

## 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.

Total Test Questions: 63

Levels: Grades 9-12

Units of Credit: .50

Prerequisites: None

## STANDARDS, OBJECTIVES, AND INDICATORS

### STANDARD I

30% of Exam Blueprint

#### ◆ STUDENTS WILL EXPLORE THE FUNDAMENTALS OF FASHION.

- Objective 1: Identify why we wear clothes (protection, adornment, identification, modesty, status).
- Objective 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avant-garde, classic, design, draped, fad/craze, fashion, fashion cycle (introduction, rise, peak, decline, outdated), garment, haute couture, ready to wear, style, tailored, trend, wardrobe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.
- Objective 3: Discuss the history of fashion, the cultural influences and their impact on drastic fashion changes in each decade.
- 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 20s" 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 – Hippie 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.

Objective 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).
- Discuss designers of influence (Coco Chanel, Christian Dior).

Objective 5: Identify fashion related careers. (costume designer, museum curator, etc.).

**Performance Objective:** Prepare an oral or written report on a fashion capital, historic era, or fashion career that has influenced fashion.

## STANDARD 2

**32% of Exam Blueprint**

### STUDENTS WILL RECOGNIZE AND APPLY THE PRINCIPLES AND ELEMENTS OF FASHION DESIGN.

Objective 1: Demonstrate knowledge of the elements (tools) of design.

- 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, triad, analogous/adjacent, complementary
- Texture (tactile, visual)
- Pattern (naturalistic, conventional/stylized, geometric, abstract)

Objective 2: Demonstrate knowledge of the principles (rules) of design.

- Proportion/Scale
- Balance: formal/symmetrical, informal/asymmetrical



- Emphasis: focal point
- Rhythm: gradation, opposition, radiation, repetition, transition
- Harmony: unity and variety

Objective 3: Identify related careers (fashion designer, illustrator, etc.).

**Performance Objective:** *Create a color wheel identifying primary, secondary, and tertiary/intermediate colors, the warm and cool colors, and tints and shades.*

**Performance Objective:** *Create a fashion project or professional presentation incorporating the principles and elements of design; explain in writing, (design, portfolio, power point, display, etc.).*

Objective 4: Create a color wheel identifying primary, secondary, and tertiary/intermediate colors, the warm and cool colors, and tints and shades.

Objective 5: Create a fashion project or professional presentation incorporating the principles and elements of design; explain in writing (design, portfolio, power point, display, etc.).

## STANDARD 3

16% of Exam Blueprint

### STUDENTS WILL EXAMINE THE USE OF TEXTILES IN FASHION.

Objective 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.

Objective 2: Recognize various types of fabric construction.

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

Objective 3: Identify textile related careers (textile designer, textile chemist, fabric designer, etc.).

**Performance Objective:** *Create a fabric reference guide consisting of natural/synthetic fibers and woven/knit fabrics.*

## STANDARD 4

12% of Exam Blueprint

### STUDENTS WILL IDENTIFY CONSUMER STRATEGIES ASSOCIATED WITH FASHION.

Objective 1: Identify consumer influences.

- Cultural and economic condition
- Media and advertising



- Technology
  - Purchasing influences (conformity, peer pressure, social, [media, culture, religion], individuality)
- Objective 2: Identify various types of purchasing options:
- Types of stores (chain, department, specialty, discount, manufacturer-owned, outlet)
  - Internet and Catalog
- Objective 3: Identify consumer skills and purchasing decisions.
1. Judging quality (basic construction, seams, matching plaid, attachment of fasteners)
  2. Cost per wear
  3. Smart shopping (shop sales, comparison shop, coupons, membership clubs )
  4. Labels (required by law: fiber content, garment care, international care symbols, manufacturer number, country of origin)
  5. Hang tags (optional: brand name, advertising, logo, etc.)
- Objective 4: Identify related careers (buyer, retail sales, journalist, advertising, etc.).

## STANDARD 5

10% of Exam Blueprint

### STUDENTS WILL EVALUATE PERSONAL FASHION CHARACTERISTICS.

- Objective 1: Aspects of personal appearance.
- Personal styles - yin/yang
  - Body types/silhouette - Hourglass, Triangle, Inverted Triangle, Rectangle
  - Personal coloring (warm and cool)
- Objective 2: Identify and analyze wardrobe needs for a personal lifestyle
- Basic 8 pieces – Classic, well-constructed, cost per wear, neutral = a favorite color.
  - Trendy – current style and patterns, colorful, fun, fad to mix & match (Woven shirt, Skirt, Patterned jeans, Dressy jacket, Casual jacket, Patterned scarf).
- Objective 3: Identify related careers (fashion stylist, personal shopper, etc.).

**Performance Objective:** *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.*



## PERFORMANCE STANDARD EVALUATION CHECKLIST

Student Name \_\_\_\_\_

Instructor's Name \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

### Performance Rating Scale:



Limited Skills.....Moderate Skills.....High Skills

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated written exam. To pass the performance standard the student must attain a performance standard average of **8 or higher** on the rating scale. Students may be encouraged to repeat the objectives until they average **8 or higher** for the following elements:

PERFORMANCE SKILLS STANDARDS	
STANDARD 1 – Prepare an oral or written report on one of the following:	Score:
<input type="checkbox"/> Fashion capital <input type="checkbox"/> Fashion career <input type="checkbox"/> Historic era that has influenced fashion	
STANDARD 2 – Create a color wheel identifying the following:	Score:
<input type="checkbox"/> Primary colors <input type="checkbox"/> Secondary colors <input type="checkbox"/> Tertiary/intermediate colors <input type="checkbox"/> Warm and cool colors <input type="checkbox"/> Tints and shades	
STANDARD 3 – Create a fashion project or professional presentation incorporating the principles and elements of design; explain in writing:	Score:
<input type="checkbox"/> Design <input type="checkbox"/> Power point <input type="checkbox"/> Portfolio <input type="checkbox"/> Display	
STANDARD 4 – Create a fabric reference guide consisting of natural/synthetic fibers and woven/knit fabrics.	Score:



<b>PERFORMANCE SKILLS STANDARDS</b>	
STANDARD 5 – Plan a personal wardrobe using the eight basic pieces and six trendy pieces.	Score:
<ul style="list-style-type: none"><li><input type="checkbox"/> Create a visual representation and write a description that explains how this collection expresses your personal fashion characteristics</li><li><input type="checkbox"/> Accessorize based on personal taste</li></ul>	
<b>PERFORMANCE STANDARD AVERAGE</b>	<b>Average:</b>

