

Black Horse Pike Regional School District

"Where inspiring excellence is our standard and student achievement is the result"

Fashion Design II

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COURSE OF STUDY:
Fashion Design II
Fine Art Department

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Highland - Timber Creek - Triton
Fine Art Department
COURSE DESCRIPTION

FASHION DESIGN II - 5 Credits, Grade 9-12

This course is a sequel to Fashion and Interior Design I. Students will use their previous knowledge gained in design and sewing to build from and create more meaningful and advanced projects related to Fashion Design. This includes the elements and principles of design, color theory, aesthetics, fashion trends and history, and sewing. This course gives students who take this course a unique chance to explore their talents and interest in this subject on a deeper level, as Fashion Design is a growing and promising field that offers many opportunities for creative individuals. Young people make changes in the fashion industry with forward thinking, such as developing sustainable fashion, using social media to grow independent businesses, and giving refreshing ideas inspired by the past and future. Now is an exciting time to be an artist, and this course allows them to explore a path that could open doors and offer possibilities for their lives that they would have not otherwise known of. This course will be dedicated to advancing their skills in design, concept development and garment construction. Students will learn to make clothing in different ways, such as using body measurements to make customized pattern pieces, tracing and altering old clothing, and using a sewing pattern. They will be encouraged to customize their projects using their own personal aesthetic. Students will be assessed on the production of their work according to the district developed rubric, and they will be required to produce an original garment to be submitted to the annual Art Show for their final assessment. They will also complete a detailed portfolio of work created throughout the year that could be used to apply to Fashion Design programs.

COURSE REQUIREMENTS

To be eligible to take this advanced course, students must show evidence of promising potential and dedication. This includes an eagerness to learn, a genuine interest in the subject, and a proficiency in the Fashion and Interior Design I course. That being said, students **MUST have earned an 80% average or higher in Fashion and Interior Design I** to enroll in this course and move forward in this program.

SYLLABI

Marking Period 1: Review of Studio Etiquette, the Elements of Design, and becoming proficient in the Fundamentals of Sewing

- Studio and school procedures
- Studio care and organization
- Studio and equipment safety
- Review of the Elements of Design
 - Line
 - Shape
 - Space
 - Value
 - Form
 - Color
 - Texture
- Develop a deeper understanding of elements of design through intermediate level projects
- Hand sewing/embroidery (major stitches, buttons, hemming, decorative stitching)
- Sewing Machine Parts and Functions (bobbin winding, machine threading, etc.)
- Sewing Basics (pinning and cutting fabric, grainline, woven vs. knitted, right sides together, seam allowance, pressing seams)
- Introduction to intuitive sewing techniques (making pattern pieces from old clothing, using muslin, taking body measurements, following step by step tutorials)
- Creating a multifaceted sewing project
- How to present work to an audience: photography, modeling, staging, composition and lighting
- Set up fashion portfolio

Marking Period 2: Intermediate Sewing Techniques, Pattern reading, Garment Construction and Textiles

- Understanding textiles and fabric (knowing different fabric types, creating an original textile design)
- Reading sewing patterns effectively (grainlines, sizes, using notches and other pattern symbols, assembling pattern pieces on fabric correctly)
- Inserting sleeves and zippers
- Altering pattern pieces for custom sizing (grading)
- Creating an intermediate sewing project using a pattern

Marking Period 3: Sustainable Fashion, Fashion Culture and History, Trends, and Concept Development

- Recognize and practice the art Elements and Principles of Design in all projects
- Developing an idea to fruition through sketching and planning
- Repairing and re-inventing clothing using recycled materials and sewing techniques

- Incorporate individual Aesthetic and independent creative decision making in an open ended project directed by theme
- Explore fashion history with an individual aesthetic in mind
- Make creative decisions based off modern research in current trends and fashion forward thinking
- Actively practice critique in an individual and class setting

Marking Period 4: Advanced level self led projects to ascertain current level of Mastery in the Fashion Design Program

- Create a self led chosen garment project using the Elements and Principles of Design and sewing proficiency to achieve the following:
 - Promote competence to mastery of the Elements and Principles of Design
 - Use advanced sewing techniques that show independent growth and challenge the student
 - Develop and use an individual aesthetic to make artistic choices
 - Develop the concept idea through effective research, planning and sketching, and using previous knowledge
 - Use critique to learn and develop work that communicates to an audience and has meaning
 - Use fashion history to develop individual aesthetic that inspire creative choices
 - Create a garment to be submitted to Annual Art Show and included in personal portfolio
 - Assess student ability, progress and achievement
- Studio and equipment organization and clean up for the end of year
- Creating a digital portfolio of works to submit at the end of the year
- Participate in Art Show Preparation

GRADING SCALE

Homework/ Critique	Classwork/ Participation	Projects
20%	30%	50%
Critiques will be based on the traditional outline of description, analysis, interpretation and judgment, and will consist of a variety of self and group reflections. Homework assignments will be assigned as needed. This may include reading,	Students will earn weekly participation grades judged on meeting general classroom etiquette and expectations, and will complete a variety of classwork assignments that supplement projects.	Projects are evaluated through a rubric based on skill application, effective use of techniques, and use of the art elements and principles of design. There will be at least three major project assessments per marking period.

notes, sketching and project preparation.		
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Marking Period 1

<p>OVERVIEW (WHY)</p> <p>This unit is devoted to establishing a proficiency in sewing techniques and gaining a deeper sense of the Elements of Design. Students will learn the tools needed to become more innovative with the skills they learn. They will also learn the importance of sewing craftsmanship while making a multistep garment, and how to present their work upon completion, as this field relies heavily on aesthetics and marketing. During this Marking Period students will also have the opportunity to explore their personal aesthetic and what influences their taste.</p>	Essential Questions	1. Why are safety procedures important in the classroom?
		2. How does the form and function of the modern sewing machine relate to future success in the field of clothing construction?
		3. How can a variety of tools help me accomplish my desired goal?
		4. How has technology changed the fashion industry?
	Enduring Understandings	<p>In order to use advanced technological tools, personal responsibility and knowledge of safety is required.</p> <p>Tools, techniques and resources influence construction of a sewing project.</p> <p>All textiles and garments are not created equal</p> <p>Creative problem solving will result in more than one 'right' answer.</p>

<p>TARGETS/GOALS/OUTCOMES (WHAT)</p> <p>Students will know how to use the sewing machine and</p>	Behavioral objectives	Objective	NJSL Standards
		1. Create a handsewn functional item that uses at least three hand stitches, a button, and is individually customized with embroidery.	1.5.12acc.Cr2a

<p>other sewing tools effectively and independently, and troubleshoot problems when they occur.</p> <p>They will know multiple hand sewing techniques that can be used for fine detail work and attaching buttons.</p> <p>Students will learn necessary sewing basics such as using right sides together, accurate seam allowance, hemming, and how to insert different types of zippers.</p> <p>Students will be introduced to different garment construction techniques, including intuitive sewing and creating pattern pieces using their measurements.</p>		2. Accurately sew the three major types of zippers into fabric- invisible, exposed, and centered	1.5.12acc.Cr2a
		3. Take proper and accurate body measurements to create a unique garment that is custom fitted and uses at least two different fabrics.	1.5.12acc.Cr2a
		4. Correctly thread and operate a sewing machine, apply correct sewing techniques and recognize and correct threading mistakes in the machine.	1.5.12prof.Cr2b
		5. Create a personal fashion design portfolio demonstrating an understanding of: photography, modeling, staging, composition and lighting	1.5.12adv.Cr2a 1.5.12acc.Pr4
	Interdisciplinary Connections	Math- measuring, drawing geometric shapes and angles using rulers and curves	
Writing Assignments	Written critiques		

<p>INSTRUCTIONAL STRATEGIES (HOW)</p> <p>Direct Instruction</p> <p>Differentiation</p> <p>Discovery/Inquiry- based Learning</p> <p>Hands on learning</p> <p>Homework and Practice</p> <p>Lecture</p> <p>Modeling</p> <p>Peer collaboration</p> <p>Project based learning</p>	Activities	<ul style="list-style-type: none"> • Tool case project using hand sewing and custom embroidery • Intro to intuitive sewing- how to make pattern pieces from old clothing and body measurements • Towel poncho project • T-shirt/kimono project • Cultural mask project with sewn attachments • Fashion illustrations of project ideas with fabric swatches
	Text	<p>“Elementary Sewing Skills” by Carolyn Denham</p> <p>“Sewing Basics” by Sandra Bardwell</p>
	Accommodations and Modifications	<p>https://www.bhprsd.org/domain/261</p>

Student Self-assessment		
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EVIDENCE OF LEARNING	Formative Assessments	Classwork/Participation 30%, Critique/Homework 20%
	Summative Assessments	Project completion 50%
	Performance Assessments	Checklists, planning worksheets, critiques

Marking Period 2

<p>OVERVIEW (WHY)</p> <p>Goals for this Marking Period are focused wholly on advanced garment construction techniques and pattern reading. Students will learn essential skills needed to create a more detailed garment from start to finish in a structured way. Good craftsmanship will be emphasized and students will be expected to add creative additions to their garments with a personal aesthetic in mind. These skills will be applied in future Marking Periods to create more open ended and conceptual work.</p>	Essential Questions	1. How can the techniques I use alter my desired results?
		2. Where are the best places to go to gather the resources necessary for my project?
		3. How do the fabrics I choose influence the application of sewing techniques?
		4. How do I choose the best method of construction?
		6. How can you combine aesthetics with function?
		7. How can you best use feedback to accomplish your goal?
		8. How do I choose a pattern to fit my style, function, and/or body type?
		9. What are the major pattern symbols and markings?
		Enduring Understandings

	Behavioral objectives	Objective	NJSL Standards
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TARGETS/GOALS/OUTCOMES (WHAT) Students will learn advanced garment construction techniques, focusing primarily on reading and applying a pattern to create a garment. This includes collecting all notions and materials, selecting an appropriate fabric(s), cutting and assembling pattern pieces, and using pattern symbols and guides accordingly. Other supplemental techniques will be taught, such as how to insert a sleeve and making custom alterations. Students will also become more innovative with textiles and use creative ideas to make their projects original.		1. Layout a pattern correctly, including all markings and cutting lines.	1.5.12acc.Cr2a
		2. Use a sewing pattern and all the directions and symbols to create a garment that fits correctly.	1.5.12.acc.Cr2a
		3. Perform accurate and appropriate garment alterations during the sewing process.	1.5.12prof.Cr1a 1.5.12adv.Cr3a
		4. Create an original textile with mixed media using at least two of these techniques- block printing, embroidery, layering fabrics, fabric painting, quilting, drawing inspiration from textiles of different cultures	1.5.12acc.Cr1b 1.5.12prof.Cr3a
		5. Customize a garment by adding a graphic image/decoration using the sewing machine and scrap fabric.	1.5.12acc.Cr1b
	Interdisciplinary Connections	Math- measuring, drawing geometric shapes and angles using rulers and curves Independent research for techniques that can aid in the construction process for applying creative additions to a project	
Writing Assignments	Written critiques		

INSTRUCTIONAL STRATEGIES (HOW) Direct Instruction Differentiation Discovery/Inquiry- based Learning Hands on learning Homework and Practice Lecture Modeling Peer collaboration Project based learning Student Self-assessment	Activities	<ul style="list-style-type: none"> ● Pattern symbols and notions practice worksheets ● How to insert sleeves ● How to sew the 3 main types of zippers ● Commercial pattern project: Pajama pants, t-shirt, shorts with pockets, dress, etc ● Textile printing project- create your own fabric ● Custom textile printed bag using a pattern
	Text	"Elementary Sewing Skills" by Carolyn Denham "Sewing Basics" by Sandra Bardwell
	Accommodations and Modifications	https://www.bhprsd.org/domain/261

EVIDENCE OF LEARNING	Formative Assessments	Classwork/Participation 30%, Critique/Homework 20%
	Summative Assessments	Project completion 50%
	Performance Assessments	Checklists, planning worksheets, critiques

Marking Period 3

<p>OVERVIEW (WHY)</p> <p>This unit is designed to enhance the students' understanding and awareness of sustainable fashion and also to further their skills in concept development. It seeks to guide students in making real-world connections to how fashion is directly related to their lives and their communities as well as sustainability. Knowledge and understanding of Fashion History, Current Fashion Trends, and the Elements and Principles of art will be incorporated into their fashion designs.</p>	Essential Questions	<p>1. What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>2. Why do designers follow or break from established traditions?</p> <p>3. What role does persistence play in revising, refining and developing work?</p> <p>4. How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs and experiences?</p> <p>5. How do people contribute to awareness and understanding of their lives and the lives of their communities through fashion?</p> <p>6. How is fashion used to impact the views of a society?</p>
	Enduring Understandings	<p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making skills.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on , revising and refining work over time.</p> <p>Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>Through fashion, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>People develop ideas and understandings of society, culture, and history through their interaction with and analysis of the art of fashion.</p>

TARGETS/GOALS/OUTCOMES (WHAT) Students will design and create their own fashion designs utilizing recycled, non-traditional, and discarded materials. They will explore fashion history with an individual aesthetic in mind and make creative decisions based on modern research in current trends and fashion forward thinking. Students will engage in individual and peer critique.	Behavioral objectives	Objective 1. Visualize and generate fashion designs that can affect social change. 2. Choose from a range of materials and methods of traditional and contemporary design practices, following or breaking established conventions, to plan the making of fashion design based on sustainability. 3. Reflect on, re-engage, revise and refine their own fashion designs considering relevant traditional and contemporary criteria as well as personal artistic vision. 4. Make, explain, and justify connections between fashion and social, cultural and political history. 5. Document the process of developing ideas from the early stage to fully elaborate ideas. 6. Describe how knowledge of global issues, including climate change may influence personal responses to fashion choices.	NJSL Standards 1.5.12adv.Cr1a 1.5.12adv.Cr1b 1.5.12adv.Cr3a 1.5.12acc.Pr6a 1.5.12prof.Cn10a 1.5.12prof.Cn11b
	Interdisciplinary Connections	Math- measuring, drawing geometric shapes and angles using rulers and curves Independent research for techniques that can aid in the construction process for applying creative additions to a project	
	Writing Assignments	Written Critique Written explanation of their plans and designs	

INSTRUCTIONAL STRATEGIES (HOW) Direct Instruction Differentiation Discovery/Inquiry- based Learning Hands on learning Homework and Practice Lecture Modeling Peer collaboration Project based learning Student Self-assessment	Activities	<ul style="list-style-type: none"> ● Recycled Newspaper draping ● Mini Mannequin draping ● Research sustainable Fashion companies ● Altered Garment: Pick apart clothing, re-sew, repair, create something new out of an old article of clothing ● Concept Development: Sketching, Planning designing ● Peer Critique ● Fashion History exploration and discussion ● Explore Current Fashion Trends and discover Individual fashion aesthetics.
	Text	"Elementary Sewing Skills" by Carolyn Denham "Sewing Basics" by Sandra Bardwell
	Accommodations and Modifications	https://www.bhprsd.org/domain/261

EVIDENCE OF LEARNING	Formative Assessments	Classwork/Participation 30%, Critique/Homework 20%
	Summative Assessments	Project completion 50%
	Performance Assessments	Checklists, planning worksheets, critiques

Marking Period 4

<p>OVERVIEW (WHY)</p> <p>Throughout this unit students will work on designing and creating self-led garment(s) of their choice. The completed garments will display a well-rounded understanding of the Elements and Principles of Design, sewing proficiency and a unique individual aesthetic. Fashion History will help develop the individual aesthetic and inspire creative choices. Students will work collaboratively to construct evaluations of each others' designs and plans to help develop a stronger final piece. Their final garment(s) will be displayed at the annual Art Show as well as photographed and documented for completing their digital portfolio.</p>	Essential Questions	<p>1. How do artists and designers learn from trial and error?</p> <p>2. What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>3. How do life experiences influence the way we relate to art and help form an individual aesthetic?</p> <p>4. How is personal preference different from an evaluation?</p> <p>5. What criteria are considered when selecting work of presentation, a portfolio, or a collection?</p>
	Enduring Understandings	<p>Artists and Designers balance experimentation and safety, freedom and responsibility while developing and creating artwork.</p> <p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Individual aesthetic and empathetic awareness developed through engagement with fashion can lead to understanding of self, others, the natural world, and constructed environments.</p> <p>Art and design is evaluated on various criteria</p> <p>Artists consider a variety of factors and methods including evolving technologies when preparing and refining work for display..</p>

<p>TARGETS/GOALS/OUTCOMES (WHAT)</p> <p>Students will design, develop, evaluate and create garment(s) that demonstrate their individual aesthetic, design and sewing skills that they developed throughout this course. The final piece(s) should show understanding of the Elements and Principles of Design as well as influences</p>	Behavioral objectives	Objective	NJSL Standards
		1. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation of their own garment design.	1.5.12.adv.Cr2b
		2. Choose from a range of materials and methods of traditional and contemporary fashion designs, to plan the making of a unique design.	1.5.12adv.Cr1b
		3. Develop a personal design aesthetic.	1.5.12acc.Re7a
		4. Construct evaluation of designs based on different sets of criteria.	1.5.12adv.Re9a
		5. Evaluate and select work to display at the annual art show and in digital portfolio.	1.5.12.acc.Pr5a

from cultural and historical fashion designs.	Interdisciplinary Connections	Math- measuring, drawing geometric shapes and angles using rulers and curves Incorporating cultural and historical fashion design influences for the development of individual aesthetics. Independent research for techniques that can aid in the construction process or applying creative additions to a project
	Writing Assignments	Written critique Written explanation of plans and designs

INSTRUCTIONAL STRATEGIES (HOW) Direct Instruction Differentiation Discovery/Inquiry- based Learning Hands on learning Homework and Practice Lecture Modeling Peer collaboration Project based learning Student Self-assessment	Activities	<ul style="list-style-type: none"> • Research, design and sketch plans for individual projects. • Periodic group critiques to help classmates refine their designs and portray ideas. • Creating a unique garment(s) that displays individual aesthetic as well as demonstrates skills learned in the course.
	Text	<p>“Elementary Sewing Skills” by Carolyn Denham</p> <p>“Sewing Basics” by Sandra Bardwell</p>
	Accommodations and Modifications	https://www.bhprsd.org/domain/261

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	Summative Assessments	Project completion 50%
	Performance Assessments	Checklists, planning worksheets, critiques

[New Jersey Student Learning Standards - Visual Arts](#)