

Fashion Design

Course Code 090206

Course Description:

Fashion Design explores the evolving field of the clothing we wear and why we wear it. Students will examine fashion design through historical and current frameworks, consider the process of a design from concept to consumer purchase, and identify key components of fashion pieces that distinguish it from others.

Program of Study to which the course applies:

Life Skills

	Course Content	Reference/ Source	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
Standard 1	Students will examine career paths and skills necessary to succeed in the fashion design industry.	NASAFACS 16.1, NSCRP 1.B.1				
Benchmark 1.1		NSCRP 1.B.1, NASAFACS 16.1.1	NA	SS.12.2.6.c–d	CR.1.B.1 CR.10.D.2	Alignment presumes students will use their understanding of the skills necessary for the fashion design industry to develop goals regarding training and education (NE: CR.10.D.2).
Sample Performance Indicator 1.1.1	Examine skills necessary for fashion design industry. Complete graphic organizers to compare and contrast skills.					
Sample Performance Indicator 1.1.2	Analyze personal readiness in relation to career readiness factors for the fashion industry.					
Benchmark 1.2	Analyze employment opportunities and entrepreneurial endeavors in the fashion design industry.	NASAFACS 16.1.1, 16.1.2 NSCRP 2.B.2, NSCRP 2.C	NA	SS.12.2.6.b–d	CR.1.B.1 CR.5.A.1 CR.10.E.2	
Sample Performance Indicator 1.2.1	Research careers in fashion design.					

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Sample Performance Indicator 1.2.2	Prepare a multimedia presentation on specific fashion career within pathway.					
Sample Performance Indicator 1.2.3	Interview fashion design professionals regarding their path to employment.					
Benchmark 1.3		NASAFACS 16.1.5	ELA.WHST.11-12.10	LA.12.2.2.a	CR.10.C.2	
Sample Performance Indicator 1.3.1	Compile course work into a variety of mediums to feature work and growth. Develop course-created designs and collections into a portfolio (collection of student's work).					
Sample Performance Indicator 1.3.2	Compile a portfolio which can be used for future employment or for applying for internships and work-based learning opportunities in textiles, fashion and apparel. (resume, progression of work, electronic, etc.)					
Sample Performance Indicator 1.3.3	Create a fashion magazine.					
Standard 2	Demonstrate fashion, apparel, and textile design skills.	NASAFACS 16.3				
Benchmark 2.1		NASAFACS 16.3	NA	NA	CR.5.A.1	
Sample Performance Indicator 2.1.1	Evaluate the fashion life cycle. Apply appropriate terminology in regards to the fashion cycle. (Fad, Classic, Fashion, Style, Trend, Silhouette, etc.)					
Sample Performance Indicator 2.1.2	Categorize fashion cycle silhouettes on a timeline.					

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Benchmark 2.2	Generate design that reflects ecological, environmental, sociological, psychological, technical, and economic trends and issues.	NASAFACS 16.3.5	NA	NA	CR.4.A.2 CR.5.A.3 CR.5.B.2 CR.5.C.4 CR.6.A.1	
Sample Performance Indicator 2.2.1						Research and feature fashion trends for different time periods.
Benchmark 2.3	Analyze technology and trends that facilitate design and production of textile, apparel, and fashion products.	NASAFACS 16.4.4	NA	SC.12.1.2.b	CR.5.A.1 CR.9.B.1 CE.9.B.3	
Sample Performance Indicator 2.3.1						Analyze current technology and forecasting that facilitate design and production of textile, apparel, and fashion products.
Sample Performance Indicator 2.3.2	Create a fashion trend board illustrating a selected design, colors, sketch and fabric samples.					
Benchmark 2.4	Differentiate typical fashion styles based on designer trends and fashion capitols. Hypothesize what designer created a style based on knowledge of designer trends. Create original designs based on the commonly used techniques of specific designers. Locate fashion capitols geographically. Divide designers into fashion capitol groups based on their fashion house.	FIDI A5.1, A5.2, A5.3	NA	NA	CR.5.A.1	
Sample Performance Indicator 2.4.1						
Sample Performance Indicator 2.4.2						
Sample Performance Indicator 2.4.3 Sample Performance Indicator 2.4.4						

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Standard 3	Students will distinguish key elements in designing fashion.				
Benchmark 3.1	Explain parts/styles of garments.	FIDI A5.1, A5.2, A5.3	ELA.WHST.11-12.2.b ELA.SL.11-12.4	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1 When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11-12.2.b, ELA.SL.11-12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Sample Performance Indicator 3.1.1	Compile a portfolio identifying different parts/styles of garments.				CR.10.C.2
Sample Performance Indicator 3.1.2	Compare and contrast one part/style from another.				
Benchmark 3.2	Explain the ways in which fiber, fabric, texture, pattern and finish can affect visual appearance.	NASAFACS 16.3.1	ELA.WHST.11-12.2.b ELA.SL.11-12.4	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1 When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11-12.2.b, ELA.SL.11-12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Sample Performance Indicator 3.2.1	Identify basic fibers and fabrics (woven, non-woven, knits).				
Sample Performance Indicator 3.2.2	Manipulate various woven, knits and non-wovens for draping ability.				
Benchmark 3.3	Understand and apply the elements and principles of design in various aspects of the fashion industry	NASAFACS 16.3.1, 16.3.2, 16.3.3, 16.3.6, FIDI A4.1	NA	NA	CR.1.A.4 CR.6.A.1

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Sample Performance Indicator 3.3.1	Evaluate the use of elements and principles of design and clothing to determine whether they are desirable based on these items.					
Sample Performance Indicator 3.3.2	Compile a portfolio identifying the elements and principles of design in common fashions.					
Sample Performance Indicator 3.3.3	Design a swimsuit collection (women's/men's) using elements and principles of design in relation to various body shapes.					
Sample Performance Indicator 3.3.4	Demonstrate the ability to apply design knowledge in consumer and business practices.					
Benchmark 3.4	Apply basic and complex color schemes and color theory to develop and enhance visual effects.	NASAFACS 16.3.2	NA	NA	CR.1.A.4 CR.6.A.1	
Sample Performance Indicator 3.4.1	Compile wardrobe pictures and create a variety of color schemes.					
Sample Performance Indicator 3.4.2	Compare and contrast the changes in overall appearance that result when a color(s) is changed					
Benchmark 3.5	Create fashion drawings.	NSCRP 2.A	ELA.RST.11-12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4 CR.6.A.1	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11-12.3; NE: LA.12.1.6.k, LA.12.3.2).
Sample Performance Indicator 3.5.1	Create fashion drawings using hand method.					
Sample Performance Indicator 3.5.2	Create fashion drawings using computer generated method.					

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Standard 4	Students will examine the components of apparel production industry, marketing, & retailing.					
Benchmark 4.1	Apply the skills and procedures necessary to create and produce textiles, garments and accessories.	FIDI A6.4	ELA.RST.11-12.3	LA.12.3.2 LA.12.1.6.k	CR.1.A.4 CR.6.A.1	Alignment presumes that students must comprehend oral or written instructions to complete task (CC: ELA.RST.11-12.3; NE: LA.12.3.2, LA.12.1.6.k).
Sample Performance Indicator 4.1.1	Map the process of a garment from concept to sales floor.					
Sample Performance Indicator 4.1.2	Compare and contrast the path of a ready-to-wear garment versus a couture garment.					
Benchmark 4.2	Apply marketing techniques for fashion merchandising.	NSCRP 2.D, 2.E, 5.B	NA	SS.12.2.2.d	CR.1.A.4 CR.6.A.1	
Standard Performance Indicator 4.2.1	Describe the 4Ps (product, price, place, & promotion) of Marketing.					
Standard Performance Indicator 4.2.2	Create a logo representing their personal design business.					
Sample Performance Indicator 4.2.3	Create exterior and interior environments in order to improve sales experiences for customers.					
Sample Performance Indicator 4.2.4	Hypothesize what factors would increase likelihood of purchase by customers.					
Sample Performance Indicator 4.2.5	Create a marketing plan for a designed item.					

Reference Sheet

Key Code	Source
NASAFACS	National Standards for Family and Consumer Sciences
FIDI	Fashion and Interior Design Industry Sector Career Pathways
NSCRP	Nebraska Standards for Career Ready Practice

Additional Resources for Educators

Suggestions for innovative teaching and learning strategies

FCCLA STAR Events: Fashion Construction, Fashion Design, Recycle & Redesign <http://www.fcclainc.org/content/star-event-descriptions>
Livebinder.com - Electronic Portfolio Creation, distance learning opportunities with professionals in fashion design industry
BigHugeLabs.com - Magazine cover creation template, Get the Math (<http://www.thirteen.org/get-the-math/the-challenges/math-in-fashion/introduction/12/>)
ON-LINE FASHION MARKETING VIDEOS: eHow Style <http://www.ehow.com/search.html?s=fashion+marketing&skin=style&t=video>

ON-LINE RESOURCES: Marketing Campaign Case Studies <http://marketing-case-studies.blogspot.com/2008/02/american-apparel-campaign.html>

Related Assessments

Assessment of binders/portfolios

Extended Learning Opportunities

Family, Career, and Community Leaders of America (FCCLA) Students Taking Action with Recognition (STAR) Events in Recycle and Redesign and Fashion Design; Career Connections; Entrepreneurship

Professional Development Opportunities

Nebraska Career Education Conference, Nebraska FCS Listserve

Community Links/Resources available

The Buckle, County Extension services, 4-H, UNL Textiles Clothing and Design Department
FIDM Guest Speakers

Contributors

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