

**FIGURE FASHION DRAWING
GRADES 9-12**

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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Revised by: EHS Art Department

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Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Course Description

This course will emphasize the development of the fashion figure, design details, fashion rendering, target customer analysis and fashion line development. Figure proportions, stylizing the figure, and depicting clothing using various techniques and media will be emphasized. Students will learn the many different options for garments consisting but not limited to necklines, collar types, sleeve types, pant/trouser types, dress and skirt types, lapel styles, swimwear and multiple accessories. The course will briefly review fashion from the 1900s to present day current trends.

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects (9- 12)

Unit 1: Introduction to Fashion (1 Day)

Why Is This Unit Important?

This unit will familiarize students with classroom procedures, policies and safety guidelines.

Enduring Understandings:

- Identify procedures, policies and rules involved in figure fashion and design such as clean-up, storage and supplies within the classroom as well as classroom rules and regulations.
- Discuss safety procedures for tools and supplies and show understanding of these.

Essential Questions:

- What are the course expectations regarding procedures, behaviors and clean up and storage of artwork and supplies?
- What are the safety guidelines for using tools and materials?

Acquired Knowledge:

- This course has behavioral guidelines and procedures that must be met.
- Tools must be properly used and cared for in order to maintain a safe and organized work environment.
- Working knowledge of Google applications

Acquired Skills:

- Model appropriate behavior.
- Technology implementation of Google drive and classroom

Assessments:

Formative Assessment:

- Classroom discussion of course and classroom expectations
- Continued observation of student implementation of course and classroom guidelines

Summative Assessment:

- Daily points based on course and classroom guidelines
- Unit Quiz

Benchmark Assessment:

- Safety test

Alternative Assessment:

- Student self-evaluation

Instructional Resources:

Core:

- Abling, Bina. Fashion Sketchbook (4th Edition)
- Course Handouts (syllabus, cell phone policy, safety rules and grading rubrics)
- Concrete examples of fantasy art throughout history

Supplemental:

- Paint, palette, brushes, brush cleaners, pencils, colored pencils, charcoal, markers.
- Canvas resources

2020 NJCS:

- 1.5.12prof.Cr1b
- 1.5.12acc.Cr1a
- 1.5.12acc.Cr2a
- 1.5.12acc.Cr3a
- 1.5.12adv.Cr3a
- 1.5.12prof.Pr6a
- 1.5.12acc.Re7a
- 1.5.12prof.Cn10a
- 1.5.12acc.Cn10a
- 1.5.12acc.Cn11b

Activities:

- Pair-share reading of proficiencies and safety guidelines
- Modeling of safe tool usage ("Pass your scissors to the person across from you")
- Joining Google Classroom

Accommodations or Modifications:

- Reread and reword course handouts
- Assist students with joining Google Classroom

Unit 2: Fashion Preferences and Customer Analysis (5 Days)

Why Is This Unit Important?

This unit will explore students' fashion interests and preferences. It will also identify current customer trends and interests.

Enduring Understandings:

- Students will express personal fashion style and interests through the development of a fashion line concept and logo.
- Students will consider fashion consumer need and interest.

Essential Questions:

- What are students' personal fashion interests and preferences?
- How would students' fashion line concepts translate in today's market?
- How does the composition of a logo design incorporate and reflect the product?

Acquired Knowledge:

- The fashion course provides an opportunity to express personal style and interest.
- Fashion consumers respond to current fashion trends.
- Logo design represents and identifies a specific product and creates a brand image

Acquired Skills:

- Design and render a logo for a new original fashion line.
- Conceptualize consumer interest and marketability.

Assessments:

Formative Assessments:

- Thumbnail sketches
- In-progress student/teacher assessments
- Peer to peer exchange
- Student self-evaluation
- In class discussions and reviews

Summative Assessments:

- Peer to peer critiques
- Student lead conversations in regard to critiques
- Teacher assessment of completed works
- Test/quizzes

Benchmark Assessment:

Assessment of Projects:

- Evaluation of use of the elements and principle such as:
 - Logo Design: Line, Texture, Value, Space, Color
- Evaluation of brand identity
 - Logo Design communicated the specific style and identity of the fashion brand

Alternative Assessment:

- Modify project requirements and rubrics to accommodate specific identified learners.
- Create a digital student portfolio
- Entry to local and state art exhibits

Instructional Resources:

Core:

- Abling, Bina. Fashion Sketchbook (4th Edition)
- Presentation on Logo design with a specific focus on the fashion industry
- Examples of existing fashion brand logos.

Supplemental:

- Paint, palette, brushes, brush cleaners, pencils, colored pencils, charcoal, markers.
- Google Classroom Code

2020 NJCS:

- 1.5.12prof.Cr1b
- 1.5.12acc.Cr1a
- 1.5.12acc.Cr2a
- 1.5.12acc.Cr3a
- 1.5.12adv.Cr3a
- 1.5.12prof.Pr6a
- 1.5.12acc.Re7a
- 1.5.12prof.Cn10a
- 1.5.12acc.Cn10a
- 1.5.12acc.Cn11b

Suggested Learning Activities:

- Logo and brand identification discussion
- Preliminary sketches (thumbnails)
- Student discussion

Unit 3: Media and Technique (10 Days)

Why Is This Unit Important?

This unit will provide students with media and techniques used to successfully render fashion drawings.

Enduring Understandings:

- Manipulate a variety of media such as graphite pencil, colored pencil, marker and watercolor, through exploration and experimentation.
- Acquire skills and techniques required to render artworks such as gradient, cross-hatch and stipple.
- Demonstrate knowledge and use of 3 rules of drapery (gravity, angle and perspective)

Essential Questions:

- What tools and media available and appropriate to fashion drawing?
- How do I successfully apply these media and techniques to artworks?

Acquired Knowledge:

- A variety of media can be used for fashion design and rendering.
- Various drawing techniques can be applied to fashion drawings

Acquired Skills:

- Produce artworks using a variety of media such as graphite pencil, colored pencil, marker and watercolor.
- Demonstrate effective use of gradient blend, cross-hatch and stipple in these artworks.
- Implement three rules of drapery: gravity, angle and perspective.

Assessments:

Formative Assessments:

- Thumbnail sketches
- In-progress student/teacher assessments
- Peer to peer exchange
- Student self-evaluation
- In class discussions and reviews

Summative Assessments:

- Peer to peer critiques
- Student lead conversations in regard to critiques
- Teacher assessment of completed works
- Test/quizzes

Benchmark Assessment:

- Assessment of Projects:
 - Evaluation of technical application of different medium
 - Creating value in graphite, color pencil and marker
 - Different shading techniques to create value
 - Evaluation of Properties of Drapery
 - Students properly displayed principles of gravity, angle and perspective in the drapery and fabric

Alternative Assessment:

- Modify project requirements and rubrics to accommodate specific identified learners.
- Create a digital student portfolio
- Entry to local and state art exhibits

Instructional Resources:

Core:

- Abling, Bina. Fashion Sketchbook (4th Edition)
- Samples of completed projects
- Gradient, cross-hatch and stipple value scales
- Demonstration of implementation of the 3 rules of drapery: gravity, angle and perspective.

Supplemental:

- Examples of drapery, photos or still life
- Demonstration of blending color pencil

2020 NJCS:

- 1.5.12prof.Cr1b
- 1.5.12acc.Cr1a
- 1.5.12acc.Cr2a
- 1.5.12acc.Cr3a
- 1.5.12adv.Cr3a
- 1.5.12prof.Pr6a
- 1.5.12acc.Re7a
- 1.5.12prof.Cn10a
- 1.5.12acc.Cn10a
- 1.5.12acc.Cn11b

Suggested Learning Activities:

- Produce drapery studies using each demonstrated technique (gradient-blend, cross-hatch and stipple)
- Produce samples using each medium with appropriate papers
- Combine techniques and media to complete a fashion still-life

Extensions:

- Students with prior art experience or advanced ability may incorporate additional detail in artistic rendering.

Unit 4: Figure Proportion (10 Days)

Why Is This Unit Important?

This unit will provide students with proper proportions of the idealized fashion figure (vs. 'average' human proportions). Techniques and strategies for rendering the human form will be taught. Anatomy of the human figure will be investigated as well as proportions of the human head

Enduring Understandings:

- Students will identify and render 'average' human proportions (7 to 8 'heads tall').
- Students will identify and render the idealized fashion figure (9 to 10 'heads tall').
- Students will render the figure in various fashion poses.

Essential Questions:

- What are the differences between the 'average' human and idealized fashion figure proportions?
- How do I successfully render the figure using accurate proportions?
- How do I render the figure in fashion poses?

Acquired Knowledge:

- There are proportional differences between realistic human figures and the idealized fashion figure.
- There are techniques and strategies for rendering proper fashion figures.

Acquired Skills:

- Produce artworks using a variety of media such as graphite pencil, colored pencil, marker and watercolor.
- Demonstrate effective use of gradient blend, cross-hatch and stipple in these artworks.
- Implement 3 rules of drapery: gravity, angle and perspective

Assessments:

Formative Assessments:

- Thumbnail sketches
- In-progress student/teacher assessments
- Peer to peer exchange
- Student self-evaluation
- In class discussions and reviews

Summative Assessments:

- Peer to peer critiques
- Student lead conversations in regard to critiques
- Teacher assessment of completed works
- Test/quizzes

Benchmark Assessment:

- Assessment of Projects:
 - Evaluation of figure fashion proportions
 - 9-10 heads in height, shoulder line 1 ½ heads down, waist line 3 ½ heads down, groin line 4 ½
 - Proportions of halves: Head to groin equal length of groin to foot
 - Proportions of thirds: Head to waste equal length of waist to knee equal length of knee to foot
 - Evaluation of Human head proportions
 - Oval shape, eye line half way down, bottom of nose half way from eye line to chin, bottom of mouth half way down from nose to chin

Alternative Assessment:

- Modify project requirements and rubrics to accommodate specific identified learners.
- Create a digital student portfolio
- Entry to local and state art exhibits

Instructional Resources:

Core:

- Abling, Bina. Fashion Sketchbook (4th Edition)
- Samples of completed projects
- Anatomy guides

Supplemental:

- Fashion figure proportion references
- Fashion Figure Drawing reference
- Fashion figure lines: balance line, action lines

2020 NJSL:

- 1.5.12prof.Cr1b
- 1.5.12acc.Cr1a
- 1.5.12acc.Cr2a
- 1.5.12acc.Cr3a
- 1.5.12adv.Cr3a
- 1.5.12prof.Pr6a
- 1.5.12acc.Re7a
- 1.5.12prof.Cn10a
- 1.5.12acc.Cn10a
- 1.5.12acc.Cn11b

Suggested Learning Activities:

- Create 3 croquis (figure) in proper fashion figure proportions, 1 standing still and 2 in action poses
- Create 3 heads in different view: front, profile and $\frac{3}{4}$ view

Extensions:

- Students with prior art experience or advanced ability may incorporate additional detail in artistic rendering.

Unit 5: Fashion Study (10 Days)

Why Is This Unit Important?

This unit will identify different clothing types and materials, textiles and patterns and fashion vocabulary. It is essential to know the basic parts of garments to implement and eventually redesign inventing new ideas.

Enduring Understandings:

- Students will identify the different fashion styles and silhouettes (necklines, sleeves, skirts/dresses used in fashion design).
- Students will become familiar with textiles and textures/patterns used for fashion creation.
- Students will render fashion textures and patterns and apply to clothing design.

Essential Questions:

- What are the different fashion styles and silhouettes (necklines, sleeves, skirts/dresses used in fashion design)?
- What are the different patterns and textures used for fashion textiles?
- How do you render patterns and textures and apply appropriately to fashion designs?

Acquired Knowledge:

- There are classic fashion silhouettes and design details used for fashion design.
- There are standard textile prints, patterns and textures used in fashion rendering.

Acquired Skills:

- Demonstrate knowledge and use of fashion silhouettes.
- Create textile prints, patterns and textures.
- Use appropriate fashion vocabulary.

Assessments:

Formative Assessment:

- Thumbnail sketches
- In-progress student/teacher assessments
- Peer to peer exchange
- Student self-evaluation
- In class discussions and reviews

Summative Assessment:

- Peer to peer critiques
- Student lead conversations in regard to critiques
- Teacher assessment of completed works
- Test/quizzes

Benchmark Assessment:

- Assessment of Projects:
 - Evaluation of Different garment types
 - Necklines, sleeve types, trousers, skirts and dresses
 - Evaluation of creativity
 - Experimenting with current trends and garment types and creating new ideas for fashion.

Alternative Assessment:

- Modify project requirements and rubrics to accommodate specific identified learners.
- Create a digital student portfolio
- Entry to local and state art exhibits

Instructional Resources

Core:

- Abling, Bina. Fashion Sketchbook (4th Edition)
- Glossary of fashion details (sleeves, necklines, dress silhouettes, etc.)
- Samples of completed projects.

Supplemental:

- Demonstration of rendering of textile prints, patterns and textures.

2020 NJSL:

- 1.5.12prof.Cr1b
- 1.5.12acc.Cr1a
- 1.5.12acc.Cr2a
- 1.5.12acc.Cr3a
- 1.5.12adv.Cr3a
- 1.5.12prof.Pr6a
- 1.5.12acc.Re7a
- 1.5.12prof.Cn10a
- 1.5.12acc.Cn10a
- 1.5.12acc.Cn11b

Suggested Learning Activities:

- Create a “Fashion Journal” with examples of fashion details and silhouettes
- Create fashion flats using classic sleeves, necklines and dress detailing
- Render fashion textile print, patterns and textures.
- Create original fashions combining silhouettes and design details

Extensions:

- Students with prior art experience or advanced ability may incorporate additional detail in artistic rendering.

Unit 6: Inspired Fashion (20 Days)

Why Is This Unit Important?

This unit will provide information, resources and inspiration for student creativity and design.

Enduring Understandings:

- Students will research forms of media, resources and visuals to inspire their own creativity.
- Students will use various forms of media to inspire color which will be applied to their fashions/fashion line.
- Students will study and research current fashion designers.
- Students will study and research different eras of American fashion and culture.

Essential Questions:

- What are the current fashion trends?
- How does color application effect design?
- Who are the current fashion designers?
- What are the past fashion trends and how do they relate to the present?

Acquired Knowledge:

- Current fashion trends can be used to inspire design ideas.
- Color choices can be related to season and trend.
- Fashion designers set current trends.
- Fashion history can be used to inspire current trends and designs.

Acquired Skills:

- Study current fashion trends.
- Use color expressively and in accordance with season and trends.
- Use fashion history to inspire current designs ideas.

Assessments:

Formative Assessments:

- Thumbnail sketches
- In-progress student/teacher assessments
- Peer to peer exchange
- Student self-evaluation
- In class discussions and reviews

Summative Assessments:

- Peer to peer critiques
- Student lead conversations in regard to critiques
- Teacher assessment of completed works
- Test/quizzes

Benchmark Assessment:

- Assessment of Projects:
 - Evaluation of Different garment types
 - Necklines, sleeve types, trousers, skirts and dresses
 - Evaluation of creativity
 - Experimenting with current trends and garment types and creating new ideas for fashion.
 - Evaluation of Presentation on Decades of Fashion
 - Research on fashion trends during a specific decade, common color or textiles with concrete examples. A general knowledge of the specific decade

Alternative Assessment:

- Modify project requirements and rubrics to accommodate specific identified learners.
- Create a digital student portfolio
- Entry to local and state art exhibits
- Power Point Presentations
- Essays

Instructional Resources:

Core:

- Abling, Bina. Fashion Sketchbook (4th Edition)
- Text and internet sources for fashion history and designer biography.
- Examples of completed student projects.

Supplemental:

- Fashion magazine and newspaper reviews of current fashion show presentations.

2020 NJCS:

- 1.5.12prof.Cr1b
- 1.5.12acc.Cr1a
- 1.5.12acc.Cr2a
- 1.5.12acc.Cr3a
- 1.5.12adv.Cr3a
- 1.5.12prof.Pr6a
- 1.5.12acc.Re7a
- 1.5.12prof.Cn10a
- 1.5.12acc.Cn10a
- 1.5.12acc.Cn11b

Suggested Learning Activities:

- Create fashions inspired by research.
- Create a color study that demonstrates knowledge of color theory (based on self-evaluation and research)
- Create a fashion line that demonstrates their research.

Extensions:

- Students with prior art experience or advanced ability may incorporate additional detail in artistic rendering.

Unit 7: Accessories (15 Days)

Why Is This Unit Important?

This unit will provide inspiration and art technique to render and fabricate fashion accessories. Accessories complete and outfit and help to create new fashion trends

Enduring Understandings:

- Students will study and identify different forms of accessories.
- Students will render accessories using a variety of mediums.
- Students will fabricate a three-dimensional accessory.

Essential Questions:

- What are the fashion terms used for different accessories?
- How are fashion accessories fabricated?

Acquired Knowledge:

- Accessories can be used to enhance overall fashion aesthetics.
- There are a variety of materials that can be used to fabricate accessories.

Acquired Skills:

- Design original fashion accessories.
- Use a variety of materials to fabricate accessories.

Assessments:

Formative Assessments:

- Thumbnail sketches
- In-progress student/teacher assessments
- Peer to peer exchange
- Student self-evaluation
- In class discussions and reviews

Summative Assessments:

- Peer to peer critiques
- Student lead conversations in regard to critiques
- Teacher assessment of completed works
- Test/quizzes

Benchmark Assessment:

- Assessment of Projects:
 - Evaluation of Accessories
 - Added accessories to designs utilizing multiple accessories, shoe styles hand bags, hats and jewelry

Alternative Assessment

- Modify project requirements and rubrics to accommodate specific identified learners.
- Create a digital student portfolio
- Entry to local and state art exhibits
- Power Point Presentations
- Essays

Instructional Resources:

Core:

- Glossary of accessory terms
- Hand-outs with accessory examples

Supplemental:

- Three-dimensional accessory examples

2020 NJSL:

- 1.5.12prof.Cr1b
- 1.5.12acc.Cr1a
- 1.5.12acc.Cr2a
- 1.5.12acc.Cr3a
- 1.5.12adv.Cr3a
- 1.5.12prof.Pr6a
- 1.5.12acc.Re7a
- 1.5.12prof.Cn10a
- 1.5.12acc.Cn10a
- 1.5.12acc.Cn11b

Suggested Learning Activities:

- Design a series of accessory flats
- Create a patterned scarf using the Batik dying method.

Extensions:

- Students with prior art experience or advanced ability may incorporate additional detail in artistic rendering by planning more elaborate and detailed designs.

Unit 8: Fashion Careers and Opportunities (10 Days)

Why Is This Unit Important?

This unit will provide information on fashion careers and opportunities and prepare students for additional future study in Fashion Drawing.

Enduring Understandings:

- Study different careers in fashion.
- Become familiar with portfolio preparation for college

entrance. **Essential Questions:**

- What career opportunities are available in the fashion industry?
- What are the requirements for developing a fashion portfolio?

Acquired Knowledge:

- There are many career opportunities available in the fashion industry.
- An art portfolio is required for admission to a post-secondary fashion design program.

Acquired Skills:

- Research career opportunities.
- Create a fashion portfolio.

Assessments:

Formative Assessments:

- Thumbnail sketches
- In-progress student/teacher assessments
- Peer to peer exchange
- Student self-evaluation
- In class discussions and reviews

Summative Assessments:

- Peer to peer critiques
- Student lead conversations in regard to critiques
- Teacher assessment of completed works
- Test/quizzes

Benchmark Assessment:

- Assessment of Projects:
 - Evaluation of Project Runway and the Fashion Industry
 - Essay of new terminology and the multiple considerations designers face when creating fashion, the Fashion industry from a career standpoint

Alternative Assessment:

- Modify project requirements and rubrics to accommodate specific identified learners.
- Create a digital student portfolio
- Entry to local and state art exhibits
- Power Point Presentations
- Essays

Instructional Resources:

Core:

- Brochures and pamphlets from assorted colleges

Supplemental:

- College level fashion portfolio examples

NJSLS Standards:

- 1.5.12acc.Cn11a
- 1.5.12acc.Cn11b

Suggested Learning Activities:

- Present college level portfolios
- Guest speakers from post-secondary institutions
- Internet research for institutions and careers

Extensions

- Students with prior art experience or advanced ability may develop professional level fashion portfolios.

Sample Standards Integration:

21st Century Skills & Career Readiness Practices

CRP6. Demonstrate creativity and innovation.

For example in Unit 6 students will create fashion drawings using their knowledge of garments and create new and exciting designs that can lead to the next big fashion trend. Students are encouraged to be as creative as possible looking towards sci-fi fantasy movies game design and characters and comics to inspire edgy out of the box designs.

CRP7. Employ valid and reliable research strategies.

For example in Unit 6 students will investigate a specific assigned decade of fashion. They will work cooperatively in groups of 2 or 3 researching information on the fashion trends specific to their decade. They will look for trends in style, material, color and textiles. Students will learn if fashion could be used to identify different socio economic demographics. After compiling data students will create a presentation to inform their peers of their findings

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

For example in Unit 8 students will watch episodes of Project runway and take notes of new terminology, critiques and the experience of working in the fashion industry. They will examine the steps of the industry from initial sketch ideas to purchasing materials, contemplating different textures and patterns, construction and sewing of the garments, accessorizing the models and finally the runway walk. Students will learn about marketability of their designs, brand identity, specific target consumer and profit

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

For example in Unit 8 students will investigate a designer that started their own fashion line. They will examine any educational background they may have had, their means as a rich and famous personality that supplied income and used their fame to launch a business or a person that had little means and created a company from scratch starting small and eventually growing the business.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

For example in Unit 6 Students will investigate fashion through the last century. They will examine how specific trends in fashion revolve and evolve. Trends that were once popular became obsolete and eventually come back into fashion years later. Bell bottoms, a stylish fashion in the 60's – 70's lost popularity in the 80's and remerged in the mid 90's once again becoming popular with the new name of Flares. Students will examine the different expectations of society throughout the years when people especially women were expected to show little skin and how that evolved and now bikinis are socially accepted swim wear.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

For example in unit 2 students will create a logo to represent their fashion line. The logo must identify the type and style of clothing the student wishes to sell. Students will realize that specific font styles and imagery will communicate to the general public a specific idea. A graffiti style lettering in a logo would communicate an urban fashion style to the general population

Technology Integration

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review

For example: Throughout the course students will take pictures of each project. At the close of the semester students will create a PowerPoint or Prezi Portfolio Document. Students will upload each project, with a description of the project, techniques used, the artist's intent for their fashion style, what they could do to improve their work and if there is any specific career path where they could utilize their skill. They will present to the class after which the class will critique the portfolio. Students will use Google classroom to critique works of art for each lesson/project with the intent to start student lead communication about art.

Interdisciplinary Connection

Research Simulation Task

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

These standards are met through the completion of a Research Simulated Task. Where students will have to decipher content from multiple source (articles, websites, documentaries etc). For example students may be asked to compare different fashion styles and trends, compare the trends with trends of a different time period.

Culturally Responsive Art Practices and Resources: *Amistad, Holocaust, LGBTQ/Disabilities and DEI*

Three-part pedagogical framework:

- Artworks can make cultural connections and tell stories
- Highlight artists and artwork from various cultures
- Student cultures can become the focal point of the art classroom by asking them questions

Unit 2

Business of Fashion, [How to do Pride Marketing Right](#)

September 2022 training resources from Trenton ArtWorks

Unit 3

Apparel Resources, [Fashion designs for LGBT: Challenging and transforming trends](#)

Hale Woodruff's [Amistad Mutiny Murals](#)

The Jewish Museum: [The Holocaust](#)

Units 5 and 6

Good On You, [The Importance of LGBTQ+ Representation in Fashion](#)

Unit 8

Haines, Anna. [The Fight for Adaptive Fashion: How People with Disabilities Struggle to Be Seen](#)

Bibliography

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Reeder, Jan Glier. High Style: Masterworks from the Brooklyn Museum Costume Collection. Yale University Press, New Haven and London, 2010 by Metropolitan Museum of Art, NY

Riegelman, Nancy. 9 Heads: A Guide to Drawing Fashion (3rd Edition). Los Angeles, 2006