

# STRANDS AND STANDARDS

## FASHION DESIGN STUDIO



### 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)

<b>Intended Grade Level</b>	9-12
Units of Credit	.50
Core Code	34.01.00.00.140
Concurrent Enrollment Core Code	34.01.00.13.140
Prerequisite	NA
Skill Certification Test Number	355
Test Weight	0.5
<b>License Type</b>	CTE and/or Secondary Education 6-12
<b>Required Endorsement(s)</b>	
Endorsement 1	FACS General Composite
Endorsement 2	CTE License: Fashion/Design/Merchandising
Endorsement 3	NA

### 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)

## STRAND 1

**Students will explore the fundamentals of fashion.**

### Standard 1

Identify why we wear clothes. (Protection, adornment, identification, modesty, status)

### Standard 2

Define terminology.

- Common terms: accessories, avant-garde, classic, design, draped, fad/craze, fashion, fashion cycle (introduction, rise, peak, decline, outdated), garment, haute couture, ready to wear, style, tailored, trend, wardrobe.
- Basic design details: shirts, collars, sleeves, necklines, skirts, pants/trousers, jackets, etc.

### Standard 3

Discuss the history of fashion, the cultural influences and their impact on drastic fashion changes in each decade. (\*STEM: Math)

Trends repeat every 20-30 years

- 1890's – Victorian Era. Gibson Girl, corset, bustle, hourglass silhouette.
- 1900's – Industrial Revolution Era. Duster coat, shirtwaist, Leg O' Mutton sleeves, s-curve silhouette.
- 1910's – WWI Era. Hobble skirt, bathing suit, bloomers, inverted triangle silhouette.
- 1920's – "Roaring '20's" Era. Flapper, costume jewelry, cloche' hat, tubular silhouette.
- 1930's – Depression Era, bias cut dresses, waistline restored, hemlines dropped, hand-me downs, flour sack clothing, hourglass silhouette.
- 1940s – WWII Era. Convertible suit, slacks, Eisenhower jacket, inverted triangle silhouette.

- 1950s – Rock n’ Roll era. Poodle skirts, saddle shoes, Capri pants, the new look (Christian Dior), teenagers, hourglass silhouette.
- 1960s – Civil rights Era. Miniskirts, pantsuits, pillbox hat, tubular silhouette.
- 1970s – Hippy to Disco Era. Unisex, bold flower prints, platform shoes, triangular silhouette.
- 1980s – Yuppie Era. Logo wear, designer jeans, exercise wear, inverted triangle silhouette.
- 1990s – The Dot Com Era. Bare midriff, rejection of fashion, grunge, tubular silhouette.
- 2000s –War on Terrorism and increase in technology. Skinny jeans, embellishments, hip-hop style.
- 2010s - Social media (Look at what you’re wearing today, what will people remember?) leggings, jeggings, cutouts, hipster-style. (\*STEM: Technology)

### Standard 4

Identify and discuss characteristics of fashion capitals and designers.

- Major Fashion Capitals: Paris, France (First Fashion capital); Milan, Italy,(Elegance and luxurious fabrics); Tokyo, Japan (Asian influence, loose and unstructured); London, England (Modern British designers tend to favor a "rebel" look); New York City, New York (Clean cut casual style). (See FS addendum for added information)
- Discuss designers of influence (Coco Chanel, Christian Dior,

### Standard 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

## STRAND 2

Students will recognize and apply the principles and elements of fashion design.

### Standard 1

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

- Line (vertical, horizontal, curved, and diagonal - visual effects)
- Shape/clothing silhouette
- Color
  - Color basics: hue, primary, secondary, tertiary/intermediate, location on a 12 color wheel
  - Value: tints, shades
  - Intensity: brightness, dullness (tones)
  - Schemes: neutral, accented neutral, monochromatic, triadic, analogous/adjacent, complementary
- Texture (tactile, visual)
- Pattern (naturalistic, conventional/stylized, geometric, abstract)

## Standard 2

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

- Proportion/Scale
- Balance: formal/symmetrical, informal/asymmetrical
- Emphasis: focal point
- Rhythm: gradation, opposition, radiation, repetition, transition
- Harmony: unity and variety

## Standard 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)

## STRAND 3

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

### Standard 1

Identify basic fibers, the characteristics, use and care of the following textiles.

- Identify sources and characteristics of natural fibers: cotton, linen, silk, wool.
- Identify sources and characteristics of synthetic fibers: nylon, polyester, acrylic, rayon, spandex, acetate.

### Standard 2

Recognize various types of fabric construction.

- Identify basic weaves (plain, twill, satin).
- Define knits
- Identify non-woven fabrics. (felt )
- Fabric Finishes (solution, yarn, and piece dyeing, printing)

### Standard 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.

## STRAND 4

**Students will identify consumer strategies associated with fashion.**

### Standard 1

Identify consumer influences.

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

### Standard 2

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

- Types of stores (chain, department, specialty, discount, manufacturer-owned, outlet)
- Internet & Catalog (\*STEM: Technology)

### Standard 3

Identify consumer skills and purchasing decisions.

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

### Standard 4

Identify related careers (buyer, retail sales, journalist, advertising, etc.).

## STRAND 5

**Students will evaluate personal fashion characteristics.**

### Standard 1

Aspects of personal appearance.

- Personal styles - yin/yang
- Body types/silhouette: Hourglass, Triangle, Inverted Triangle, Rectangle (\*STEM: Math)
- Personal coloring (warm and cool)

### Standard 2

Identify and analyze wardrobe needs for a personal lifestyle.

- 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, fad to mix & match (Woven shirt, Skirt, Patterned jeans, Dressy jacket, Casual jacket, Patterned scarf)

**Standard 3**

Identify related careers (fashion stylist, personal shopper, etc.).

**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. (\*STEM: Engineering)

**Skill Certificate Test Points by Strand**

Example table below. Refer to instructions for specifics.

Test Name	Test #	Number of Test Points by Strand										Total Points	Total Questions
		1	2	3	4	5	6	7	8	9	10		
Fashion Strategies	355	25	27	13	10	8						83	64

**Performance Objective**

**FCCLA Integration into Fashion Design Studio:**

**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.

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

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

**Fashion Design Studio - formerly Fashion Strategies**