

**Summit High School
Summit, New Jersey**

Fashion Design I: Semester course
Grades 9-12
Revised: July 2020
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Curriculum

Course Description: Fashion Design I introduces students to fashion, consumer awareness, garment construction, technology, and careers. This course will focus on the design and construction foundations of fashion. Students will examine how the elements and principles of design have changed throughout the years and learn how to apply them to current fashion. They will learn how to hand stitch and safely operate a sewing machine to construct garments and accessories. This hands-on approach can prepare students for many future careers and life experiences.

Anchor Standard: 2009 NJCCC Standards for 21st Century Life and Careers
<https://www.state.nj.us/education/cccs/2009/9.pdf>

Standard 9.1 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Big Ideas: *Course Objectives/Content Statement(s)*

- Students will be able to independently use their learning to choose and care for clothing.
- Students will be able to safely use sewing tools and equipment to construct garments and accessories.
- Students will be able to use basic sewing skills to mend and alter garments.
- Students will be able to utilize self-management skills to complete tasks on time.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How can I communicate more effectively?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- Effective communication skills are necessary to convey meaning and understanding to others. Nonverbal communication should reinforce what is conveyed verbally.

<ul style="list-style-type: none"> • How can I improve self-accountability? • How is a garment constructed? • How do you decide what to purchase when buying clothes? • What types of clothing enhance your look? • How do the elements and principles of design influence your choices? • How do our purchases affect people and environment in the United States and other parts of the world? • How do I get the best value for my money when purchasing clothes? • How do you properly launder clothes? • Why is it important to follow the clothing care label recommendations? • How can you prevent hazards or accidents in sewing? • What injuries could occur in a sewing lab without precautions? • What influences shape the fashion industry? • What does culture mean in fashion? • How does clothing reflect and preserve culture? 	<ul style="list-style-type: none"> • Personal attitudes, behaviors, knowledge, and skills promote self-awareness, personal responsibility, self-direction, and accountability. • Using patterns and understanding their symbols simplifies garment construction and makes garments easier to mass produce. • Understanding the elements and principles of design can help you choose a wardrobe that helps you look your best. • One's consumer spending can have an impact on the global economics and environment. • Comparing prices and merchandise at varying shops help me economize. • Proper care of clothing helps them last longer, look better, and save you money. • Taking precautions and applying safety tips is everyone's responsibility. • Lack of awareness about safety rules and tool/machine usage may lead to unsafe situations. • Fashion is influenced by culture and events that shape our world. • Clothing is an expression of our beliefs and culture.
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Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
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Students will:

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.4.12A.68 Employ planning and time management skills and tools in the classroom and/or worksite to enhance results and complete work tasks.

9.4.12A.69 Demonstrate knowledge of tools, equipment, machinery, and technology to work in areas related to AFNR.

Instructional Focus:*Elements and Principles of Design*

- *Identify and analyze the elements of design (color, line, texture, and form).*
- *Identify and analyze the principles of design (balance, proportion, rhythm, and emphasis).*

Choosing and Caring for Clothes

- *Identify clothing care symbols*
- *Determine proper care of clothes (methods of cleaning, pretreating stains, ironing, and storing).*
- *Compare the cost of buying a "designer" garment vs. constructing one.*

Lab Safety Procedures

- *Identify sewing tools and how to use them safely.*
- *Identify the parts of the sewing machine and their functions.*
- *How to set up, thread, and operate a sewing machine.*

Sewing Basics

- *Sewing vocabulary and techniques (seam allowance, backstitching, stitch length, pivot, etc.).*
- *How to read a pattern*
- *Cut fabric, pin, and sew*

Construction of Garments Using a Pattern

- *Coasters*
- *Cloth masks*
- *Design a quilted pillow using the elements and principles of design. Patch 36 pieces in pillow and final result is a 12"x12" pillow.*
- *Pajama shorts*
- *Banner using ten types of hand stitches*

Sample Assessments:

- *Daily grades for class work and discussions*

	<ul style="list-style-type: none"> • Quizzes (vocabulary terms, labeling machine and tools, and lab safety). • History of Fashion Presentation • Performance rubric on construction techniques <p>Projects/Post Assessment:</p> <ul style="list-style-type: none"> • Students identify needs that arise from current situations, and use their skills to meet those needs. This year, they will be making a few cloth masks to meet the needs of our current virus crisis. • Students will design their own line of clothing taking culture, personal beliefs, economics, and current trends into consideration. <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Interdisciplinary Connections <ul style="list-style-type: none"> ○ The current health crisis is putting a strain on our health care workers. There are not enough masks to keep up with demand, so by making our own cloth masks, we can reserve the medical masks for the medical profession. ○ Measurements require math and following directions on patterns reinforces reading skills. • Technology Integration Sewing machine Internet, YouTube tutorials • Media Literacy Integration Google classroom, blogs Magazine ads, articles on fashion • Global Perspectives Analyze how culture and personal beliefs influence fashion around the world. Analyze how our political and economic climate influences fashion.
Career Readiness, Life Literacies, and Key Skills	21st Century Skills:

Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language

Life and Career Skills

- Students will learn how to choose and care for clothing.
- Students will acquire skills to mend and create garments and accessories.

Creativity and Innovation

- Create a pattern for an accessory
- Design a banner for spring
- Make a cloth mask
- Create your own clothing line
- Make pajama shorts
- Make coasters as gifts

Critical thinking and Problem solving

- Discuss and analyze the elements of design
- Brainstorm and discuss how personal beliefs and cultures influence fashion.
- Compare and contrast fashion through the decades.

Communication and Collaboration

- Students will be brainstorming ideas, critiquing, and collaborating in group work.

Informational Literacy

- Students will be reading patterns and following instructions in sequential steps.

Life and Career Skills

- Students will have a better understanding of the design and construction aspect of the fashion industry.
- Students will acquire skills and readiness for career opportunities.

21st Century Themes**Civic Literacy**

- How can you use your skills to help society? Right now, we are in a health crisis. Sewing

Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

skills can be used to make cloth masks as donations to nursing homes.

S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

- Students will be incorporating math, art, and technology as they design garments.

Recommended Texts:

Teacher Resources:

Books:

The Fundamentals of Fashion Design by Richard Sorger & Jenny Udale

The World of Fashion Merchandising by Mary Wolf

Textiles by Sara J. Kadolph and Anna L. Langford

High Fashion Sewing Secrets by Claire B. Shaeffer

The Vogue Sewing Book Published by Vogue Patterns

DVDs and Videos:

“Notebook on Cities and Clothes” Yohji Yamamoto; DVD

“Fashion in Film”; DVD“

“Project Runway: The Complete Fourth Season”; DVD

“What Not to Wear Season 3 – Episode 40”; DVD

Internet Sites:

www.sewing.com

www.biography.com

www.moodfabrics.com

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading