

**Course: Fashion & Clothing 1**  
**Unit 3 - Elements and Principles Applied to Clothing**

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### **Stage One - Desired Results**

**Link(s) to New Jersey Student Learning Standards for this course:**

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CSDT.pdf>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-VPA.pdf>

**Unit Standards:**

*9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).*

*9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).*

*1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.*

*9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., ).*

*9.4.12.Cl.2: Identify career pathways that highlight personal talents, skills, and abilities*

*8.2.12.Ith.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.*

*1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen*

art form.

1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.

**Transfer Goal:** Students will be able to independently use their learning to apply the elements and principles of design to garment styles or silhouettes.

**As aligned with LRHSD Long Term Learning Goal(s):** apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community. Communicate and collaborate effectively in a variety of professional and personal situations.

Enduring Understandings

Students will understand that. . .

EU 1

- availability of natural resources, tools and technologies influence the design process.

EU 2

- clothing styles can change as a result of cultural, economical and international influences.

EU 3

Essential Questions

EU 1

- How does the environment affect clothing styles?
- How does a designer's geographic location influence their access to materials?
- How does rapidly changing technology influence fashion design and construction in a global economy?

EU 2

- What is the correlation between the components of clothing styles and the cultural trends of the time?
- How does culture influence a designer's color choices?
- How do our global economy and the environment affect fashion design?

EU 3

<ul style="list-style-type: none"> <li>• clothing construction techniques are affected by the desired style of the finished garment.</li> </ul> <p>EU 4</p> <ul style="list-style-type: none"> <li>• fashion design is a combination of acquired skills and personal talent that combine the elements and principles of design.</li> </ul>	<ul style="list-style-type: none"> <li>• What do styles reveal about a garment's construction?</li> <li>• How can incorporating various design elements change the overall perception of garment?</li> </ul> <p>EU 4</p> <ul style="list-style-type: none"> <li>• How important are the elements and principles of design in fashion design?</li> <li>• How are the elements and principles applied in fashion design as opposed to other creative arts?</li> </ul>
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> <li>• what resources are available in different regions. (1.5.12prof.Cr2b)</li> <li>• that rapidly advancing technology in the fashion industry and in communication significantly contribute to the changing fashion styles throughout the world. (1.5.12acc.Cr2a)</li> </ul> <p>EU 2</p> <ul style="list-style-type: none"> <li>• clothing style trends are different throughout our global society. (8.2.12.ITH.1)</li> <li>• how an economic shift will influence clothing styles. (8.2.12.ITH.1)</li> </ul> <p>EU 3</p>	<p><u>Skills</u> Students will be able to. . .</p> <p>EU 1</p> <ul style="list-style-type: none"> <li>• identify and obtain available resources in their area and apply them to the garment design process (1.5.12prof.Cr2b)</li> <li>• use the technology available to them to research trends in both garments and raw materials and apply them to their designs (1.5.12acc.Cr2a:)</li> </ul> <p>EU 2</p> <ul style="list-style-type: none"> <li>• identify their client and what global trends apply, then create garment designs based on these needs. (8.2.12.ITH.1)</li> <li>• identify economic changes and their influence on fashion and clothing. (8.2.12.ITH.1)</li> </ul> <p>EU 3</p> <ul style="list-style-type: none"> <li>• identify the different parts of a garment. (9.4.2.CT.2)</li> </ul>

- *the various styles and silhouettes used in clothing design. (9.4.2.CT.3)*
- *how to apply various garment parts to make several versions of an original design. (9.4.2.CT.3)*
- *clothing styles directly affect the construction of a garment and/or accessory. (9.4.5.CT.4)*

*EU 4*

- *the elements and principles of design as related to fashion design. (1.5.12adv.Cr2b)*
- *the illusions that can be created with various elements and principles of design on garment styles and silhouettes. (9.4.2.CT.2)*

- *identify common fashion silhouettes. (9.4.2.CT.2)*
- *use different garment parts to change a silhouette. (9.4.2.CT.3)*
- *determine and apply the appropriate construction techniques utilized in different garment parts. (9.4.5.CT.4)*

*EU 4*

- *identify examples of the elements and principles of design used in fashion. (1.5.12adv.Cr2b)*
- *analyze the elements and principles of design in current fashions. (1.5.12adv.Cr2b)*
- *apply elements and principles of design to their own original designs. (1.5.12adv.Cr2b)*
- *analyze how the elements and principles of design can create illusions. (9.4.2.CT.2)*

**Stage Two - Assessment**

*Other Evidence:*

- *Class discussion on global influences*
- *Written Test on garment styles and parts*
- *Written test on the elements and principles of design*
- *Styles Project*
- *Student driven presentations*
- *Summarizers*
- *Discussion questions*
- *Sketching techniques*

**Stage Three - Instruction**

***Learning Plan:*** Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- Color schemes teacher presentation. **(A EU 4)**
- Students will create a color wheel using scraps of fabric to represent each color. **(A EU 4)**
- Discussion question: How can selecting the proper color scheme enhance fashion design? **(M EU 4)**
- Students will work in groups and select a specific color and research its symbolism. They will make a brief presentation to class. **(M EU 4)**
- Elements and principles of design teacher presentation. **(A EU 4)**
- View examples of the elements and principles of design in fashion. **(A EU 4)**
- Identify the correct application of an Element or Principle based on fashion photos. **(M EU 4)**
- Research, create a PowerPoint and share the direct correlation between fashion styles, technology and our society. **(A,M,T EU 2)**
- Students will stay aware of the current fashion styles through class discussions. **(A,M EU 2)**
- Compare, contrast and illustrate Fashion Styles throughout the world. **(M EU 1, EU 2)**
- Students explain how fashion styles are affected by economy. **(M EU 2)**
- Complete and present a PowerPoint presentation of fashion style trends. **(A EU 3)**
- Create a croqui **(T, M EU 3, EU 4)**
- Create original fashion designs using croquis. **(T EU 3, EU 4)**
- Students analyze their own wardrobes. Write a brief summary of which garment shapes they prefer and why. **(M EU 3, EU 4)**
- Complete Personal Style Analysis. **(T EU 3, EU 4)**