

COURSE TITLE:

ADVANCED TEXTILES &
FASHION DESIGN

LENGTH:

FULL YEAR

GRADES 10 – 12

SCHOOL:

RUTHERFORD HIGH SCHOOL

RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

Rutherford High School
Rutherford, NJ
ADVANCED TEXTILES & FASHION DESIGN
Spring 2015

1. **INTRODUCTION/OVERVIEW/PHILOSOPHY**

Advanced Textiles & Fashion Design will provide students with the principles of fashion and personal wardrobe planning both through study of fashion, its elements and advanced textile construction techniques. The student will be expected to perfect learned skills from a foundation learned in its prerequisite course, Textiles. Students will use advanced construction techniques, learn how to use and interpret more difficult pattern instructions and learn how to handle fibers and fabrics that require special handling, such as silk, organza, tulle, overlock knits and plaids. The importance of quality work is stressed extensively.

Students will become aware of the elements of design, shape, space, line and texture as they apply to personal expression of clothing, and the principles of design, balance, proportion, emphasis and harmony as they explore enhancements specific to body types. There will be discussion regarding the impact of style, fashion, trends, and fads on the fashion industry. Students will be taught the skills necessary to achieve a personal fashion sense and will apply these principles to their wardrobes and personal appearance. The course will also deal with the influences of color, fabrics, figures and personal taste. In addition to enhancing the student's personal clothing image, Advanced Textiles & Fashion Design will provide a sound foundation for entry into the future study of fashion design, merchandising, and textile engineering.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR 21st CENTURY LIFE AND CAREERS AND TECHNOLOGY

For a complete copy of the 21st Century Life and Careers as well as Technology, please visit the following website:

<http://www.state.nj.us/education/cccs/>

THE 12 CAREER READY PRACTICES

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

STANDARD 9.1

PERSONAL FINANCIAL LITERACY: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

STANDARD 9.2

CAREER AWARENESS, EXPLORATION, AND PREPARATION: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

STANDARD 9.3

CAREER AND TECHNICAL EDUCATION: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

TECHNOLOGY

STANDARD 8.1

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

B. COURSE OUTLINE

All standards cited in course outline are through Grade 12.

1. Safety

- Identify safe procedures for handling and working with equipment.
- Identify potentially hazardous conditions in a sewing classroom
- Pass a safety test.

2. Commercial Patterns

- Identify pattern markings
- Interpret pattern instructions for layout, marking, cutting and fabricating textile projects.
- Select appropriate patterns, fabrics and notions.
- Select patterns for projects from more advanced pattern companies, such as Vogue and Burda.

3. Original Patterns

- Learn how to operate a computer to produce original patterns for quilting, embroidering and clothing construction.
- Learn how to alter commercial patterns to create original designs.
- Learn how to create computer-generated patterns of original designs.
- Create pants and dress slopers from commercial patterns and alter patterns for a perfect fit.

4. Fabrics

- Natural fiber
- Transitional fibers
- Manmade fibers
- Fiber blends
- Fibers to fabric
- Finishes

5. Fashion

- Definition of fashion
- History of fashion
- Fad versus fashion, trends and cycles

6. Fashion Drawing

- Basic figure drawing
- Pose and clothing relationships
- Drawing clothing

7. Garment parts and style

- How style is determined
- Parts of all garments
- Naming of garment parts and how they compose all garments

8. Color

- The color wheel
- Color scheme
- Personal coloring
- Wearing color effectively
- Fabrics with design

9. Elements and principles of Design

- Elements of design - shape, space, line and texture
- Principles of design - balance, proportion, emphasis and harmony

10. Planning a wardrobe

- Fashion versus classic
- Color schemes
- Professional attire
- Play attire
- Smart shopping
- Reading labels and care of clothing
- Accentuating your figure in a positive manner

11. Careers in Fashion and related fields

- Learn about career opportunities in fashion, clothing and accessory merchandising, home furnishings and interior design.
- Learn about post-secondary schooling for careers as stated above.

Student Outcomes:

After successfully completing this course, the student will be able to:

- develop a continual improvement in construction techniques.
- apply advanced color theories.
- expand on their knowledge of natural and synthetic fibers used in the fabrication of textiles, emphasizing those fibers that are used more extensively in advanced clothing construction and home furnishings.
- expand on their knowledge of fabrication techniques for fibers, including woven, knit, felted and extruded fabrics.
- care for a wide variety of fabrics, including washing and drying, dry-cleaning, spot removal, ironing and repairing.
- choose patterns by different pattern company offerings and choose pattern styles according to desire, need and ability.
- successfully complete projects using advanced construction techniques.
- apply principles of flat pattern designing to make major adjustments to change the style of commercial patterns.
- use pattern symbols and markings on advanced patterns and successfully transfer them onto fabric.
- make major alterations in order to adjust a pattern to improve fit when necessary.
- successfully cut fabric pieces according to suggested layout in the instructions and to adjust layouts to accommodate problems associated with specialized fabrics.
- recite advanced textile terminology.

- successfully care for and operate a variety of sewing machines and related equipment, with concentrating on the more complex abilities of each machine.
- learn advanced programming for digitalized embroidery designing.
- expand their knowledge of photography computer programs to create images for printing on textile-backed computer paper and to incorporate these images into a major project.
- develop design skills for planning the form and function of textile structures, including a non-functional piece of fiber art.
- become aware of the occupational opportunities in the clothing, fashion and accessory merchandising, home furnishing and interior design.
- describe how an image is created and relate the role of clothing to projecting that image
- analyze and explain how texture and color of fabric, hair style, grooming and posture project different images
- list the physical and socio-psychological needs to which clothing responds
- predict clothing needs according to activities and desired image
- describe and explain the psychology and symbolism of color in fashion
- identify and classify various fibers and fabrics used in clothing and explain the advantages and disadvantages of their use.
- analyze, select and apply the appropriate fashion for individuals of different proportions
- develop a fashion sense using the design principles of proportion, balance, emphasis, rhythm and harmony
- plan a wardrobe for a young professional working person out in the beginning of their careers
- explain various career options within the fashion industry

3. PROFICIENCY LEVELS

This course is open to grades 10–12.

4. METHODS OF ASSESSMENT

- **Student Assessment**

The teacher will provide a variety of assessments during the course of the year, including:

Test scores, quizzes, written and oral reports and class participation.

The majority of the assessment will be project-based. In addition, the student is required to successfully complete eight advanced projects along with drawings for a fashion design portfolio. Students are also responsible for constructing sample projects to improve construction skills.

Preparation for class, including purchasing required patterns, fabric and notions in a timely fashion, will be part of each student's assessment. Required supplies are the responsibility of the student and must be purchased before beginning the project.

- **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the Advanced Textile and Fashion Design program, including:

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Self evaluations/PDP
- Supervisor evaluations
- Suggestions for changes to supervisor

5. GROUPING

Students must have successfully completed Textiles to be enrolled in this course.

6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Course length is one year and is offered to students in grades 10-12. This course meets five days a week.

7. RESOURCES

- **Field Trips**

Field trips to museums to learn about traditional and innovative textile traditions from many countries are encouraged. In addition, field trips to a manufacturing plant, warehouses and retail stores to learn about career opportunities in fashion, clothing and accessory merchandising, home furnishings and interior design are also appropriate.

- **Guest Speakers**

Presentations from representatives from colleges that offer programs in textiles and other guest speakers from industry and the art world are appropriate for the students in this course.

- **Texts/Supplemental Reading/References**

- *Successful Sewing* by Mary G. Westfall. The Goodheart-Willcox Company, Inc. 1998.
- Various videos as deemed necessary. See department collection.

8. METHODOLOGIES

The following methods of instruction are suggested:

- Lecture
- Demonstration
- Practice projects
- Heterogeneous ability grouping
- Individualized projects

9. SUGGESTED ACTIVITIES

The instructor should incorporate a variety of projects incorporating the use of various pieces of equipment and a variety of visual design concepts.

10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

11. INTERDISCIPLINARY CONNECTIONS

This course requires the application of all language arts in the reading, viewing and understanding of materials provided for the study of fashion and garment construction. Math skills are used in the constructing of garments and quilting. Computer and life skills are used daily when using special software used to design patterns for both garments and quilting. History and culture are studied when discussing the history of fashion and the cultural influences of clothing throughout the world. Sciences are covered when discussing the natural and artificial fibers used to make fabrics. Other disciplines will be covered as necessary.

- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities

13. CURRICULUM MAP – ADVANCED TEXTILES & FASHION DESIGN

Class	September	October	November	December	January
Advanced Textiles and Fashion Design	<ul style="list-style-type: none"> • Sewing room safety • Review of sewing equipment and tools • Review use of commercial pattern • Fashion history: <ul style="list-style-type: none"> ○ Fashion ○ Fad ○ Trend ○ Cycles 	<ul style="list-style-type: none"> • Fabrics: <ul style="list-style-type: none"> ○ Natural ○ Man made ○ Fiber blends ○ Finishes • Caring for fabric • Project using woven plaid fabrics • Project using knitted fabrics 	<ul style="list-style-type: none"> • Fashion drawing: <ul style="list-style-type: none"> ○ Figures of people ○ Garment parts • Create computer generated patterns from original designs. • Create garment from original pattern 	<ul style="list-style-type: none"> • Color theory: <ul style="list-style-type: none"> ○ Color wheel ○ Personal coloring ○ Wearing color effectively ○ Fabric and design • Create garment using colors best suited for student 	<ul style="list-style-type: none"> • Elements of design: <ul style="list-style-type: none"> ○ Shape ○ Space ○ Line ○ Texture • Principles of design: <ul style="list-style-type: none"> ○ Balance ○ Proportion ○ Emphasis ○ Harmony • Create garment or project showing effective use of the elements and principles of design

Class	February	March	April	May	June
<p>Advanced Textiles and Fashion Design</p>	<ul style="list-style-type: none"> • Wardrobe planning: <ul style="list-style-type: none"> ○ Professional attire ○ Casual attire ○ Evening attire • Shopping for clothing • Clothing care labels: <ul style="list-style-type: none"> ○ Caring for clothing and fabrics • Figure appropriate attire • Create easy to care for casual garment or outfit suitable for school. 	<ul style="list-style-type: none"> • Create a three-piece ensemble suitable for a first job or college interview. 	<ul style="list-style-type: none"> • Create an evening garment. • Create completely serged garments using spandex fabrics. 	<ul style="list-style-type: none"> • Careers in fashion and related fields • Create a garment or quilt of choice. 	<ul style="list-style-type: none"> • Complete all projects • Review for Written final exam • Final exam