Fashion Technology and Design 120

Supplementary Document:

Suggested Resources and Sample Activities

2022

GCO 1 Students will evaluate the world of fashion by examining its origins and influences.

SCO 1.1	Students will examine the various reasons people wear clothing and how it is produced.

Concepts and Content

Reasons Humans Wear Clothing	Production
• Historical (Protection) • Psychological (Identification, Modesty, Decoration)	• Textile Creation • Garment Construction

I Can – exemplars:	Suggested Activities
I can demonstrate the historical and psychological reasons that people wear clothes. I can differentiate between a fibre and fabric. I can understand the basic properties of fibre and fabric. I can identify where my clothing was made. I can evaluate my clothing's production process. I can question my clothing's ethical dimension.	Students discuss the various reasons they wear clothing and the factors that influence their choices. Students list in order of importance the influences on their clothing choices. Students take turns role playing as a designer/client to identify appropriate fibre and fabric choices for their client's specific needs. Research Project: Students investigate the origins of a personal article of clothing. They determine where the materials come from as well as where it was constructed. Students share their findings with the class and discuss the implications of their results.

Resources

Video	Website	Document
Documentary: The Clothes We Wear https://www.youtube.com/watch?v=-64wZkdPRew	UN Sustainability Goals: https://www.un.org/sustainabledevelopment/sustainable-development-goals/ Utah Education, Why We Wear Clothes Lesson Plan https://www.uen.org/lessonplan/view/30865#:~:text=There%20are%205%20reasons%20why%20we%20wear%20clothing.&text=Protection%3A%20Clothing%20that%20provides%20physical,of%20decency%20established%20by%20society. Ethical Decision Making Process: https://status.net/articles/ethical-decision-making-process-model-framework/	Louise Liddell and Carolee Samuels, *"Apparel Design, Textiles & Construction"*, 11th Edition, 2018. Mary G. Wolfe, "*Fashion*", 7th Edition, Goodheart-Wilcox, 2018. (Textbook and Student Workbook) Mary G. Westfall, *"Successful Sewing"* Seventh Edition, Goodheart-Wilcox, 2013.

SCO 1.2	Students will develop the correct vocabulary to discuss clothing and fashion.

Concepts and Content

Fashion Cycles
- Creation, Observation, Adaptation, Establishment, Saturation, Replacement.

Industry Language
- Fashion, Style, Apparel, Garment, Silhouette, Trend, High Fashion, Avant-Garde, Fad/Craze, Vintage, Classic, Haute Couture, Copies, Knockoffs, Ready-to-Wear, etc.

Garment Parts and Styles
- Parts (Neckline, Collars, Sleeves)
- Styles (Blouse and Shirt, Skirt, Pants, Dress, Jackets and Coats)

I Can – exemplars:	Suggested Activities:
I can explain the life cycle of a fashion item. I can critique a fashion items environmental implications. I can apply essential terminology used in the fashion industry. I can compare the various parts of specific garments. I can distinguish styles of specific garments.	Students investigate the origins of a trending fashion item and examine its life cycle. Students debate the pros and cons of fashion trends. Students could take the role of consumer, business owner, designer, environmentalist etc. and argue their perspective. Students find images to represent the various terms used in the fashion industry (Avant-Garde, Classic, Haute Couture, etc.) Students sketch various articles of clothing based on the descriptions provided by a classmate. Example: Shirt with a Peter Pan collar and ¾ length bell sleeves.

Resources

Video	Website	Document
	Life Cycle of a Fashion Item: https://www.savoirflair.com/fashion/237591/fashion-decoded-life-cycle-fashion-trend Life Cycle of a Fashion Item: https://www.voguefashioninstitute.com/the-life-cycle-of-fashion/ Becoming a Trend Forecaster: https://www.wayup.com/guide/how-to-become-a-trend-forecaster/ Trend Spotter: https://www.thetrendspotter.net/category/womens-fashion-tends/	Louise Liddell and Carolee Samuels, *"Apparel Design, Textiles & Construction"*, 11th Edition, 2018. Mary G. Wolfe, "*Fashion*", 7th Edition, Goodheart-Wilcox, 2018. (Textbook and Student Workbook) D. Saravanan, *Fashion Trends and Its Impact on Society* https://www.academia.edu/24259055/Fashion_trends_and_their_impact_on_the_society

SCO 1.3	Students will describe the role of fashion designers and how they shape the industry.

Concepts and Content	
Role of Designer • Education • Responsibilities	Influential Designers • Names and Achievements • Styles
I Can – exemplars:	Suggested Activities:
I can describe the recommended education for a fashion designer. I can communicate the roles and responsibilities of a fashion designer. I can recognise the names and achievements of influential fashion designers from the past. I can describe the styles for which influential fashion designers from the past are known.	Research the educational requirements (programs, internships, etc.) required of an inspiring fashion designer. Seek options both in and outside of Canada. Compare this with employment outlook and salary information. List the roles and responsibilities of a fashion designer. Students act as a board member of the CFDA (Council of Fashion Designers of America) and award a designer of their choice for their contributions to fashion. Students study the designer's work, signature style and legacy. Students present what impact they have they made on the fashion industry and why they have been chosen for this award.

Resources		
Video	**Website** Fashion Institute of Design and Merchandising Career Centre: https://fidm.edu/en/student+life/careers+alumni/career+center/ Careers in the Fashion Industry: https://www.indeed.com/career-advice/finding-a-job/fashion-industry-careers https://www.prospects.ac.uk/job-profiles/fashion-designer	**Document** Louise Liddell and Carolee Samuels, *"Apparel Design, Textiles & Construction"*, 11th Edition, 2018. Mary G. Wolfe, "*Fashion*", 7th Edition, Goodheart-Wilcox, 2018. (Textbook and Student Workbook)

GCO 2 Students will discover the elements, principles, and influences of design considered by a fashion designer in the developmental stages of a collection.

SCO 2.1	Students will analyse how designers use the elements and principles of design in the design process.

Concepts and Content

Figure Types
- Triangle, Inverted Triangle, Hourglass, Rectangle, Circle

Colour (Element)
- Wheel
- Schemes and Messages
- Seasons

Other Elements
- Line, Form, Texture

Principles
- Harmony
- Balance, Proportion, Rhythm, Emphasis

I Can – exemplars:	Suggested Activities:
I can identify various figure types and recognise that healthy human bodies come in a variety of shapes and sizes. I can identify primary, secondary, and tertiary colours. I can differentiate between colour schemes. I can describe messages that different colour schemes communicate. I cananalyse physical characteristics to determine someone's colour season. I can assess how line, form, and texture are used in fashion design to create different effects. I can demonstrate the significance of harmony in design. I can use the elements of design to achieve balance, proportion, rhythm, or emphasis while maintaining harmony. I can apply the elements and principles of design to produce a specific result.	Students examine a variety of clothing advertisements to identify various figure types and prompt discussion about dominant figures in the fashion industry. Students paint and label a colour wheel with primary, secondary and tertiary colours. Students complete colour scheme (complementary, analogous, etc.) exercises to wardrobe plan. Students view various colour schemes and discuss the messages or moods they communicate. Students take a quiz that evaluates skin tone features to determine their colour season. Students hold up various coloured card stock to their faces to determine each other's colour seasons. Students assemble a 10-piece capsule wardrobe that demonstrate particular elements of design.

Resources		
Video	**Website**	**Document**
	Design Principles: https://www.uen.org/cte/family/clothing-1/design.shtml	Louise Liddell and Carolee Samuels, *"Apparel Design, Textiles & Construction"*, 11th Edition, 2018.
	Finding Your Colour Season: https://www.headcovers.com/resources/beauty/how-to-find-your-color-season/	Mary G. Wolfe, "*Fashion*", 7th Edition, Goodheart-Wilcox, 2018. (Textbook and Student Workbook)

SCO 2.2	Students will assess a variety of other considerations that influence designers in the developmental stages of a collection.

Concepts and Content
Other Design Consideration: • Availability, Lifestyle, Motif, Cohesion, Market, Influencers, Streetwear, Pop Culture, Celebrities, History, Architecture, Ethnic Costume, Technology, Function

I Can – exemplars:	Suggested Activities:
I can consider a variety of other factors that influence design choices and can prioritize them for specific results. I can evaluate the importance of outside influences on the design process.	Students brainstorm and prioritize (from most important to least) considerations when designing a garment.

Resources		
Video	**Website**	**Document** Steven Faerm, *Fashion Design Course – Principles, Practice, and Techniques: The Practical Guide for Aspiring Fashion Designers,* Second Edition, Quarto Inc, 2017.

GCO 3 Students will practice being a fashion designer and develop their design process from inspiration to creation.

SCO 3.1	Students will investigate a variety of inspirational sources to develop a vision for their designs.

Concepts and Content

Field Research • Primary • Secondary	Displaying Inspiration • Mood Board (Emotional Anchor, Principles of Design)
I Can – exemplars:	**Suggested Activities:**
I can use primary and secondary research to find inspiration for fashion design I can explain the purpose of a mood board in the design process. I can effectively demonstrate the anchoring theme/emotion of my designs to an audience through the use of a mood board or similar visual display.	Students research current trends by prominent designers for inspiration. Students seek inspiration through the world around them: nature, people, animals, art, architecture, pop culture, advertising, etc. Students plan and design a mood board for a collection.

Resources

Video	Website	Document
	Apps: Pinterest, Instagram, Flickr, Tik-Tok etc.	Steven Faerm, *Fashion Design Course – Principles, Practice, and Techniques: The Practical Guide for Aspiring Fashion Designers,* Second Edition, Quarto Inc, 2017.

SCO 3.2	Students will conceptualize their designs through fashion illustration.
Concepts and Content	

Fashion Drawings • Sketch, Flat, Technical/Specification, Illustration	Illustrating • Croquis • Techniques (Proportion, Lines, Shading, Texture, Gesturing)
I Can – exemplars:	**Suggested Activities:**
I can differentiate between the various types of fashion drawings. I can challenge how fashion is illustrated and evaluate its consequences. I can sketch a croquis. I can demonstrate appropriate illustration techniques to accurately portray my design vision on a croquis.	Students view a variety of fashion drawings to distinguish their unique qualities and purposes. Students discuss the consequences of the unrealistic nature of fashion illustrations. Students follow a video or teacher demonstration to sketch a croquis. Students act as a designer and sketch a design that meets the specific needs of a client (classmate, teacher, etc.).

Resources		
Video Croquis Illustration: https://www.youtube.com/watch?v=_uUNMHFSsBk	**Website** Croquis Illustration: https://www.amikosimonetti.com/life/drawing-the-fashion-figure-with-9-heads-proportion-part-1	**Document** Nancy Riegelman, *9 Heads: A Guide to Drawing Fashion*, (4th Edition), 9 Heads Media, 2016. Lance Derrick*, Fashion Sketchbook Male Figure Template,* Lance Derrick Productions, 2019. Lance Derrick, *Fashion Sketchbook Female Figure Template* Lance Derrick Productions, 2019.

SCO 3.3	Students will practice the basics of pattern drafting and apply their learning in the creation of their own design.

Concepts and Content

Reading a Pattern	Drafting a Pattern
• Vocabulary	• Measuring and Converting
• Symbols	• Drafting

I Can – exemplars:	Suggested Activities:
I can understand and use the technical vocabulary, symbols, and drawings needed for garment construction.	Students complete a "scavenger hunt" activity identifying various parts of a commercial sewing pattern and its instructions.
I can take accurate body measurements necessary for pattern drafting.	Students play Pictionary using pattern symbols.
I can investigate and critique how companies determine their standard sizes.	Students take their measurements and compare them to a commercial pattern size chart.
I can add and subtract fractions necessary in pattern drafting.	Students research specific companies to investigate their sizing requirements. Students share and compare their findings with other classmates' research. Students discuss the psychology of sizing.
I can draft or alter a basic pattern piece.	Students review basic fraction addition and subtraction through an interactive game.

Resources

Video	Website	Document
Pattern Symbols: https://www.allfreesewing.com/Basics-and-Tutorials/How-to-Read-a-Sewing-Pattern	Pattern Symbols: https://www.createandcraft.com/gb/sewing-pattern-symbols	Helen Joseph-Armstrong, *Patternmaking for Fashion Design,* Fifth Edition, Pearson, 2010.
Drafting a Straight Sleeve Sloper (University of Fashion): https://www.youtube.com/watch?v=vJnqpilY4Mk	Adding and Subtracting Fractions: http://www.math-play.com/adding-and-subtracting-fractions-game.html	Sample Commercial Patterns; tissue paper patterns and digital patterns ex: McCall's, Butterick, Simplicity, Burda, etc.
	https://www.mathplayground.com/ASB_Speedway.html	Mary G. Westfall, *"Successful Sewing"* Seventh Edition, Goodheart-Wilcox, 2013.
		Anne Marie Soto (Editor), *"Simplicity's Simply the Best Sewing Book Paperback"* Simplicity Sewing Pattern Company, 2011

GCO 4 **Students will demonstrate safe procedures and proper use of equipment in the workplace while applying industry standard construction techniques.**

SCO 4.1	Students will discover safe procedures, common potential hazards in the lab and workplace, and demonstrate safe use of equipment and tools.

Concepts and Content

Safety in the Lab and Workplace
- Safety Orientation (Provincial Online Course)
- Specific Training for Equipment Available

I Can – exemplars:	Suggested Activities:
I can identify safety equipment. I can demonstrate proper use of safety equipment. I can recognize consequences for unsafe procedures. I can assess potential hazards of inappropriate clothing, footwear, and jewellery.	Students complete provincial online safety training. Students identify unsafe practices and potential hazards in images or scenarios presented.

Resources

Video	Website	Document
	NB Online Safety Orientation Registration http://www.nbcsa.ca/NBCSAStudent/ Sample safety images: https://i.pinimg.com/originals/15/58/8d/15588d198a39a41cfe83f1ff2c68889e.png	

SCO 4.2	Students will identify and understand the basic functions of the technology required for garment construction.

Concepts and Content

Sewing Machine

- Essential Parts and Functions (Foot Pedal, Power Switch, Power Cord, Spool Pin, Bobbin Winder, Bobbin Case, Presser Foot, Reverse Stitch Lever/Button etc.)

Basic Tools Technology

- Use and Functions (Basic Tools: Sheers, Rotary Cutter, Seam Ripper, Pin Cushion, Straight Pins, Iron, Ironing Board, Gauge, Flexible Measuring Tape, Tailor's Chalk and Marking Pens, Tracing Wheel and Paper, Pinking Sheers, Serger, etc.)

I Can – exemplars:	Suggested Activities:
I can examine the essential parts of the sewing machine and explain their basic functions. I can demonstrate the proper use for basic sewing tools and technologies used in garment construction.	Students play "Taboo" to describe and identify the various sewing tools and parts of the sewing machine. Students complete a beginner sewing test (similar to a driver's license) to prove they are ready to "drive".

Resources

Video	**Website** Sewing Machine Parts Worksheets: https://www.uen.org/cte/family/clothing-1/construction.shtml	**Document** Machine Manual Specific to Machines in Classroom Mary G. Westfall, *"Successful Sewing"* Seventh Edition, Goodheart-Wilcox, 2013.

SCO 4.3	Students will apply machine sewing techniques to a professional standard.

Concepts and Content

Basic Sewing Techniques
- Stitching (Standard Stitch, Zig-Zag Stitch)
- Pressing (Open, To One Side)
- Finishing (Pinking, Overlocking)

I Can – exemplars:	Suggested Activities:
I can apply basic machine sewing techniques including pressing and finishing to a professional standard. I can apply appropriate sewing techniques to extend the life of a textile item to promote sustainability.	Students practice accuracy of machine sewing by following lines on paper. Students build a portfolio to demonstrate specific sewing skills. Students complete a sewing project demonstrating their skills. (It is suggested that this be part of an exit project replacing an exam).

Resources

Video	Website	Document
		Sample Commercial Patterns; tissue paper patterns and digital patterns ex: McCall's, Butterick, Simplicity, Burda, etc. Mary G. Westfall, *"Successful Sewing"* Seventh Edition, Goodheart-Wilcox, 2013. Anne Marie Soto (Editor), *"Simplicity's Simply the Best Sewing Book Paperback"* Simplicity Sewing Pattern Company, 2011

GCO 5   Students will explore the business of fashion from production, through presentation, to marketing and promotion.

SCO 5.1	Students will research various production options for specific garments, their associated costs, and their global impact.

Concepts and Content

Materials	Impact
• What? Where?	• Humanitarian and Environmental
Finance	
• Production and Distribution	
• Sales	

I Can – exemplars:	Suggested Activities
I can determine and locate the materials necessary to construct a specific garment. I can calculate the approximate cost associated with the production and distribution of a specific garment. I can calculate the optimal sales price for a specific garment. I can discuss the humanitarian and environmental impacts of the "fast fashion" industry, recognise sustainable and ethical production practices, and advocate for solutions to improve the current production process.	Students act as a production manager for an apparel company. They are required to find suppliers and producers for their new line. Students act as a financial analyst to determine the production cost and price point of their apparel. Students debate the "cost" of fashion (material/physical, humanitarian, and environmental). Students conduct a social action project to spread awareness and promote ethical and sustainable practices in their community.

Resources

Video	Website	Document
Production and Marketing: https://www.youtube.com/watch?v=ON8kozB5yhI		Steven Faerm, *Fashion Design Course – Principles, Practice, and Techniques: The Practical Guide for Aspiring Fashion Designers,* Second Edition, Quarto Inc, 2017. Louise Liddell and Carolee Samuels, *"Apparel Design, Textiles & Construction"*, 11th Edition, 2018.

SCO 5.2	Students will create a portfolio of designs in preparation for a professional business plan presentation.

Concepts and Content

Portfolio

- Inspiration (Mood Board)
- Illustrations (Designs)
- Samples (Swatches)

I Can – exemplars:	Suggested Activities:
I can evaluate the significance of a design portfolio in a business presentation. I can create a portfolio that demonstrates the design process from inspiration to creation.	Students view different types of fashion design portfolios and create a list of "must-haves" for a presentation. Students investigate the fashion portfolio requirements for various post-secondary institutions. Students create a design portfolio for a business presentation. (This can be part of their exit project.)

Resources

Video	**Website**	**Document**
Portfolio Creating: https://www.youtube.com/watch?v=lryTvRPPQ2M	Preparing a Design Portfolio https://www.wikihow.com/Prepare-a-Fashion-Design-Portfolio	Louise Liddell and Carolee Samuels, *"Apparel Design, Textiles & Construction"*, 11th Edition, 2018.

SCO 5.3	Students will market designs by implementing promotional strategies specific to the fashion industry.

Concepts and Content

Promotional and Advertising Strategies
- Target Market
- Photography
- Retailers
- Other Promotors

I Can – exemplars:	Suggested Activities:
I can determine the target market for specific apparel.	Students list local clothing retailers and their target markets.
I can differentiate between different types of fashion photography and their purposes in product promotion.	Students view fashion promotional photographs and create a list of commonalities between them. Students use this list to create their own fashion photos.
I can challenge how fashion is portrayed in society and analyse its psychological impact.	Students view a variety of apparel advertisements and jot down the first adjective/feeling that comes to mind while viewing them. Students compare their responses, evaluate the efficacy of the images, and provide feedback for improvement.
I can assess an appropriate retailer for specific apparel.	
I can evaluate other fashion promotors and their influence on sales.	Students act as a sales manager for an apparel company and determine which stores would be most appropriate for their products and their price point. Students find other promotors and influencers suitable for their product to increase their sales to their target market.

Resources

Video	Website	Document
	Social Media Platforms (Instagram, Tik-Tok, Pinterest, Blogs, etc.)	Louise Liddell and Carolee Samuels, *"Apparel Design, Textiles & Construction"*, 11th Edition, 2018.