

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**FAMILY & CONSUMER SCIENCES DEPARTMENT**

# **FASHION DESIGN 2**

Grade Level: 10-12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 30, 2010**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

## **Course Philosophy**

Fashion is a familiar yet mysterious world that we all must experience within our daily lives. Whether buying a new pair of sneakers, reading fashion magazines, or watching Project Runway we are subconsciously making fashion choices. Fashion dictates what we wear; keeping up with the latest trends or fads or buying designer clothing. Throughout the year in Fashion Design II, the student will acquire the knowledge and skills to develop their own personal style.

## **Course Description**

Fashion Design II continues to explore the world of fashion in more detail. Identification of fashion trends and silhouettes in recent history, theories and principles of fashion movement, garment analysis and forms of fashion promotion are taught. The business of fashion is introduced and students are exposed to the concepts of merchandising and marketing. Student's skills are enhanced in apparel construction where they will be incorporating more advanced sewing techniques such as alternative garment closures into their garments and accessories. Fashion illustration and design take on more dimensions when studying and applying the elements and principles of design, creating original designs for groupings from various merchandise classifications, demonstrating the addition of pattern and texture, along with the other elements and principles to achieve harmony. Throughout the year a multitude of career paths available in the field of fashion will be introduced within each unit of study. Students will continue to develop life-long skills and gain knowledge preparing them for further study or application. Pre-requisite for this class is the successful completion of Fashion I.

**Freehold Regional High School District  
Curriculum Map  
Fashion Design II**

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
9.1.12.A.1-2, B.1-B.3, F.1-2, 9.2.12.A.1-5, E.3-4, E.6, F.8-9 9.4.12.N. (4).1, (5).1	The business of fashion exists within our daily lives.	How do the various components of the fashion industry work together to create customer satisfaction?  Is personal style determined by the fashion industry?  How do fashion trends affect consumer choices?  What is the primary objective of all businesses?	Student Survey  Discussion  Anticipatory Set  Questions	Journals Quizzes Chapter Test Written Assignments Oral Presentations Observations Participatory Rubrics Role Play Research Assignments Interviews	Portfolios Projects Unit tests and quizzes Mid Terms Final Exam
9.1.12.A.1, A.2, D.3, F.1, F.2 9.3.12.C.1-C.10, C.20-C.24 9.4.12.J.1, J.2, J.7, J.8	Various career opportunities exist in the fashion industry.	How does personality affect your career choice?  Why is the understanding of fashion vital to career opportunities within the fashion industry?  Why is self awareness of personal interests, skills and knowledge paramount to future success?			
9.1.12.A.1-2, B.1-3, C.3, F.1-2, 9.4.12.C(6).1	Historical, cultural, social and economic changes affect fashion.	Who and what influences your fashion choices?  What causes fashions to change and how are they predicted?  What is the fashion cycle?  Why is fashion considered to be a mirror of our times?			
9.1.12.A.1-2, B.1-.3, E.1, F.1-.2 9.4.12.B.26	Technology is infused in all aspects of fashion and its related industries.	How is technology used in the design, construction and production of garments, accessories and textiles?  How can technology assist us in our knowledge of fashion; past, present and future?  In what way does technology assist in the buying, planning and selling of merchandise?			
9.1.12.A.1-2, B.1-B.3, F.2, 9.4.12.B.6-18, 9.4.12.N.(5).1	Both verbal and non-verbal forms of communication are necessary in presenting fashion ideas.	What are different forms of communication used within the various segments of the fashion industry?  How are verbal and non-verbal methods of communication used in the fashion industry?  Why is it important to utilize different forms of communication to succeed in the fashion business?			

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
9.1.12.A.1, A.2, B.1,-B.3, F.1, F.2	Elements and principles of design create visual aesthetics.	<p>What are the elements and principles of design?</p> <p>Why color is considered the most exciting element of design?</p> <p>How do the elements and principles of design combine to create successful fashions?</p> <p>How are the elements and principles used to create illusions in fashion?</p>	<p>Anticipatory Set</p> <p>Questions</p> <p>Student demonstration</p> <p>Discussion</p>	<p>Safety Test</p> <p>Safety Rule Review</p> <p>Written Assignments</p> <p>Student demonstration</p> <p>Teacher observation</p> <p>Worksheets</p> <p>Class participation</p> <p>Production samples</p>	<p>Safety test</p> <p>Quizzes and tests</p> <p>Practical application</p> <p>Observation</p>
9.1.12.A.1, F.1, F.2	Safely utilizing the appropriate tools and machinery is essential to successful construction of garments and fashion related products.	<p>Why is it necessary to take precautions and prevent accidents when utilizing equipment in the fashion laboratory?</p> <p>What equipment is necessary in the construction of fashion related products?</p>			
9.1.12.A.1,B.2, B.3, F.1, F.2	Applied usage of textiles, notions and patterns create wearable apparel and accessories.	<p>What are the parts of a pattern?</p> <p>How do quality sewing techniques relate to apparel production?</p> <p>What skills are needed in order to create a wearable garment or accessory?</p>			
9.1.12.A.1-2, B.1-B.3, F.2, 9.4.12.B.6-.8, .11, B.18, B.21-.22	Illustrating and combining garment parts and details achieve new and different fashion styles.	<p>Why is the knowledge of garment parts and styles essential for successful fashion design?</p> <p>How does the application of a variety of details result in new designs?</p>			

**Freehold Regional High School District  
Course Proficiencies and Pacing  
Fashion Design II**

Unit Title	Unit Understandings and Goals	Recommended Duration
* Safety and technology put in Essential questions below	Tools and equipment are used safely in the fashion laboratory.	
Unit #1: Fashion Movement	Historical, cultural, social and economic changes affect fashion. Technology is infused in all aspects of fashion and its related industries. <ul style="list-style-type: none"> <li>• Interpret the fashion cycle and various theories and principles that affect fashion change.</li> <li>• Establish who and what influences fashion choices.</li> <li>• Relate the importance of fashion change.</li> </ul>	3
Unit #2: Fashion Communication and Promotion	Both verbal and non-verbal forms of communication are necessary in presenting fashion ideas. Technology is infused in all aspects of fashion and its related industries. Various career opportunities exist in the fashion industry. <ul style="list-style-type: none"> <li>• Identify various forms of advertising and promotion related to fashion.</li> <li>• Implement a form of fashion communication appropriate for a specific target market..</li> </ul>	3
Unit #3: The Business of Fashion	The business of fashion exists within our daily lives. Technology is infused in all aspects of fashion and its related industries. Various career opportunities exist in the fashion industry. <ul style="list-style-type: none"> <li>• The students will be able to explain the basic economic concepts related to the business of fashion.</li> <li>• The students will be able to identify the various segments of the fashion industry and its auxiliary branches.</li> <li>• The students will be able to compare and contrast various uses of textiles.</li> </ul>	5
Unit #4: Elements and Principles of Design	Elements and principles of design create visual aesthetics. Technology is infused in all aspects of fashion and its related industries. <ul style="list-style-type: none"> <li>• Explain the importance of the elements and principles of design.</li> <li>• Experiment with the elements and principles of design to achieve harmony.</li> <li>• Apply the elements and principles of design to demonstrate illusions in fashion.</li> </ul>	4
Unit #5: Fashion Construction	Safely utilizing the appropriate tools and machinery is essential to successful construction of garments and fashion related products. Technology is infused in all aspects of fashion and its related industries. <ul style="list-style-type: none"> <li>• Demonstrate the safe use of tools and equipment in the fashion laboratory.</li> <li>• Select appropriate tools and equipment in the fashion laboratory.</li> <li>• Construct a garment and or accessory utilizing a variety of sewing techniques and closures.</li> </ul>	14

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #6: Illustration and Design	<p>Illustrating and combining garment parts and details achieve new and different fashion styles.            Technology is infused in all aspects of fashion and its related industries.            Various career opportunities exist in the fashion industry.</p> <ul style="list-style-type: none"> <li>• Identify and interpret current and up-coming trends in apparel and accessories</li> <li>• Develop an inspiration or trend board for designing single items or small groupings of apparel and accessories</li> <li>• Utilize garment parts combined with details to design attractive apparel and accessories</li> <li>• Create small groupings of apparel and accessories based on current trends</li> <li>• Illustrate and design merchandise in multiple classifications of apparel and accessories</li> </ul>	5

**Freehold Regional High School District**  
**Fashion Design II**  
**Unit #1: Fashion Movement**

**Enduring Understandings:** Historical, cultural, social and economic changes affect fashion  
 Technology is infused in all aspects of fashion and its related industries.

**Essential Questions:** Who and what influences your fashion choices? What causes fashions to change and how are they predicted?  
 What is the fashion cycle? Why is fashion considered to be a mirror of our times?  
 How can technology assist us in our knowledge of fashion; past, present and future?  
 How is technology used in the design, construction and production of garments, accessories and textiles?  
 In what way does technology assists in the buying, planning and selling or merchandise?

**Unit Goals:** The students will be able to interpret the fashion cycle and various theories and principles that affect fashion change.  
 The students will be able to establish who and what influences fashion choices.  
 The students will be able to relate the importance of fashion change.

**Duration of Unit:** 3 weeks

**NJCCCS:** 9.1.12.A.1-2, B.1-3, C.3, F.1-2, 9.4.12.C (6).1, E.1, F.1-.2 9.4.12.B.26, 9.1.12.A.1, A.2, D.3, F.1, F.2, 9.3.12.C.1-C.10, C.20-C.24, 9.4.12.J.1, J.2, J.7, J.8

<b>Guiding / Topical Questions</b>	<b>Content, Themes, Concepts, and Skills</b>	<b>Instructional Resources and Materials</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
Who or what influenced your choices for the outfit you're wearing today?	Define fashion movement  Discuss the role of fashion leaders through time  Research various fashion leaders and prepare a visual presentation  Identify the theories of fashion movement and how styles spread through different socio-economic classes giving examples for each.	Current textbook and resource materials  Student Activity Worksheets  Internet  Magazines	Class lecture and discussion  Reading text  Show Power point  Individual seat work  Student presentations/peer teaching	Unit test  Worksheets  Project assessments  Student participation
Who did back to school shopping and what did you buy?	Describe and illustrate the stages and lengths of fashion cycles  Define terms related to fashion cycles.  Identify new, current and past trends.  Locate where different fashions are in their cycles and who's wearing them.	Visual resources: videos, Power point, video streaming  Overhead projector  Clothing and accessory samples	Compare and discuss student responses to reasons for purchases.  Lecture and discussion  Worksheets  Visual presentation/diagramming of cycles done in small groups and then combined	
Why do you think styles keep changing?	Explore the main principles that affect fashion change.  Examine the factors that speed up or slow down the flow of a normal fashion cycle.		Lecture and discussion  Reading text	
Why is it important for fashions to keep changing?	Discuss enormity of fashion industry and how it affects our economy: jobs provided at all levels of the industry, manufacturing and retailing.  Illustrate a variety of new trends, tracing their immediate past and predict their future.		Lecture and discussion  Seat work  Students research a trend, and prepare a visual and verbal presentation	

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District**  
**Fashion Design II**  
**Unit #2: Fashion Communication and Promotion**

**Enduring Understandings:** Both verbal and non-verbal forms of communication are necessary in presenting fashion ideas.  
 Technology is infused in all aspects of fashion and its related industries.  
 Various career opportunities exist in the fashion industry.

**Essential Questions:** What are different forms of communication used within the various segments of the fashion industry?  
 How are verbal and non-verbal methods of communication used in the fashion industry? Why is it important to utilize different forms of communication to succeed in the fashion business? In what way does technology assist in the buying, planning and selling of merchandise?  
 How does personality affect your career choice? Why is the understanding of fashion vital to career opportunities within the fashion industry?  
 Why is self awareness of personal interests, skills and knowledge paramount to future success?

**Unit Goals:** The students will be able to identify various forms of advertising and promotion related to fashion.  
 The students will be able to implement a form of fashion communication appropriate for a specific target market.

**Duration of Unit:** 3 weeks

**NJCCCS:** 9.1.12.A.1-2, B.1-B.3, F.2, 9.4.12.B.6-.18, 9.4.12.N.(5).1, 9.1.12.A.1-2, B.1-.3, E.1, F.1-2, 9.4.12.B.26, D.3, F.1, 9.3.12.C.1-C.10, C.20-C.24, 9.4.12.J.1, J.2, J.7, J.8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
Ask students to describe the promotions of various stores where they shop.	Describe fashion promotion planning, following through, budgeting, and ethics.  Interpret different types of print advertisement	Current textbook  Worksheets  Internet  Sales Circulars	Class discussion  Magazine Research-product, price, and apparel advertising.  PowerPoint Presentation	Class participation  Worksheets  Project assessments
Ask students to describe the forms of visual merchandising they have seen while shopping.	Relate visual merchandising and the store as a theatre.  Discuss how visual images are a common language among people of all communities and countries.	Magazines  Guest speakers  Community resources  Video clips	Class discussion  Create a merchandise presentation based on a specific theme utilizing the elements and principles of design	Class participation  Project assessment  Worksheets  Chapter Test
Why is the displaying of fashion on live models more effective than other means?	Categorize the various forms of specialty event fashion shows  Identify the different aspects of planning for fashion specialty events		Role Playing  Videos  Students will work in committees to plan and present a Special Event Fashion Show.	Class participation  Worksheets  Chapter Test  Project rubric

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.



**Freehold Regional High School District**  
**Fashion Design II**  
**Unit #3: The Business of Fashion**

**Enduring Understandings:** The business of fashion exists within our daily lives.  
 Technology is infused in all aspects of fashion and its related industries  
 Various career opportunities exist in the fashion industry.

**Essential Questions:** How do the various components of the fashion industry work together to create customer satisfaction?  
 Is personal style determined by the fashion industry? How do fashion trends affect consumer choices?  
 What is the primary objective of all businesses? How is technology infused in all aspects of fashion and its related industries?  
 Why is the understanding of fashion vital to career opportunities within the fashion industry?

**Unit Goals:** The students will be able to explain the basic economic concepts related to the business of fashion.  
 The students will be able to identify the various segments of the fashion industry and its auxiliary branches.  
 The students will be able to compare and contrast various global fashion centers and designers.

**Duration of Unit:** 5 weeks

**NJCCCS:** 9.1.12.A.1-2, B.1-B.3, F.1-2, 9.2.12.A.1-5, E.3-4, E.6, F.8-9, 9.4.12.N. (4).1, (5).1, E.1, 9.4.12.B.26, D.3, 9.3.12.C.1-C.10, C.20-C.24, 9.4.12.J.1, J.2, J.7, J.8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
Beside fashion apparel and accessories what aspects of your favorite stores do you like?	Identify economic products as goods or services.  Differentiate between a customer and a consumer.  Compare and contrast manufacturers, wholesalers, and retailers. Describe the career opportunities available in each segment.	Current textbook  Worksheets  Internet  Magazines  Newspapers	Class lecture and discussion Reading text Worksheets	Study Guide Quiz Class participation
Why do people open their own business?	Describe the role of profit, competition, and supply and demand in the free-market system.  List the advantages and disadvantages of the different forms of business ownership	Power point Overhead projector  Videos	Compare 3 advertisements of a similar product offered by different retailers and in a written report illustrate the significance of competition.	Class participation Project rubrics
Are you motivated by the term “sale”?	Identify the current silhouettes.  Discuss the concepts of marketing and merchandising.  Create a market mix for a predetermined targeted market.		Create a market mix for a predetermined targeted market.	Worksheets Project rubrics Unit test

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How does the clothing you're wearing wind up in the store?	<p>Explain the channel of distribution from original source to end users.</p> <p>Compare and contrast the channel of distribution with the four groups approach.</p> <p>Differentiate between commodity, fashion and seasonal goods.</p>	<p>Current textbook Worksheets Internet Magazines Newspapers Power point Overhead projector</p>	<p>Class lecture and discussion Reading textbook Worksheets Research a fiber and describe the steps it takes along the channel of distribution.</p>	<p>Class participation Project rubrics Unit test</p>
How many different departments can you shop for a top in your favorite department store? Which department would be your preference?	<p>Explain the price market categories of apparel.</p> <p>Describe how designers capitalize on their name recognition.</p>	<p>Current textbook Worksheets Apparel and accessory samples Internet Magazines</p>	<p>Chart student responses. Worksheets Presentation of various brand names of apparel and accessories</p>	<p>Class participation</p>
What other countries come to mind when you think about fashion?	<p>Identify other global fashion centers and list what they are known for.</p> <p>Recognize famous designers and labels, past and present.</p>	<p>Current textbook Worksheets Internet Magazines World map Internet Fashion designer reference books</p>	<p>Class lecture and discussion Reading textbook Worksheets Prepare a portfolio of fashion designers past and present</p>	<p>Class participation Project rubric</p>
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods</li> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> </ul>				

**Freehold Regional High School District**  
**Fashion Design II**  
**Unit #4: Elements and Principles of Design**

**Enduring Understandings:** Elements and principles of design create visual aesthetics.

Technology is infused in all aspects of fashion and its related industries.

**Essential Questions:** What are the elements and principles of design? Why color is considered the most exciting element of design?

How do the elements and principles of design combine to create successful fashions? How are the elements and principles used to create illusions in fashion? How is technology used in the design, construction and production of garments, accessories and textiles?

**Unit Goals:** The students will be able to explain the importance of the elements and principles of design.

The students will be able to demonstrate knowledge of color theory

The students will be able to experiment with the elements and principles to achieve harmony in design.

The students will be able to apply the elements and principles of design to create illusions in fashion.

**Duration of Unit:** 4 weeks

**NJCCCS:** 9.1.12.A.1, A.2, B.1,-B.3, F.1, F.2, 9.1.12.A.1-2, B.1-3, E.1, F.1-2, 9.4.12.B.26, D.3, F.1, F.2, 9.3.12.C.1-C.10, C.20-C.24, 9.4.12.J.1, J.2, J.7, J.8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the four main elements of design?	<p>Define and give examples of the four elements: color, line, shape, texture</p> <p>Examine the importance of each and their affects in relation to fashion</p> <p>Identify the elements of design seen in actual garments or magazine photos.</p>	<p>Current textbook Worksheets Resource binders magazines newspapers Clothing and accessory samples Video/Power point Overhead projector Presentations</p>	<p>Lecture and class discussion Reading Text Completing worksheets Individual seat work Teacher demonstration Garment analysis/examples Prepare a written description and oral presentation analyzing how the elements are used in a series of garments.</p>	<p>Worksheets Participation Oral presentation Project assessments</p>
How can color be used to create different moods and looks in fashion?	<p>Characterize the three dimensions of color (hue, value, intensity) and demonstrate how to combine them, creating successful color schemes.</p> <p>Discuss the psychological influence color has on us in our apparel choices.</p> <p>Utilize color to reflect different moods.</p> <p>Compare and contrast visual illusions that can be created through the use of color in apparel and accessories.</p>	<p>Current textbook Worksheets Magazines/ newspapers newspapers Clothing and accessory samples Videos Overhead projector</p>	<p>Lecture and class discussion Reading Text Individual seat work Teacher / student demonstration Garment analysis/examples Power point Design and color a variety of patterns using the six main color schemes to reflect different moods.</p>	<p>Worksheets Project assessments Participation</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are different ways to incorporate line to create new designs?	<p>Demonstrate the different types of line and how to incorporate into designs: vertical, horizontal, curved, diagonal, zigzag</p> <p>Differentiate between structural and decorative line</p> <p>Apply a variety of line types to apparel to create illusions in height and weight.</p>	<p>Current textbook Worksheets Magazines/ newspapers newspapers Clothing and accessory samples Videos Overhead projector</p>	<p>Lecture and class discussion Teacher / student demonstration Seat work Participation</p>	
What are the five principles of design?	<p>Define and give examples of the principles of design: balance, rhythm, proportion, scale, emphasis</p> <p>Explain how to incorporate the principles, in an eye appealing, flattering way, into fashions.</p> <p>Illustrate and describe the use of each principle as used in a variety of fashions</p>		<p>Reading Text Lecture and class discussion Seat work Small groups work individually, each creating a poster to represent one of the principles.</p>	
How do you use the elements in conjunction with the principles to create flattering designs?	<p>Describe how harmony is achieved in design.</p> <p>Utilize the elements and principles to achieve harmony in design.</p> <p>Create illusions in apparel design by employing the elements and principles of design.</p>		<p>Lecture and class discussion Seat work Design original outfits, with the desired illusions for special size markets, satisfying a variety of scenarios.</p>	
<p><b><u>Suggestions on how to differentiate in this unit:</u></b></p> <ul style="list-style-type: none"> <li>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods</li> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> </ul>				

**Freehold Regional High School District**  
**Fashion Design II**  
**Unit #5: Fashion Construction**

**Enduring Understandings:** Safely utilizing the appropriate tools and machinery is essential to successful construction of garments and fashion related products.

Technology is infused in all aspects of fashion and its related industries

**Essential Questions:** What equipment is necessary in the construction of fashion related products?  
 How is technology used in the design, construction and production of garments, accessories and textiles?  
 Why is it necessary to take precautions and prevent accidents when utilizing equipment in the fashion laboratory?  
 In what way does technology assists in the buying, planning and selling of merchandise?

**Unit Goals:** The student will be able to construct well-made and wearable apparel and accessories.  
 The students will be able to demonstrate the safe use of tools and equipment in the fashion laboratory.  
 The students will be able to select appropriate tools and equipment in the fashion laboratory.  
 The students will be able to construct a garment and or accessory utilizing a variety of sewing techniques and closures.

**Duration of Unit:** 14 weeks

**NJCCCS:** 9.1.12.A.1-2, B.1-3, C.1, .C.4, E.1, F.1-2, 9.4.12.B.26, D.3, F.1, F.2, 9.3.12.C.1-C.10, C.20-C.24, 9.4.12.J.1, J.2, J.7, J.8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
Ask students to identify sewing tools and name a safety rule for that tool.	Clothing Lab safety Rules.  Pass safety test with 100% accuracy.  Demonstrate the proper and safe way to use hand tools  Prepare samples of basic hand sewing techniques for student portfolio.	Hand outs  Sewing samples  Videos  PowerPoint  Work Sheets  Pattern Paper  Sewing tools and machinery  Fabric Remnants	Lecture and discussion  Worksheets  Teacher demonstration of sewing tools and equipment  Student demonstration of safe use of tools and equipment  Video  Create practice samples and compile a portfolio of sewing techniques.	Written tests and quizzes  Performance test  Worksheets  Demonstration  Portfolio  Project assessments  Observation
What is the difference between a sewing machine and a serger?	Safety Rules for Sewing Machine and for Serger Operation.  List advantages of using a sewing machine compared to a serger.  Demonstrate proper and safe operation of both a sewing machine and serger.  Prepare sewing samples for portfolio	Sample garments	Lecture and discussion  Worksheets  Video  Teacher demonstration of sewing equipment  Prepare sewing samples for portfolio	Self evaluation

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How do you determine your pattern size?	<p>Compare their own body measurements to the ones on the pattern envelope and choose their correct size.</p> <p>Read information found on the front and back of a pattern envelope to determine amount of fabric and notions needed to complete garment/accessory.</p>	<p>Hand outs</p> <p>Sewing samples</p> <p>Videos</p> <p>PowerPoint</p>	<p>Lecture and discussion</p> <p>Teacher demonstration</p>	
What are the signs of a well made garment?	<p>Create basic seam finishes.</p> <p>Demonstrate a gathered seam.</p> <p>Prepare a variety of closures used in apparel and accessories.</p>	<p>Work Sheets</p> <p>Pattern Paper</p> <p>Sewing tools and machinery</p> <p>Fabric Remnants</p>	<p>Teacher demonstration of sewing samples</p> <p>Students prepare sewing samples for portfolio</p> <p>Construct a sample accessory or home good product using a closure.</p>	
How do you determine the type of fabric to use for the pattern you have selected?	<p>Read back of pattern envelope.</p> <p>Discuss what would happen if the wrong type of fabric was used.</p> <p>Select appropriate fabric, yardage, and notions.</p>	<p>Sample garments</p>	<p>Lecture and discussion</p> <p>Show samples of fabrics and finished garments</p>	
How do I go about constructing this garment?	<p>Read and interpret information on the guide sheet.</p> <p>Demonstrate safety when using sewing equipment.</p> <p>Demonstrate proper layout and cutting techniques.</p> <p>Demonstrate seam construction.</p> <p>Demonstrate seam finishes</p> <p>Demonstrate proper pressing and or steaming techniques.</p>		<p>Construct a complete garment or accessory.</p>	
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods</li> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> </ul>				

**Freehold Regional High School District**  
**Fashion Design II**  
**Unit #6: Illustration and Design**

Enduring Understandings: Illustrating and combining garment parts and details achieve new and different fashion styles.

Technology is infused in all aspects of fashion and its related industries

Various career opportunities exist in the fashion industry.

Essential Questions: Why is the knowledge of garment parts, details and styles essential for successful fashion design?

How is technology used in the design, construction and production of garments, accessories and textiles?

How does personality affect your career choice? Why is the understanding of fashion vital to career opportunities

within the fashion industry? Why is self awareness of personal interests, skills and knowledge paramount to future success?

How does the application of a variety of details results in new designs?

Unit Goals: The student will be able to demonstrate the successful application of the elements and principles of design to achieve harmony.

The students will be able to create and draw original fashion designs in a variety of medium.

The students will be able to develop an inspiration or trend board for designing single items or small groupings of apparel and accessories

The students will be able to illustrate and design small groupings of merchandise in multiple classifications of apparel and accessories based on current trends.

Duration of Unit: 5 weeks

NJCCCS: 9.1.12.A.1-2, B.1-B.3, F.2, 9.4.12.B.6-8, .11, B.18, B.21-22, E.1, F.1-2, 9.4.12.B.26, D.3, F.1, F.2, 9.3.12.C.1-C.10, C.20-C.24, 9.4.12.J.1, J.2, J.7, J.8

<b>Guiding / Topical Questions</b>	<b>Content, Themes, Concepts, and Skills</b>	<b>Instructional Resources and Materials</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
<p>What's the difference between a fashion designer and a fashion illustrator?</p>	<p>Define and describe the role of a fashion designer and an illustrator</p> <p>Discuss the skills, knowledge, and personality traits for each</p> <p>Compare and contrast the 2 and 3 dimensional methods of designing: drawing, draping, flat pattern</p> <p>Research job descriptions and qualifications for a designer and illustrator</p>	<p>Fashion illustration books            Fashion illustrations            Design spec sheets            Video clips            Fabric assortment            dress forms            internet            WWD</p>	<p>Question and answer- discussion</p> <p>Show video clips of designers and illustrators at work</p> <p>Display of illustrations and designer spec sheets</p> <p>Teacher demonstration of draping</p> <p>Role play</p> <p>Students research job descriptions using WWD and/or internet job sites. Write description of a job perfect for themselves</p>	<p>Class Participation</p> <p>Project assessment</p> <p>Student presentation and Self evaluation</p>
<p>How do we go about designing a grouping of an apparel item or accessory to sell to an upscale department store?</p>	<p>Discuss the steps involved in designing a grouping.</p> <p>Research and identify current trends</p> <p>Prepare an inspiration board</p> <p>Review garment parts, styles and design details.</p> <p>Illustrate a series of sketches incorporating the elements and principles of design.</p>	<p>Internet            Magazines            WWD            Fabric samples            Garment samples            Display boards            Overhead projector</p>	<p>Lecture and discussion of student responses</p> <p>Teacher demonstration</p> <p>Students research and select a current trend and prepare an inspiration board for their selected items' grouping.</p>	<p>Class Participation</p> <p>Project assessment</p> <p>Student presentation and Self evaluation</p> <p>Critique</p>

<b>Guiding / Topical Questions</b>	<b>Content, Themes, Concepts, and Skills</b>	<b>Instructional Resources and Materials</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
How can you represent pattern and texture in your designs?	<p>Review different types of textures and patterns found in fabrics.</p> <p>Demonstrate how to apply texture.</p> <p>Illustrate rendering patterns both flat and so that they appear to be dimensional as the human form.</p>	<p>Fabric samples Textured surfaces, fabrics, or texture sheets Overhead projector Video clips</p>	<p>Lecture and class discussion</p> <p>Teacher demonstration</p> <p>View videos</p> <p>Student demonstration</p> <p>Seat work</p>	<p>Portfolio</p> <p>Project assessment</p> <p>Student critique and self evaluation</p>
What media should I use to execute my designs in?	<p>Identify various media that can be used in illustrating designs.</p> <p>Experiment with different media to create diverse effects.</p> <p>Appraise the end results that are created.</p>	<p>Fabric samples Garment samples Fashion illustration books</p>	<p>Portfolio preparation</p> <p>Students design and render an original grouping incorporating texture and pattern using a variety of media.</p>	
<p><b><u>Suggestions on how to differentiate in this unit:</u></b></p> <ul style="list-style-type: none"> <li>Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods</li> <li>A wide variety of assessments and strategies complement the individual learning experience.</li> </ul>				



## Appendix

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