

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## Fashion Design 3

**DATE:** March, 2008

**SUBJECT AREA:** Career Technical Education

**PROPOSED GRADE LEVEL(s):** 10-12

**COURSE LENGTH:** One Year

**GRADING:** A-F or Pass/Fail

**NUMBER OF CREDITS:** 5/Semester

**PREREQUISITES:** Completion of Fashion Design 2 with “C” or better

### **1) COURSE DESCRIPTION:**

Fashion Design 3 will provide students with reinforcement and review of the principles taught in Fashion Design 1 and 2. Fashion Design 3 will expand the circle of learning to include the construction of a basic sloper, a learn to fit technique, allowing the student to design their garments by simply cutting, slashing and/or folding their personal pattern pieces to create a unique, one-of-a-kind garment. Students in this program will further explore elements of textile design through draping, drafting, and color application. Students’ adventure in textile color application techniques may lead them to batik, stenciling, hand painting, shaburi dying, reverse bleaching, and quilting. Students will expand their portfolios with more detailed fashion illustration of their personal creations. Fashion Design 3A and 3B will be the driving force (aided by Clothing Design 2A and 2B) in our spring “Art’s Night Fashion Show”.

### **2) GENERAL GOALS/PURPOSES:**

- The Fashion Design program will carry high expectations for each student’s achievement and success in applying decision-making and problem solving techniques in dealing with clothing design and construction techniques.
- The Fashion Design program will provide students with a broad range of rigorous educational opportunities which will enable each individual the opportunity to reach full potential and successfully meet the demands and opportunities of a highly technological 21<sup>st</sup> century.
- The Fashion Design program provides students with a core of knowledge and skills that act as a building block for lifelong learning. Students will be exposed to positive attitude and leadership, character, and academic skills necessary to excel in a global arena.
- Families are integral parts of our educational process. In recognition of this important role, family involvement is actively sought, encouraged and welcomed.
- Partnerships with the community and businesses greatly enhance students learning experiences and educational opportunities. It is through these relationships that our students are able to apply their learning to real-world situations. In addition, it is by these means, in conjunction with instruction; students will develop pre-employment skills for jobs in the clothing design and textile arts market.
- The Fashion Design program will provide a classroom environment, which allows students to work at rates and levels commensurate with individual capabilities.
- The Fashion Design program will provide students with opportunities to receive public recognition for projects completed in class.
- The Fashion Design program will assist the student in developing a respect for work, pride in good workmanship, and a desire to develop a saleable skill. Our program will provide intellectual, practical, and creative experiences in which the student can expect a high degree of success to maximize his/her feelings of self worth and accomplishment

### **3) STUDENT READING COMPONENT:**

*Foundation Standards 2.1 Reading*, including but not limited to:

Specific applications of Reading Comprehension standards (grades nine and ten): (2.1)-(2.3), (2.7)

Specific applications of Reading Comprehension standards (grades eleven and twelve): (2.3)

#### **4) STUDENT WRITING COMPONENT:**

*Foundation Standards 2.2 Writing*, including but not limited to:

Specific applications of Writing Strategies and Applications standards (grades nine and ten): (1.3), (1.5), (2.3), (2.6)

#### **5) STUDENT ORAL COMPONENT:**

*Foundation Standards 2.3 Listening and Speaking*, including but not limited to:

Specific applications of Speaking Applications standards (grades nine and ten): ((2.2), (2.4)

Specific applications of Speaking Applications standards (grades eleven and twelve): (2.4)

2.4 Understand the importance of effective nonverbal, oral, and written communication skills in obtaining and keeping a job.

2.5 Use appropriate communication skills, appropriate vocabulary, and the specialized terminology of the industry.

2.6 Understand the verbal and nonverbal communication and respond appropriately.

2.7 Understand trends and new ideas by reading and interpreting the professional literature of the fashion and interior design industry.

#### **6) STUDENT MATH COMPONENT:**

*Foundation Standards 1.1. Mathematics*, including but not limited to:

Specific applications of Number Sense standards (grade seven): 1.1), (1.3), (1.6), (1.7)

Specific applications of Mathematical Reasoning standards (grade seven): (1.1), (2.1), (2.2), (2.5), (2.8), (3.1), (3.3)

Specific applications of Algebra I standards (grades eight through twelve): (13.0), (24.2)

Specific applications of Geometry standards (grades eight through twelve): (8.0)

#### **7) DETAILED UNITS OF INSTRUCTION:**

##### **I. Students will maintain a working portfolio containing:**

- a. Sketches detailing individual progress in fashion illustration
- b. Sketches and developmental designs of line, color, and design detailing their development of their personal line of clothing.
- c. Reflections and responses to their individual progress in each project
- d. Analysis and judgments of project construction...including individual and peer students work critiquing in elements of art, foundations of design, and principles of perception.
- e. Stitch samples (hand and machine from first year)
- f. Grading sheets reflecting completed project (ongoing)
  - To include a sketch of project
  - Swatch of fabric and notions used
  - Reflective writing of difficulty and success of project outcome

##### **II. Orientation and Safety (review)**

- a. Students will be able to define general classroom procedures, processes, and standards.
- b. Students will be given a series of situations and be able to identify those that meet standards of safety in a sewing lab.
- c. Students will demonstrate good working habits by planning and using class time wisely and in a safe manner.
- d. Students will demonstrate knowledge of specific terms, their concept and use them in written and/or oral form:
  - Fire drill Accident Time plan Drop alert Electric shock
- e. Evaluation procedures and documents will be in the form of written and oral quizzes, study sheets, and teacher observation.

### III. Equipment (review)

- a. Sewing Machine
- b. Sewing Equipment
- c. Pressing Equipment
- d. Given a variety of sewing and pressing equipment, students will be able to identify each by name and tell where and how each should be used.
- e. Students will be able to demonstrate the ability to thread and operate a sewing machine correctly and safely words/terms by using them in written and/or oral communication:

Stitch width regulator	Tension Regulator	Hand wheel	Bobbin winder
Stitch length regulator	Presser bar lifter	Press cloth	Ironing Board
Tracing wheel	Measuring tape	Spool pin	Take-up lever
Pressing ham	Sleeve board	Feed dog	Point presser
Seam Ripper	Throat plate	Scissors	Presser foot
Zipper foot	Press mitt	Sheers	Seam gauge
Side plate	Bobbin	Iron	Thimble
Sharps		Crewel	

Evaluation procedures and documents will be in the form of study sheets, written tests and quizzes, participation in classroom activities and teacher observation.

### IV. Hand stitching techniques (review)

### V. Seam finishing techniques (review)

### VI. Pattern Information (review)

- a. Identifying and using pattern symbols
- b. Interpreting and using sewing terms
- c. Fabric Selection
- d. Given illustrations of common pattern symbols, students will be able to identify each by name and purpose
- e. Student will read and interpret a pattern instruction sheet
- f. Student will demonstrate knowledge of various types of fabrics by selecting appropriate project materials.
- g. Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication:

Directional stitching arrow	Grain line	Triangles	Seam allowance
Center front/back line	Selvage	Margin	Stitching line
Lengthwise grain	Layout	Notch	Woven fabric
Crosswise grain	Notion	Bias	Cutting line
Place on fold	Dots	Nap	Knit fabric

- h. Evaluation procedures will be in the form of study sheets, written tests and quizzes, participation in classroom activities and teacher observation.

### VII. Construction Techniques

- a. Given a series of samples, projects, or test items, students will be able to identify accepted dressmaker techniques and terminology.
- b. Students will demonstrate in the form of samples, projects, or test items, skill in each of the following construction techniques:

Fabric preparation	Gathers	Marking	Casing and elastic	Seams and finishes
Fasteners	Hems	Darts	Cutting	Layout

- c. Students will demonstrate knowledge of the following concept words/terms by using them in a sample, written and/or oral communication.

Seams: plain – zig zag	Hemming stitch	Fabric preparation	Seams & finishes
Seams: plain – pinked	Running stitch	Staystitching	Casing & elastic
Seams: Welt finish	Catch stitch	Interfacing	Seam allowance
Seams: Flat fell	Back stitch	Fasteners	Tracing paper
Seams: French	Prick stitch	Gathers	Buttonholes
Seams: Piped	Slip stitch	Layout	Preshrink
Hook & eye	Grain line	Casing	Cutting
Marking	Collar	Shank	Button
Carbon	Snap	Stitch	Baste
Zipper		Dart	

### **VIII. Mitzvah Project**

- Student will begin by personally choosing a garment to construct for donation.
- Applying appropriate principles of design to individual project choice, student will complete projects using appropriate fibers, fabrics, and notions as the major media
- Student choice of fabric should be that of the natural fiber cotton or a blend of the natural fiber cotton and the manmade fiber polyester.
- Student will exhibit pride in workmanship by completing project in a timely manner and to the best of his/her ability.
- Evaluation procedures and documentation will be in the form of a grading sheet, personal reflection paper and classroom participation in activities.

### **IX. Student Costume**

- Student will select a costume, either for self, sibling, or donation. Theme being homecoming/Halloween.
- Student will select appropriate fibers, fabrics, and notions necessary to complete costume.
- Student will exhibit pride in workmanship by completing project in a timely manner and to the best of his/her ability.
- Evaluation procedure and documentation will be in the form of a grading sheet, personal reflection paper, and classroom participation in activities.

### **X. Student Sloper**

- Student will begin by recording personal measurements
- Student will draft basic sloper using personal body measurements.
- Student will construct sloper out of muslin, insuring proper fit.
- Student will construct original design for sloper pattern.
- Student will exhibit pride in workmanship by completing project in a timely manner and to the best of his/her ability
- Evaluation procedure and documentation will be in the form of a grading sheet, notes, personal reflection paper, and classroom participation in activities.

### **XI. Student Personal Line**

- Student will begin by personally drafting an original pattern.
- Student will choose a textile treatment (color application) appropriate for textile being used and garment being constructed.
- Student's personal choice of garment construction selections will increase in degrees of complexity and detail utilizing skills and techniques appropriate to Fashion Design.
- Student may utilize a recycled garment, applying color, adornment, cutting, slashing, and/or adding texture.

- e. Student will exhibit pride in workmanship by completing projects in a timely manner and to the best of his/her ability
- f. Evaluation procedures and documents will be in the form of grading sheet, personal reflection paper, and classroom participation in activities.

### **XI. Fashion Show**

- a. As a cohesive group, Fashion Design 2A, 2B, 3A, and 3B students will coordinate, choreograph, and execute a spring fashion show in May during arts night.
- b. Advanced students will organize beginning sewers and prepare to display their private line.
- c. Evaluation procedures will be in the form of discussion, personal reflection papers, and classroom participation and involvement in the planning and execution of the show.

### **8) THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR THE FCUSD EXIT EXAMS:**

Writing Reading Language Arts Math Social Science Science

### **9) LAB FEE, IF REQUIRED:**

A \$10.00 per Semester lab fee is requested for take home materials

### **10) SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

Foundation Standards included but not limited to:

Academics 1.4 (Visual and Performing Arts): proficient level (1.1), (1.3), (3.3) (5.2), advanced level (2.3), (2.4), (3.1), (3.2), (5.3); Career Planning and Management: 3.1-3.6; Technology: 4.1 – 4.4; Problem Solving and Critical Thinking: 5.1-5.4; Health and Safety: 6.1, 6.2; Responsibility and Flexibility: 7.1 – 7.4; Ethics and Legal Responsibilities: 8.1-8.3; Leadership and Teamwork: 9.1 – 9.5

Pathway Standards (Fashion Design, Manufacturing, and Merchandising) included but not limited to:

A1.0: Students understand the main aspects of the fashion design, manufacturing, merchandising, and retail industry and the industry's role in local, state, and global economies:

A1.1 Understand how the various segments of the industry contribute to local, state, national, and international economies.

A1.2 Know how such resources as periodicals, mass media, and the Internet are used in the industry.

A1.3 Recognize major legislative, economic, and social trends that affect the industry

A2.0: Students understand basic operational procedures and regulatory requirements in the fashion design, manufacturing, merchandising, and retail industry:

A2.1 Know basic operational procedures for all aspects of the industry (e.g., quality control, inventory control, maintenance, storage, security, shipping, receiving, billing, and payment).

A2.2 Know what constitutes appropriate professional clothing, grooming, and personal hygiene for a variety of professions.

A2.3 Understand the importance of accurate and thorough documentation to various aspects of the industry.

A3.0: Students understand the principles of effective workforce and organizational management, including the roles and responsibilities of management and employees:

A3.1 Understand the major outcomes of effective management, such as profitability, productivity, a positive work environment, and client satisfaction.

A3.2 Understand important workforce management strategies, such as shared responsibilities and negotiation.

A3.3 Understand interrelationship and interdependence of management and employees as they relate to workforce productivity.

A3.4 Understand common organizational procedures and tools, such as business, plans, spreadsheets for payroll and inventories, recordkeeping, and communication with consumers.

A3.5 Understand the effects of various workforce management strategies on employee's actions, attitude, and productivity.

A3.6 Understand how the use of technology has affected the fashion design, manufacturing, merchandising, and retail industry.

A4.0: Students understand and apply the elements and principles of design in various aspects of the fashion industry:

A4.1 Understand the elements and principles of design and their interrelationships.

A4.2 Understand the concept of universal design and relate it to the industry.

A4.3 Apply the elements and principles of design to designing, marketing, and merchandising.

A4.4 Understand the fundamentals of color theory and color forecasting.

A4.5 Use various types of technology in the design process.

A5.0: Students understand the relationship between history and fashion:

A5.1 Analyze fashion trends in various periods throughout the history, and analyze the influences of art and media on fashion

A5.2 Understand how fashion and design have been influenced by politics, society, economics, culture and aesthetics.

A5.3 Understand how designs and trends have developed and evolved throughout history.

A5.4 Analyze the ways in which economies, mass production, labor unions, and technology affect the fashion industry.

A5.5 Understand fashion cycles and the adaptation of historical fashions to current trends.

A6.0: Students understand the characteristics, production, and maintenance of textiles and textile products: A6.1 Know the general characteristics and maintenance of various fibers, yarns, fabrics, and finishes.

A6.2 Know textile manufacturing methods for producing fabrics that are woven, nonwoven, and knit.

A6.3 Know the characteristics and of standards types of print design (e.g., abstract and geometric) and color design (e.g., tone-on-tone, positive/negative, and monotone).

A6.5 Know how technology is used to create various characteristics in textiles.

A6.6 Know how copyright laws affect textile design and production.

A7.0: Students understand how trends and color forecasting are used in the development of new lines:

A7.1 Know the resources available to the fashion industry that provide information on fashion trends and color forecasting.

A7.2 Research fashion and color trends.

A7.3 Evaluate forecasting information for usefulness in the analysis of retail trends.

A7.4 Know the procedures for developing a line (e.g., researching trends and preparing sketches, color plates, and presentations boards).

A8.0: Students understand the principles of pattern making and techniques for draping to produce a pattern for apparel design:

A8.1 Understand flat pattern design, draping techniques, and the use of the basic block.

A8.2 Evaluate the draping qualities of various fabrics.

A8.3 Know how technology is used in pattern making, grading, and marking.

A8.4 Evaluate first-sample garments made from first patterns and determine necessary adjustments.

A8.5 Use pattern specifications for global production.

A9.0: Students understand and apply garment construction skills used in a variety of occupations within the industry:

A9.1 Know the basic process of manufacturing garments.

A9.2 Understand the effects of global sourcing on garment production.

A9.3 Use a variety of equipment, tools, supplies, and software to construct or manufacture garments.

A9.4 Understand how the manufacturing process relates to the cost of producing garments.

A9.5 Understand cost sheets for garments, including manufacturer's costs, markup, and profit margin.

A9.6 Understand common fitting challenges of various figure types and determine related costs.

A10.0: Students understand the skills and procedures necessary for sales and marketing in the fashion industry:

A10.1 Know the factors that contribute to quality customer relations, service, and sales.

A10.2 Evaluate the impact of cultural factors on customer's needs, desires, and satisfaction.

A10.3 Analyze sales and marketing techniques for effectiveness.

A10.4 Know strategies for helping customers select merchandise and recommend related services appropriate to their needs (e.g., budget, personality, figure type, coloring, and personal preference).

A10.5 Know how technology can be used to provide customer service and follow-up.

A10.6 Know basic procedures for sales, exchanges, and returns.

A11.0: Students understand and apply the procedures necessary to produce and maintain interior and exterior store displays:

A11.2 Construct store displays by using various fixture (e.g., mannequins, shadow boxes, wall and tabletop displays, and props) to convey specific messages (e.g., a store's image, as specific manufacture's label, a color or fabric story, or a specific event).

A12.0: Students understand the current laws and worksite policies regarding inventory control and loss prevention:

A12.1 Know the procedures involved in receiving, inspecting, and marking merchandise and distributing it to the selling floor.

A12.5 Analyze how loss prevention affects all profits.

### **11) DISTRICT ESLRs TO BE ADDRESSED:**

When students complete the Fashion Design program coursework, they will be exposed to and expected to exhibit modalities of being a successful graduate of Folsom Cordova Unified School District. Our students will be a positive force in our community by learning to be:

#### **Self-Directed Learners who will:**

- accept responsibility for their own learning by their choice of progressive projects.
- be able to identify their needs and apply appropriate learning strategies to be successful in the completion of their chosen work.
- document work in progress.
- learn to set and reach personal goals.
- be able to apply learn garment construction and pattern instruction interpretation to real world situation
- be able to demonstrate the ability to transfer knowledge obtained in the Clothing Design Classroom to new situations.

#### **Effective Communicators who will:**

- learn to express ideas clearly using correct Clothing Design terminology.
- actively use verbal, written, artistic, and technological forms of communication.
- successfully convey messages, ideas, creative thoughts, feelings and opinions to instructor and peers.
- listen and respond in a positive manner to critiquing from instructor and peers.

#### **Quality Producers/Performers who:**

- learn to perceive, define and accomplish intended results.
- learn to use appropriate resources, tools, and technology to complete Clothing Design projects.
- create projects that will reflect originality, creativity, and pride in final outcome of workmanship.
- continually assess, evaluate, and adjust personal work on projects to maintain high individual standards.
- demonstrate the ability to work not only with their peers but independently as well.

#### **Constructive Thinkers who will:**

- learn to understand, building on the completion of each project, using prior knowledge and information, the techniques necessary to be successful in Clothing Design and Construction.
- learn to question, analyze, synthesize and evaluate information, as presented in a variety of media, including but not limited to classroom instruction, hands on application, internet, video and guest speaker presentation.
- select appropriate resources to gather information.
- successfully select and adjust problem-solving strategies.

**Collaborative Workers who will:**

- successfully and effectively work within an culturally diverse setting
- cooperate with others to initiate, plan and evaluate individual projects.
- be able to cooperatively identify problems and reach consensus and provide adequate solutions.
- contribute time, energy and positive ideas to the classroom as a whole.
- actively and politely listen to others' opinions, ideas and suggested solutions.

**Responsible Citizens who will:**

- contribute positive time, energy and talent to improve the welfare of themselves and others
- abide by classroom, school, and community rules, laws and regulations.
- promote and model effective communication between all instructors and peers of varying backgrounds, lifestyles, and cultures.
- develop and demonstrate habits of personal wellness and safety, while developing a sense of self-discipline.
- demonstrate care, respect, and pride for themselves, their peers, their classroom, their school and their community.