

Fashion & Clothing II

2013-2014

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Unit 1: Fashion History and Cultural Influences

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

- 1.2.12. A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

- 9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives
- 9.1.12. D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12. F .2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>Enduring Understandings: <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Fashion is influenced by social, cultural, economic, political and technological changes. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Culture is expressed and preserved through clothing. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Clothing is an expression of our beliefs and culture. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Clothing is an extension of how we are perceived. 	<p>Essential Questions:</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How has technology changed our clothing? • How is the environment impacted by fashion? And vice versa? • How might cultural beliefs change your perspective about fashion? • What political and economic events have had a significant influence on the fashion industry? • What would it be like to walk in the shoes of a person during ... (any particular time period and culture)? <p><i>EU 2, EU 3</i></p> <ul style="list-style-type: none"> • How does clothing express and preserve culture? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • In what ways does our clothing influence how people treat us?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1, EU 2, EU 3, EU 4</i></p> <ul style="list-style-type: none"> • Specific fashions by time period and designers. • The environmental impact of and on the fashion industry. • How technological changes have affected fashion throughout history. • Cultural differences related to fashion. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1, EU 2, EU 3, EU 4</i></p> <ul style="list-style-type: none"> • Identify fashion styles by time period and designer. • Reflect on how what you choose to wear is influenced by your personal choices, beliefs and/or culture. • Analyze the political and economic climate as it relates to the fashion industry. • Forecast how technological advances will affect fashion in the next century.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

EU 1, EU 2, EU 3, EU 4

You are an up and coming Fashion Designer who has just been asked to design an outfit for a specific actor/actress to be worn in a movie depicting a specific historical time period. Considerations will include the character's political and personal beliefs, their cultural background and the economic climate. Cutting edge and technological resources of the time should be considered. Throughout the design process you will consult with other designers for constructive feedback.

You will create an electronic portfolio including the client's personal preferences, sketches of your design including front and back views, and a written description detailing how you incorporated your characters portrayal into your design. Prior to the Oscars you will meet with your client to present your design proposal.

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Rubric: Electronic project presentation
- Rubric: History of Fashion Timeline
- Rubric: Recycle/Redesign project
- Electronic Project Presentations
- History of Fashion Timeline
- Written Test on History and Designers
- Student Reflection written and/or verbal

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- View teacher's electronic presentation and outline basic fashion timeline including economic and political events, and technological advancements. (A)
- Produce a detailed electronic presentation depicting specific Fashion Eras. (A)
- Create an expanded timeline for each fashion time period. (A,M)
- Review Fashion Styles and specific cultural influences by playing Pictionary. (M)
- Teacher Presentation on Cultural Customs: Historic and Present (A)
- Interview students of diverse cultures from the student body concerning how their culture and beliefs affect what they wear and how others view them. (A,M,T)
- Research and write a reflection on current environmental information as it relates to the fashion industry. (A,M)
- Class trip to Fashion Museum (M)
- Student Participation in Family, Career, Community Leaders of America (FCCLA) <http://www.fcclainc.org/> (M,T)