fashion industries.

Family and Consumer Sciences Connecticut Technical Education Standards

B. Fibers and Textiles: Evaluate fibers and textiles.

4. Identify, compare, and analyze the most common natural and manufactured textile fibers.
5. Evaluate performance characteristics of commonly used textile fibers and fabrics.
6. Describe and assess effects of textile characteristics on design, construction, care, use, and maintenance of products.

C. Apparel and Textile Design: Demonstrate apparel and textile design skills.

8. Describe the ways in which the texture and design of a fabric can affect visual appearance.
10. Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

D. Textile and Apparel Products: Demonstrate skills needed to produce, alter, or repair textile and apparel products.

12. Explain the purposes and uses of a variety of common equipment, tools, and supplies for apparel and textile construction, alteration, and repair.
13. Describe and demonstrate basic skills for producing and altering textile products and apparel.
17. Demonstrate the correct and safe operation of a consumer sewing machine.

Fashion Design 30/40

Assessments

Assessments are based on skill objectives.

Student's progress in Fashion Design 30/40 will be measured with both formative and summative performance based assessments.

Common assessments will be used and correlated for each course.

Teacher Resources

- Internet, tablets, books, teacher texts, current and relevant magazines, online resources.
- Industrial and computerized sewing machines, sergers, irons
- Sewing, cutting, draping, pattern making equipment and supplies
- Document camera
- Field trips to New York City Garment District for proper project implementation.

Units	Essential Questions	Central Understandings	Skill Objectives
		Students will understand:	Students will be able to:
Advanced Sewing Skills	<p>What construction techniques are necessary to get a well fitted garment (Fashion 30) or a lined jacket/coat (Fashion 40)?</p> <p>How do advanced sewing skills enhance the professional/tailored look of a garment?</p>	<ul style="list-style-type: none"> • construction techniques necessary to get a well fitted garment (Fashion 30) or lined jacket (Fashion 40). • use of easing and /or gathering for setting in a sleeve. • advanced sewing skills that enhance the professional/tailored look of a garment. 	<ul style="list-style-type: none"> • acquire the construction steps necessary for a well fitted garment (Fashion 30) or lined jacket (Fashion 40). • evaluate proper construction for a well fitted garment (Fashion 30) or lined jacket (Fashion 40). • evaluate textile use in designs.
Draping and Pattern Drafting	<p>How are patterns made through the pattern drafting method of design? (30)</p> <p>How are patterns made through the draping method of design? (40)</p> <p>How are the proper uses of grain line and darts important to an accurate sloper?</p> <p>What are the skills needed to execute your own designs?</p>	<ul style="list-style-type: none"> • construction of patterns made through the pattern drafting method of design. (30) • construction of patterns made through the draping method of design. (40) • the use of industry standard measurement and markings to create an accurate sloper. 	<ul style="list-style-type: none"> • use measurements to produce a pattern sloper. • properly use pattern drafting design equipment. (30) • properly use draping design equipment. (40) • identify and use key design parts of the mannequin. (40) • distinguish between a sloper and a pattern. • design a clothing collection using the pattern drafting or draping method of design.
Designing a 3-piece Collection	<p>What makes a collection and how is a collection presented?</p> <p>How does fashion sketching tell a collection story?</p>	<ul style="list-style-type: none"> • what makes a collection. • how to create and execute design skills to construct collections. • how a collection is presented. 	<ul style="list-style-type: none"> • determine how to put together a collection. • identify the elements of a fashion story board.

		<ul style="list-style-type: none"> • how fashion sketching tells a collection story. 	
Computerized Technology	How does computerized technology assist in producing garments?	<ul style="list-style-type: none"> • appropriate computer generated designs in finished projects. 	<ul style="list-style-type: none"> • apply appropriate computer generated designs in finished products.