

Foundations of Fashion Design

Primary Career Cluster:	Arts, A/V Technology, & Communications
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C11H09
Prerequisite(s):	<i>Visual Art I</i> (G05H08)
Credit:	1
Grade Level:	10
Focus Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Arts, A/V Technology, & Communications</i> courses.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the second course in the <i>Fashion Design</i> program of study.
Aligned Student Organization(s)	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	046, 050, 051, 059, 154, 204, 230, 231, 450, 452, 472, 516, 519, 569, 570, 571, 573, 711, 760, 776, 954
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-arts-av-tech.html Best For All Central: https://bestforall.tnedu.gov/

Course-At-A-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project

For more ideas and information, visit Tennessee FCCLA at <http://www.tennesseefccla.org>.

Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-3** | Have students do an industry tour that includes a safety briefing.
- **Standards 4-6** | Interview a fashion historian.
- **Standards 7-8** | Interview a visual artist.
- **Standards 9-15** | Job shadow a textile designer.
- **Standards 16-17** | Have a fashion designer evaluate students' design work.

For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>.

Course Description

Foundations of Fashion Design introduces students to the rich history of the fashion industry and the basic design principles that are integral to its operation. This course studies the history of the fashion industry, elements and principles of design, textile history and composition, as well as basic construction principles. Upon completion of this course, proficient students will be able to demonstrate basic garment production and will create artifacts for inclusion in a portfolio, which will continue to build throughout the program of study.

Program of Study Application

This is the second course in the *Fashion Design* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Arts, A/V Technology and Communications website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-arts-av-tech.html>.

Course Standards

Occupational Safety

- 1) Demonstrate the ability to comply with personal and environmental safety practices associated with textile applications: the use of adhesives; hand tools; machines; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.
 - a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
 - b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
 - c. Maintain a record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.

Career Investigation

- 2) Identify and analyze career pathways within the Fashion Design program of study. Cite supporting evidence from multiple sources (such as interviews with fashion design professionals retrieved from industry magazines) to summarize the essential knowledge and skills required for these careers. Complete one or more career aptitude surveys, analyze the results, and compose an essay describing the relationships between personal career aptitudes and careers in fashion design.
- 3) Compile and analyze real-time and projected labor market data from public sources such as the U.S. Bureau of Labor Statistics to investigate local and regional occupational opportunities and trends in the fashion design industry. Synthesize collected data to develop a graphic illustration comparing occupations by education requirements, job availability, salaries, and benefits.

History and Development of Fashion Design

- 4) Synthesize research from informational texts, including fashion magazines and textbooks, to create an annotated timeline or visual graphic emphasizing significant time periods

within fashion design dating from the beginning of civilization to the present. Using descriptive text, interpret the cultural, social, economic, and technological factors that have influenced fashion development and design.

- 5) Explore theories of fashion dynamics and forecasting, and compose an informative essay that illustrates the five stages of the fashion cycle concept:
 - a. Introduction
 - b. Rise in popularity
 - c. Peak of popularity
 - d. Decline in popularity
 - e. Rejection

Investigate major paradigms (i.e. Circle, Pendulum) in fashion history and critique whether the fashion cycle model helps explain major paradigm shifts over time.

- 6) Analyze the importance of clothing and fashion in contemporary society as they relate to cultural, economic, and political realities in a variety of contexts around the globe. Investigate the influences of modern fashion designers; discuss how a society's customs and preferences influence what is fashionable to certain populations. Create an informational artifact that identifies significant contributions from these designers to the fashion industry.

Elements and Principles of Design

- 7) Compare and contrast the elements and principles of design in visual arts and examine their interrelationships. Analyze the elements and principles of design in the context of fashion by evaluating their purpose and application in apparel and accessories.

Elements:

- a. Line
- b. Shape
- c. Proportion
- d. Color theory and basic schemes
- e. Texture

Principles:

- a. Unity
- b. Harmony
- c. Formal and informal balance
- d. Rhythm
- e. Contrast
- f. Emphasis
- g. Gradation

- 8) Analyze the color wheel and apply concepts of color theory to the development of fashion specs for a real or invented clothing line. Identify techniques that achieve desired hues, values, and intensities. Demonstrate the ability to color mix apparel and accessory samples in various color systems.

History and Development of Textiles

- 9) Examine the historical development of processes and techniques in textile design and production. Using descriptive text, summarize the evolution of trends in textile colors, textures, and prints used in fashion design. Identify textile technologies that have influenced apparel design, production, merchandising, and sales.
- 10) Analyze research from multiple sources such as technical journals to summarize the typical products made out of textiles in the apparel industry. Compare and contrast determining factors for textile suitability and applications for a variety of commercial purposes.
- 11) Examine the progression of ethical practices in the textile and apparel industry, using historical records found in textbooks or other sources. Evaluate current ethical issues affecting the fashion industry, included but not limited to: knockoff products/designer forgeries, shoplifting, sweatshop labor, provocative advertising, and body image. Compose an argument, including development of claim(s) and counterclaim(s), debating the sociological and economic impacts of these issues on the fashion industry.

Textile Applications

- 12) Identify common fibers and describe their associated characteristics and applications. Perform swatch tests to analyze and evaluate fiber characteristics, including their aesthetic features as well as mechanical and chemical properties.
- 13) Analyze characteristics of natural and synthetic fibers. Compare and contrast natural and synthetic textiles with regard to performance, dyeing, printing, and finishing processes. Determine the suitability of various textiles for specific applications.
- 14) Identify common fabrics and examine basic textile fabrication processes. Research and summarize technical sources such as industry manuals or manufacturers' quality control protocol to develop a list of general instructions for the selection, evaluation, use, and care of fabrics used in fashion design.
- 15) Review informational resources identifying textile and apparel industry standards that promote quality control in apparel manufacturing. Compose an informative essay citing specific textual evidence that critiques the effectiveness and implications of these standards on product quality, cost, and supply chain dynamics.

Principles of Construction

- 16) Demonstrate basic garment construction skills and techniques. Demonstrate proficiency in proper pressing, fitting, alteration, finishing, and embellishment for quality garment construction. Demonstrate the appropriate use, selection, and maintenance of equipment, tools, and sewing supplies for the construction of apparel.
- 17) Demonstrate proficiency in basic pattern design and drafting techniques by designing and creating an original garment pattern. Compare and contrast skill requirements for manual and computer-aided pattern design and drafting methods.

Standards Alignment Notes

References to other standards include:

- TN Reading: FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - o Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.