

Fashion Design 12

District Name:	Mission
District Number:	75
Developed by:	Ying Mark and Sigrid Singleton
School Name:	Heritage Park Secondary School
Principal's Name:	Kevin Kaardal
Board/Authority Approval Date:	January 15, 2004
Board/Authority Signature:	
Course Name:	Fashion Design
Grade Level of Course:	12
Number of Course Credits:	4 Credits
Number of Hours of Instruction:	120 hours

Co requisite(s): Textiles 12

Special Training, Facilities or Equipment Required: Sewing machines, sergers, computer(s) with pattern drafting computer software, drafting and sewing tools. Teacher will need to be experienced in using sewing machines and knowledgeable in flat-pattern drafting (traditional and computer-aided techniques).

Course Synopsis:

This course has been developed to support and encourage students to express themselves creatively through the medium of textiles, in the realm of fashion design. The course will cover everything from concept to finished product. This means that the student will explore factors that have influenced fashion in the past and in the present, identify sources of inspiration, study and apply the principles and elements of design, draw, draft and construct original garments. Self and peer assessment play a major role throughout the process. Students will have the opportunity to showcase their garments in the Annual Fashion Show. Students will have the opportunity to participate in the annual Skills Canada Competition. Upon completion of this course, students will have a portfolio, which is essential for admission into any fashion design/merchandising post-secondary institution.

Rationale:

This course is intended for students who have a strong interest in fashion design and would like to further their study in fashion design, production, marketing, or other design/textile-related fields. The curriculum is designed to meet the expectations of Ministry Career Programs, which are directed towards success in school, transition to work, and transition to further education. Articulation between the high school and post-secondary instructors has resulted in a Draft entitled: "*A Secondary to Post-Secondary Transition Program: Fashion Design and Technology*" upon which this curriculum is based.

The learning outcomes for this course are as follows:

1. Students will have the opportunity to express themselves creatively through the medium of textiles.
2. Students will be able to relate the fashion trends throughout history to the political, economic, and social climate of each period.
3. Students will develop the skills required to create garments of their own design. (draw, draft and construct)
4. Students will develop a portfolio that meets post-secondary admission requirements for Fashion Design.
5. Students will become familiar with the career pathways and educational opportunities in the fashion and/or design fields.

In addition, students will develop a foundation of "design-thinking", which can be used across the curriculum.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Apparel Industry	10 hours
Unit 2	Apparel Design	25 hours
Unit 3	Pattern Development	30 hours
Unit 4	Garment Construction	55 hours
Total Hours		120 hours

Unit Descriptions:

Unit 1: Apparel Industry

Time: 10 hours

Students will receive a brief introduction to the apparel industry with a focus on its status and current trends. They will be required to collect and share information from the newspaper, magazine or other sources, regarding the local (B.C.) fashion apparel industry. Eventually, these will be included in their portfolios as evidence of their interest and awareness in this area. Students will also become aware of the career possibilities and the required skills for each occupation. A fieldtrip to the design studios and industrial facilities gives the students a chance to compare and contrast the differences between large and small-scale “one-man” operations.

Curriculum Organizer – Industry Status and Trends

It is expected that students will:

- Explain the importance of the apparel industry, from local to international level
- Describe changes in industry operation and focus over the last century
- Identify key areas of growth and potential for the future
- Identify global issues in the apparel industry
- Describe career opportunities in the design, production, and marketing of apparel
- Compare skill sets required for careers in three components of industry: Design; Marketing/ Merchandising; Production
- Understand and use terminology of the industry

Curriculum Organizer – Technology

It is expected that students will:

- Identify uses of technology for various functions in industry

Unit 2 – Apparel Design

Time: 25 hours

In this unit, students will use the problem-solving process to design garments or a line of clothing for a specified target group. Ideas must be communicated visually via a storyboard, depicting 3-6 garments with a connecting theme or design. Some students may choose to demonstrate their ability to design to a target market by participating in the Skills Canada Apparel Design & Production Competition. These designs will be critiqued by peers and revised, if necessary, before proceeding to the next stage of development.

Prior to this, students will have studied the history of fashion, identified the various sources of inspiration, reviewed the principles and elements of design, and developed basic fashion illustration skills. Students will maintain a design journal to keep ongoing records of data and images; these may include notes, sketches, or photographs of inspirational sources for future designs.

Curriculum Organizer – History, Culture and Tradition

It is expected that students will:

- Identify changes in fashion silhouettes and figures in various cultures and periods of history
- Describe the influence of fashion on the status and well-being of individuals
- Identify influential designers and their impact on the apparel industry

Curriculum Organizer – Design Fundamentals

It is expected that students will:

- Identify and apply the principles and elements of design to textile garments
- Identify multiple design inspiration sources, including art history
- Demonstrate understanding of the elements of fit, ease, set, balance, and grain

Curriculum Organizer - Design Production

It is expected that students will:

- Apply the five-step design process to the planning and development of a garment
- Illustrate ideas through manual sketches or computer-assisted design

Curriculum Organizer – Marketing and Consumerism

It is expected that students will:

- Demonstrate ability to design to a target market

Curriculum Organizer – Technology

It is expected that students will:

- Use computer-assisted design software to facilitate and enhance work
- Understand the technology used to connect design and production process

Unit 3: Pattern Development

Time: 30 hours

Students will be exposed to the various methods of creating a pattern, with and without the use of a commercial pattern. Students will develop a pattern for each of their designs using the most effective and efficient method for the design. However, the flat-pattern method must be used for one design, as this is the most commonly utilized method in today's garment industry. Students may choose the traditional technique using paper and pencil while others may elect to use the computer-aided pattern-generating program.

For each design, students will need a project plan, which outlines their project and includes a guide sheet describing the method of construction to be used. These will serve only as a guideline and may require modification as the construction progresses. Throughout this unit, students will keep a daily log to track progress and to note any challenges encountered in their work.

Curriculum Organizer - Design Production

It is expected that students will:

- Identify the various methods of creating a pattern
- Demonstrate basic flat-pattern drafting techniques
- Create a pattern for an original garment design using the flat-pattern drafting method
- Alter a commercial pattern to create stylised garments
- Demonstrate understanding of pattern grading

Curriculum Organizer - Technology

It is expected that students will:

- Describe technological changes in pattern drafting and their benefits and limitations
- Use computer-assisted design software to facilitate and enhance work

Curriculum Organizer – Textile Fundamentals

It is expected that students will:

- Explain and use appropriate textile terminology as applied to commercial patterns and drafting
- Demonstrate the effective use of time

Unit 4 – Garment Production

Time: 55 hours

Students will be expected to produce a minimum of 3-6 garments, incorporating a specified range of construction skills. They will continue to keep a learning log to record progress and to note any adjustments made during the construction process. At this point, students will be “fine-tuning” their designs. Garments will be evaluated, by the students, their peers and their instructor on the basis of design, construction, cost and function.

This unit also involves a visit to a garment factory to observe mass-production methods of construction. From this experience, students will be able to compare and evaluate methods of construction used in the home and industry.

Curriculum Organizer- Textiles Fundamentals

It is expected that students will:

- Demonstrate safe and appropriate operation of sewing equipment and tools
- Use appropriate terminology as applied to garment construction and textiles
- Demonstrate an appreciation of the aesthetic and functional value of textiles
- Select appropriate fabric for the production of garments
- Demonstrate the effective use of time

Curriculum Organizer – Garment Construction

It is expected that students will:

- Produce garments using suitable construction methods, techniques and equipment

Curriculum Organizer – Marketing and Consumerism

It is expected that students will:

- Identify, compare and evaluate methods of construction used in the home and industry – this would include industrial machines and assembly techniques.
- Describe factors that influence textile choices
- Develop a care label with instructions for garments

Curriculum organizer – Technology

It is expected that students will:

- Use computer-assisted software and computerized machines to facilitate and enhance work

Instructional Components:

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Practical creativity
- Brainstorming
- Group work
- Analysis of industry production and retail garments
- Analysis of their own and their peers’ designs and garments

Assessment Components:

<u>Formative Assessment:</u> (Working portfolio)	Sketchbook/ Articles Collection/ Storyboards	10%
	Student Learning Logs/ Self and Peer Assessment	5%
	Flat-Pattern Drafting	10%
<u>Summative Assessment:</u> (Presentation Portfolio)	Designer Research Report	5%
	Design Line Storyboard & Pattern Drafts	20%
	Design Line Garments	50%

Learning Resources:

- Visitation to post-secondary Fashion Design and Merchandising Institutions
- Tour of Fashion Design and Production Centre(s)
- Attendance at the Kwantlen College-University's Fashion Design and Technology Program's Year-End Fashion Show (and viewing of graduates' portfolios) and/or University College of the Fraser Valley's Fashion Design and Technology Program's Year-End Fashion Show.

- Articles and information on fashion design and the Apparel Industry on the Internet
www.designaccess.bc
www.design-council.org.uk
www.apparel.org
www.fashion-careers.com

- **Videos:**
Sew to Success, Kathleen Spike
Basic Pattern Making -Flat-Pattern Method, Peggy Sagers
Basics of Draping, Suzanne Pierette Stern
Steven Stipelman on Sketching, Steven Stipelman, Fairchild Publications, 1991
The Way We Dress: the meaning of fashion, Learning Seed, 1996

- **Books:**
Pattern Making by the Flat-Pattern Method, Norma Hollen, Burgess Publishing Co., Inc., 1999
Complete Guide to Sewing, Reader's Digest, 1976
Art Principles in Clothing, A Programmed Manual, Edith & Dallas Parkowski, Collier-MacMillan Publishers, 1972
Fashion Sketchbook, 3rd edition, Bina Abling, Fairchild Publications, 2000
Advanced Fashion Sketchbook, Bina Abling, 1991
The Art of Fashion Draping, 2nd edition, Connie Amaden-Crawford, Fairchild Publications, 1989
Fashion Art for the Fashion Industry, Rita Gersten, Fairchild Publications, 1989
Who's Who in Fashion, 2nd edition, Anne Stegemeyer, Fairchild Publications, 1988
Illustrating Fashion –concept to creation, Fairchild Publications, 1999
Changing Styles in Fashion, Fairchild Publications, 1990
Illustrating Fashion, Fairchild Publications, 1999

- **Computer Software:**
Dress Shop 2.5, Livingsoft
Symmetry Demo Disk, Wild Ginger