

COURSE NAME: *Fashion Design I, II, & III*

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OVERVIEW STATEMENT

The purpose of the *Fashion I, II, & III* Curriculum Guide is to clearly identify the key objectives of the course, outline the units of study, and provide proper examples of material to enhance the content of the course. Additionally, the curriculum includes a timeline of instruction, pertinent instructional materials, including articles and case studies and activities consistent with the New York State Standards, the Elements of Art, Principles of Design, market trends and integration of technology.

Units of Study, Suggested Timeline for Fashion I

Unit	Title	Time Frame*
Unit 1	<i>Figure Drawing</i>	<u>3</u> weeks
Unit 2	<i>Clothing Terminology and Vocabulary</i>	<u>1</u> weeks
Unit 3	<i>Drawing Clothing on Figure</i>	<u>2</u> weeks
Unit 4	<i>Portrait</i>	<u>5</u> weeks
Unit 5	<i>Color Theory</i>	<u>4</u> weeks

Unit 6	<i>Textures & Patterns</i>	<u>6</u> weeks
Unit 7	<i>Re-Design</i>	<u>6</u> weeks
Unit 8	<i>Food Design</i>	<u>3.5</u> weeks
Unit 9	<i>Sewing</i>	<u>6</u> week

*estimated time frame

Units of Study, Suggested Timeline for Fashion II

Unit	Title	Time Frame*
Unit 1	<i>Review Gestures and the Figure</i>	<u>2</u> weeks
Unit 2	<i>Pattern Illustration</i>	<u>4</u> weeks
Unit 3	<i>Inspiration Design</i>	<u>6</u> weeks

Unit 4	<i>Duality Designs</i>	<u>6</u> weeks
Unit 5	<i>Wedding Dress Design</i>	<u>4</u> weeks
Unit 6	<i>Design Illustration with Fabric</i>	<u>4</u> weeks
Unit 7	<i>Sewing II</i>	<u>9</u> weeks

*estimated time frame

Units of Study, Suggested Timeline for Fashion III

Unit	Title	Time Frame*
Unit 1	<i>Fashion Logo</i>	<u>2</u> weeks
Unit 2	<i>Beginning Signature Collection</i>	<u>4.5</u> weeks

Unit 3	<i>Swimwear Design</i>	<u>3</u> weeks
Unit 4	<i>Outerwear Design</i>	<u>3</u> weeks
Unit 5	<i>Little Black Dress Design</i>	<u>3</u> weeks
Unit 6	<i>Evening Dress Design</i>	<u>3</u> weeks
Unit 7	<i>Sewing III</i>	<u>6</u> weeks
Unit 8	<i>Unconventional Material Dress</i>	<u>6</u> weeks
Unit 9	<i>Final Fashion Portfolio</i>	<u>6</u> weeks

*estimated time frame

Fashion I

Unit #1:

Figure Drawing

Pacing 3 Weeks

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
- What is proportion and how can we use it to draw a successful figure? <u>Compelling Question:</u> - How can we create a proportional gesture into a realized figure? <u>Supporting Questions:</u> - How can we correctly measure the figure?	<u>Students will learn</u> - about the correct proportions of the body and of the fashion figure. - how to create a gesture and build a proportional realized figure?. <u>Students will be able to</u> - create a proportional at least two proportional fashion croquies.	Students will create two fashion croquies using taught proportional techniques.	- Proportion - Figure - croquie - gesture - measurement - line - form - movement - unity

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● Power Point ● websites	● Drawing the proportional figure using techniques, ● Drawing minute gestures.	

Unit #2:***Clothing Terminology and Vocabulary******Pacing: 1 Weeks***

<u>Essential Question:</u> ● Why is it important to learn the terminology of Fashion? <u>Compelling Question:</u> ● How can the terminology of Fashion help communicate in the Fashion world? <u>Supporting Questions:</u> ● How will you use Fashion Terminology in your work?	<u>Core Student Understanding</u> <i><u>Students will learn</u></i> ● about the different terminology associated with fashion, fabric and clothing design. ● how to use the terminology correctly when discussing a garment. <i><u>Students will be able to</u></i> ● successfully complete a packet using their knowledge of fashion terminology.	<u>Targeted Outcomes</u> ● Students will complete a packet using fashion terminology and vocabulary.	<u>Essential Vocabulary</u> ● Garment ● Sheath ● A-Line Dress ● Hook Lines ● Puff Sleeve ● Square Neckline ● Sweetheart Neckline ● Leg-O-Mutton Sleeve ● Batteau Collar ● Drop Waist ● Peter Pan Collar ● Empire Waist ● Dirndl Skirt ● Bishop Sleeve ● Trapees Dress ● Raglan Sleeve ● Turtleneck ● Ruffle Peplum ● Halter Neck ● Split Skirt ● Yoke ● Western Yoke ● Sleeve Placket
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			● Shirt Tail ● Placket ● Man Tailored Shirt ● Working Button ● Flat Pocket
<u>Assessment</u> ● Dialog ● Class Critique ● See Rubric below ● Completion of project	<u>Technology Used</u> ● PowerPoint ● Overhead Projector	<u>Activities</u> ● Packet	<u>Additional Resources</u>

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
- How can the Elements of Art, line, value and shape, help create dimension on a figure? <u>Compelling Question:</u> - How will you draw your designs on your fashion figure? <u>Supporting Questions:</u> - What are the techniques needed to apply clothing to a fashion figure?	<u>Students will learn</u> - How to apply clothing to the fashion croquis and the value scale. - How the Elements of Art can be used to create dimension through value. <u>Students will be able to</u> - successfully draw a garment on a croquis and value study of drapery on a mannequin.	- Students will complete a drawing using skills and techniques taught in class on applying a garment to a croquis. - Students will create a value scale using graphite - Students will create a value study of drapery over a mannequin.	- Horizon Line - Action Line - Eye Level - Above Eye Level - Below Eye Level - Balance Line - Princess Seam - Center of Jewel - Center of Neckline - Apex of Bust - Value - Value Scale - Drapery - Mannequin - Graphite - Blending

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint ● Overhead Projector	● Packet ● Drapery Study on Mannequin using Graphite.	

<u>Essential Question:</u> ● Why is it important to learn the proportions of the face? <u>Compelling Question:</u> ● How can value aide in creating a dimensional portrait? <u>Supporting Questions:</u> ● How can you apply what you have learned about facial proportion to your fashion croquie face?	<u>Core Student Understanding</u> <u>Students will learn</u> ● The proportions of the face. ● How to create value to create a dimensional portrait. <u>Students will be able to</u> ● successfully complete a valued portrait.	<u>Targeted Outcomes</u> ● Students will complete a proportion exercise of facial features. ● Students will draw a portrait using graphite to create values.	<u>Essential Vocabulary</u> ● Value ● Value Scale ● Graphite ● Blending ● Proportion ● Facial Features
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<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint ● Overhead Projector	● Graphite Portrait	

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
● Why is color important? <u>Compelling Question:</u> ● How can use color theory to create a mood or theme as part of your seasonal design? <u>Supporting Questions:</u> ● How can you apply your color scheme to your seasonal wear?	<u>Students will learn</u> ● The color wheel and color theories. ● How to create a color scheme for their seasonal project. <u>Students will be able to</u> ● Complete a seasonal design using colored pencil.	● Students will complete a series of exercises using color theory. ● Students will complete an exercise using colored pencil. ● Students will create 1 design for their seasonal project using colored pencils HW: Create at least 3 thumbnail sketches that incorporate your color scheme.	● Color ● Color Theory ● Color Wheel ● Primary Colors ● Secondary Colors ● Tertiary Colors ● Monochromatic ● Complimentary Colors ● Analogous Colors ● Warm/Cool Colors ● Muted ● Vivid/Bright ● Unity/Harmony

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint ● Overhead Projector	● Color Theory Exercise ● Color Wheel Exercise ● 3 Thumbnail sketches for project. ● Final seasonal wear design.	

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
- How is texture and pattern incorporated in fashion? <u>Compelling Question:</u> - How can use texture and pattern to create a successful design? <u>Supporting Questions:</u> - What is texture? What is pattern?	<u>Students will learn</u> - What texture and pattern are and how to incorporate them in their design. - How to apply texture and pattern to their garments on the figure. - About a specific decade and write about important facts. <u>Students will be able to</u> - Complete a decades outfit using styles from the time period incorporate it in a contemporary design.	- Students will complete a series of exercises using textures and patterns - Students will complete an exercise using prismacolor markers. - Students will create 1 design for their decades project. HW: Research a decade and write about time period and the popular styles used in fashion. Create a short PowerPoint explaining current events and showing different styles from that era.	- Color - Texture - Pattern - Unity/Harmony - Movement - Decade - Styles - Prismacolor Markers - Contemporary Design

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint	● Texture/Pattern Exercise. ● Research project on specific decade. ● PowerPoint Presentation. ● Final decade design.	

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
- How do designers find inspiration? <u>Compelling Question:</u> - How do you decide on what elements to keep and what to eliminate? <u>Supporting Questions:</u> - How can you take your inspired piece and change it?	<u>Students will learn</u> - How designers find inspiration from other garments and sources. - How to create an original garment using inspiration from another garment. <u>Students will be able to</u> - Complete an original Oscar gown and MTV Award dress, including an appropriate background.	- Students will complete a series of thumbnails, 3 gowns and 3 dresses. - Students will review marker and colored pencil techniques. - Students will create 2 designs: 1 Oscar gown and 1 MTV Award dress using colored pencils and markers. HW: Research dresses and gowns from past Oscars and MTV Awards for inspiration. Use any magazine or online resource.	- Color - Texture - Pattern - Unity/Harmony - Movement - Oscar Awards - MTV Awards - Styles - Prismacolor Markers - Colored Pencils - Contemporary Design - Redesign - Background

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint	● Thumbnail Sketches ● Research Oscar Awards/MTV Awards-gowns and dresses. ● PowerPoint Presentation. ● 2 Final Designs: 1 Gown/1 Dress	

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
- How do designers find inspiration? <u>Compelling Question:</u> - How will you incorporate food into your design? <u>Supporting Questions:</u> - What elements could you take from food and highlight in your design?	<u>Students will learn</u> - How designers find inspiration from everyday sources. - How to create an original garment using inspiration from food. <u>Students will be able to</u> - Complete an original design inspired by food with a background.	- Students will complete a series of thumbnails. - Students will create an original design inspired by food, using colored pencils and markers with background. HW: Research different foods, fruit, vegetables, meat, breads, etc. Choose at least 3 foods along with thumbnail sketches.	- Color - Texture - Pattern - Unity/Harmony - Movement - Styles - Prismacolor Markers - Colored Pencils - Contemporary Design - Background

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint	● Thumbnail Sketches ● Research Foods. ● PowerPoint Presentation. ● 1 Final Design with background.	

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
● Why is it important to learn how to sew? <u>Compelling Question:</u> ● Why is it important to learn how to hand sew? <u>Supporting Questions:</u> ● What elements on a garment can be hand sewn?	<u><i>Students will learn</i></u> ● How to hand sew with various techniques. ● How to use a pattern and sew fabric together by hand. <u><i>Students will be able to</i></u> ● Complete a hand sewn clutch fabric bag and redesign a T-shirt incorporating hand sewing, buttons, lace, zippers, etc.	● Students will complete a series of thumbnails. ● Students will use a hand made pattern to create a fabric clutch. ● Students will redesign a T-shirt incorporating hand sewing, buttons, lace, zippers, etc.	● Color ● Texture ● Pattern ● Unity/Harmony ● Movement ● Styles ● Hand Sewing ● Button ● Zippers ● Notions ● Fabric ● Garment Pattern ● Back Stitch ● Single Thread ● Double Thread ● Running Stitch ● Blind Catch Stitch

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint	● Thumbnail Sketches ● Handbag Pattern Exercise with Hand Sewing. ● PowerPoint Presentation. ● Final T-Shirt Design with Hand Sewing.	https://byhandlondon.com/blogs/by-hand-london/11628717-four-hand-stitches-you-need-to-know

Fashion II

Unit #1:

Review Figure Drawing

Pacing 2 Weeks

<u>Essential Question:</u> - What is proportion and how can we use it to draw a successful figure? <u>Compelling Question:</u> - How can we create a proportional gesture into a realized figure? <u>Supporting Questions:</u> - How can we correctly measure the figure?	<u>Core Student Understanding</u> <u>Students will learn</u> - about the correct proportions of the body and of the fashion figure. - how to create a gesture and build a proportional realized figure? <u>Students will be able to</u> - create a proportional at least two proportional fashion croquies.	<u>Targeted Outcomes</u> Students will create two fashion croquies using taught proportional techniques.	<u>Essential Vocabulary</u> - Proportion - Figure - croquie - gesture - measurement - line - form - movement - unity
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<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● Power Point ● websites	● Drawing the proportional figure using techniques, ● Drawing minute gestures.	

<u>Essential Question:</u> - How is texture and pattern incorporated in fashion? <u>Compelling Question:</u> - How can use texture and pattern to create a successful design? <u>Supporting Questions:</u> - What is texture? What is pattern?	<u>Core Student Understanding</u> <u>Students will learn</u> - How to apply pattern on clothing, figures and accessories. - How to use gray Prismacolor markers. <u>Students will be able to</u> - Complete a composition using pattern in clothing, accessories and background using Prismacolor markers.	<u>Targeted Outcomes</u> - Students will complete a series of thumbnails of patterns. - Students will complete a composition using pattern in clothing, accessories and background using Prismacolor markers. <u>HW:</u> Find at least 3 patterns to work with for your final project.	<u>Essential Vocabulary</u> - Value - Texture - Pattern - Unity/Harmony - Movement - Styles - Gray Prismacolor Markers - Contemporary Design - Composition - Background - Accessories
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<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint ● Overhead Projector	● Students will complete a series of thumbnails of patterns. ● Students will complete a composition using pattern in clothing, accessories and background using Prismacolor markers.	

<u>Essential Question:</u>	<u>Core Student Understanding</u> <u>Students will learn</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
● How do designers find inspiration? <u>Compelling Question:</u> ● How do you decide on what elements to keep and what to eliminate? <u>Supporting Questions:</u> ● How can you take your inspired piece and change it?	● How designers find inspiration from other garments and sources. ● How to create an original garment using inspiration from a source. ● Students will review textures and patterns with colored pencil. <u>Students will be able to</u> ● Create an original design inspired from “anything.”(Clouds, Fish, Tree, Animal, Fireworks, etc.) ● Use the scanner and computer to complete a second version of their designs.	● Students will complete a series of thumbnail sketches. ● Students will create an original design inspired from “anything.”(Clouds, Fish, Tree, Animal, Fireworks, etc.) ● Use the scanner and computer to complete a second version of their designs. HW: Research different ideas/concepts for your design. Choose at least 3 ideas along with thumbnail sketches.	● Value ● Texture ● Pattern ● Unity/Harmony ● Movement ● Styles ● Prismacolor Markers ● Contemporary Design ● Composition ● Background ● Accessories ● Inspiration ● Scanners ● Adobe Photoshop ● Wacom Tablet ● Layers ● Stylist ● Fashion Pro Program

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint ● Overhead Projector	● Students thumbnail sketching ideas for project. ● Students will create an original design inspired from “anything.”(Clouds, Fish, Tree, Animal, Fireworks, etc.) ● Use the scanner and computer to complete a second version of their designs.	● Adobe Photoshop ● Scanners ● Wacom Tablet ● Fashion Pro Program

<u>Essential Question:</u> ● What is duality and how can it be used in fashion? <u>Compelling Question:</u> ● How can you communicate the idea of duality through fashion and composition? <u>Supporting Questions:</u> ● What are dualities that can be used for your project?	<u>Core Student Understanding</u> <u>Students will learn</u> ● What duality is and how it can be incorporated in their designs. ● How to create a unified composition through the use of diptychs. <u>Students will be able to</u> ● Complete a duality fashion design with the composition as a diptych and connecting the backgrounds.	<u>Targeted Outcomes</u> ● Students will complete a series of duality design thumbnail sketches ● Students will choose one duality design and complete in marker and colored pencils as diptychs connecting the backgrounds. ● HW: Research different ideas/concepts for your design. Choose at least 3 ideas along with thumbnail sketches.	<u>Essential Vocabulary</u> ● Duality ● Diptychs ● Background ● Color ● Value ● Value Scale ● Graphite ● Blending ● Harmony/Unity
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<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint ● Overhead Projector	● Students will complete a series of duality design thumbnail sketches ● Students will choose one duality design and complete in marker and colored pencils as diptychs connecting the backgrounds.	

<u>Essential Question:</u> - How are wedding dresses different from culture to culture? <u>Compelling Question:</u> - What elements can be included in your wedding dress design? <u>Supporting Questions:</u> - What are the different styles of wedding dresses?	<u>Core Student Understanding</u> <u>Students will learn</u> - The different cultural styles of wedding dresses. - How color is communicated differently from culture to culture. <u>Students will be able to</u> - Complete a wedding dress design.	<u>Targeted Outcomes</u> - Students will complete a series of thumbnail sketches. - Students will create a wedding dress design on black paper with white colored pencil. <u>HW:</u> Research wedding dress styles and create at least 3 different thumbnail sketches.	<u>Essential Vocabulary</u> - Value - Texture - Pattern - Unity/Harmony - Movement - Styles - Prismacolor Markers - Contemporary Design - Composition - Background - Accessories - Inspiration - Wedding Dress - Color - Culture - A-Line Dress - Hook Lines - Puff Sleeve - Square Neckline - Sweetheart Neckline - Leg-O-Mutton Sleeve
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			● Batteau Collar ● Drop Waist ● Peter Pan Collar ● Empire Waist ● Dirndl Skirt ● Bishop Sleeve ● Trapees Dress ● Raglan Sleeve ● Turtleneck ● Ruffle Peplum ● Halter Neck ● Split Skirt ● Yoke ● Western Yoke ● Sleeve Placket ● Placket ● Working Button ● Flat Pocket
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<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint ● Overhead Projector	● Students will complete a series of thumbnail sketches. ● Students will create a wedding dress design on black paper with white colored pencil. .	http://www.boredpanda.com/most-beautiful-and-interesting-traditional-wedding-dresses-around-the-world/ http://www.micar.com/world-wide-wedding-dresses/ https://www.pinterest.com/SuzySchettler/cultural-wedding-attiretraditions-from-around-the-/

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
- How is fabric used in fashion design? <u>Compelling Question:</u> - What are the ways fabric can be used in fashion? <u>Supporting Questions:</u> - How do you incorporate fabric into your drawing?	<u>Students will learn</u> - How to make a pattern from their design. - How to manipulate fabric to fit their designs. <u>Students will be able to</u> - Complete a design using cut fabric overlays on their design and complete a background.	- Students will complete a series of thumbnail designs. - Students will complete a pattern of each garment in their design. - Students will glue fabric to their designs and complete a background. <u>HW:</u> Research fabric styles and create at least 3 different thumbnail sketches.	- Color - Texture - Pattern - Unity/Harmony - Movement - Decade - Styles - Prismacolor Markers - Contemporary Design - Fabric - Garment Pattern - Glue

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint	● Students will complete a series of thumbnail designs. ● Students will complete a pattern of each garment in their design. ● Students will glue fabric to their designs and complete a background.	

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
- Why is it important to learn how to sew? <u>Compelling Question:</u> - Why is it important to learn how to hand sew and use a sewing machine? <u>Supporting Questions:</u> - What elements on a garment can be hand sewn? - What elements on a garment can be completed on a sewing machine?	<u>Students will learn</u> - How to hand sew with various techniques. - How to use a sewing machine. - How to use a pattern and sew fabric together by hand and sewing machine. <u>Students will be able to</u> - Complete a makeup bag/pencil case using the sewing machine.	- Students will complete a series of thumbnails. - Students will use a hand made pattern to create a makeup bag/pencil case. - Students will learn how to cut a pattern, use the sewing machine and apply notions to garment.	- Color - Texture - Pattern - Unity/Harmony - Movement - Styles - Hand Sewing - Button - Zippers - Notions - Fabric - Garment Pattern - Back Stitch - Single Thread - Double Thread - Running Stitch - Blind Catch Stitch - Sewing Machine

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint	● Thumbnail Sketches ● Students will complete a series of thumbnails. ● Students will use a hand made pattern to create a makeup bag/pencil case. ● Students will learn how to cut a pattern, use the sewing machine and apply notions to garment.	https://byhandlondon.com/blogs/by-hand-london/11628717-four-hand-stitches-you-need-to-know

Fashion III

Unit #1: Logo Design for Fashion Collection

Pacing 2 Weeks

<u>Essential Question:</u> - Why is a logo important for a fashion designer? <u>Compelling Question:</u> - How could you design a logo that represents your brand or style? <u>Supporting Questions:</u> - What are the Elements of Art you can include in your logo design?	<u>Core Student Understanding</u> <u>Students will learn</u> - How logos help the consumer recognize and promote their fashion brand. - How to use the Elements of Art and Principles of Design to develop their logo. <u>Students will be able to</u> - Create a logo design/brand that will represent their personal style.	<u>Targeted Outcomes</u> - Students will create a series of thumbnail sketches. - Students decide on one which will be completed as their unique logo design. - Students must use the Elements of Art and Principles of Design. <u>HW:</u> Research ideas for your logo design. Create at least 3 designs.	<u>Essential Vocabulary</u> - Value - Texture - Pattern - Unity/Harmony - Movement - Prismacolor Markers - Contemporary Design - Composition - Style - Brand - Line - Shape - Signature Collection - Color Theory - Repetition - Space - Balance
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<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● Power Point ● websites	● Students will create a series of thumbnail sketches. ● Students decide on one which will be completed as their unique logo design. ● Students must use the Elements of Art and Principles of Design.	

<u>Essential Question:</u> - What is the purpose of a signature collection? <u>Compelling Question:</u> - What will be the elements that carries through your entire collection? <u>Supporting Questions:</u> - How will you begin to develop your collection?	<u>Core Student Understanding</u> <u>Students will learn</u> - What a signature collection is and how to develop it. - How to develop a theme for their collection. - How to follow through with an element in each of their designs. - How to create a mood board for their collection. <u>Students will be able to</u> - Complete a ‘mood board’ in their sketchbooks to develop their ideas for their collection. - Students will complete a casual design for their collection.	<u>Targeted Outcomes</u> - Students will complete a series of thumbnail sketches. - Students will complete a ‘mood board’ in their sketchbooks which includes colors, styles, and inspiration from magazines, websites and drawings. - Students will complete a casual style garment on a croquie. <u>HW:</u> Research inspiration for your collection. Complete at least 3 thumbnail sketches for your casual look.	<u>Essential Vocabulary</u> - Value - Texture - Pattern - Unity/Harmony - Movement - Prismacolor Markers - Contemporary Design - Composition - Style - Brand - Line - Shape - Signature Collection - Color Theory - Repetition - Space - Balance - Fabric - Inspiration - Casual Style
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<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint ● Overhead Projector	● Students will complete a series of thumbnail sketches. ● Students will complete a ‘mood board’ in their sketchbooks which includes colors, styles, and inspiration from magazines, websites and drawings. ● Students will complete a casual style garment on a croquie.	

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
- What is the purpose of a signature collection? <u>Compelling Question:</u> - What will be the elements that carries through your entire collection? <u>Supporting Questions:</u> - How will you begin to develop your swimwear design?	<u><i>Students will learn</i></u> - How to brainstorm ideas from other designs. - How to create a swimwear design as part of their collection. <u><i>Students will be able to</i></u> - Create an original swimwear design with a cover-up, including a component which will carry throughout their collection.	- Students will complete a series of thumbnail sketches. - Create an original swimwear design with a cover-up, including a component which will carry throughout their collection. HW: Research different ideas/concepts for your design. Choose at least 3 ideas along with thumbnail sketches.	- Value - Texture - Pattern - Unity/Harmony - Movement - Prismacolor Markers - Contemporary Design - Composition - Style - Brand - Line - Shape - Signature Collection - Color Theory - Repetition - Space - Balance - Fabric - Inspiration - Swimwear - Cover Up

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint ● Overhead Projector	● Students thumbnail sketching ideas for project. ● Create an original swimwear design including a component which will carry throughout their collection.	

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
- What is the purpose of a signature collection? <u>Compelling Question:</u> - What will be the elements that carries through your entire collection? <u>Supporting Questions:</u> - How will you begin to develop your winter wear design?	<u>Students will learn</u> - How to brainstorm ideas from other designs. - How to create a winter wear design as part of their collection. - How to research and create unique accessories for their design. <u>Students will be able to</u> - Create an original winter wear design with accessories, including a component which will carry throughout their collection.	- Students will complete a series of thumbnail sketches. - Create an original winter wear design with accessories, including a component which will carry throughout their collection. HW: Research different ideas/concepts for your design. Choose at least 3 ideas along with thumbnail sketches.	- Value - Texture - Pattern - Unity/Harmony - Movement - Prismacolor Markers - Contemporary Design - Composition - Style - Brand - Line - Shape - Signature Collection - Color Theory - Repetition - Space - Balance - Fabric - Inspiration - Winter Wear - Accessories - Boots

			● Gloves ● Hats
<u>Assessment</u> ● Dialog ● Class Critique ● See Rubric below ● Completion of project	<u>Technology Used</u> ● PowerPoint ● Overhead Projector	<u>Activities</u> ● Students will complete a series of thumbnail sketches. ● Create an original winter wear design with accessories, including a component which will carry throughout their collection.	<u>Additional Resources</u>

<u>Essential Question:</u> - What is the purpose of a signature collection? <u>Compelling Question:</u> - What will be the elements that carries through your entire collection? <u>Supporting Questions:</u> - How will you begin to develop your cocktail dress design?	<u>Core Student Understanding</u> <u>Students will learn</u> - How to brainstorm ideas from other designs. - How to create a cocktail dress design as part of their collection. - How to research and create unique accessories for their design. <u>Students will be able to</u> - Create an original cocktail dress design with accessories, including a component which will carry throughout their collection.	<u>Targeted Outcomes</u> - Students will complete a series of thumbnail sketches. - Students will create an original cocktail dress design with accessories, including a component which will carry throughout their collection. HW: Research different ideas/concepts for your design. Choose at least 3 ideas along with thumbnail sketches.	<u>Essential Vocabulary</u> - Value - Texture - Pattern - Unity/Harmony - Movement - Prismacolor Markers - Contemporary Design - Composition - Style - Brand - Line - Shape - Signature Collection - Color Theory - Repetition - Space - Balance - Fabric - Inspiration - Cocktail Dress - Little Black Dress - Long Gloves - Accessories
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<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint ● Overhead Projector	● Students will complete a series of thumbnail sketches. ● Students will create an original cocktail dress design with accessories, including a component which will carry throughout their collection	

<u>Essential Question:</u>	<u>Core Student Understanding</u> <u>Students will learn</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
● What is the purpose of a signature collection? <u>Compelling Question:</u> ● What will be the elements that carries through your entire collection? <u>Supporting Questions:</u> ● How will you begin to develop your evening gown design?	● How to brainstorm ideas from other designs. ● How to create a evening gown design as part of their collection. ● How to research and create unique accessories for their design. <u>Students will be able to</u> ● Create an original evening gown design with accessories, including a component which will carry throughout their collection.	● Students will complete a series of thumbnail sketches. ● Students will create an original evening gown design with accessories, including a component which will carry throughout their collection. ● HW: Research different ideas/concepts for your design. Choose at least 3 ideas along with thumbnail sketches.	● Value ● Texture ● Pattern ● Unity/Harmony ● Movement ● Prismacolor Markers ● Contemporary Design ● Composition ● Style ● Brand ● Line ● Shape ● Signature Collection ● Color Theory ● Repetition ● Space ● Balance ● Fabric ● Inspiration ● Evening Gown

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint	● Students will complete a series of thumbnail sketches. ● Students will create an original evening gown design with accessories, including a component which will carry throughout their collection.	

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
● Why is it important to learn how to sew? <u>Compelling Question:</u> ● Why is it important to learn how to hand sew and use a sewing machine? <u>Supporting Questions:</u> ● What elements on a garment can be hand sewn? ● What elements on a garment can be completed on a sewing machine?	<u><i>Students will learn</i></u> ● How to hand sew with various techniques. ● How to use a sewing machine. ● How to use a pattern and sew fabric together by hand and sewing machine. <u><i>Students will be able to</i></u> ● Change a simple pattern to create their own design.	● Students will complete a series of thumbnails. ● Change a simple pattern to create their own design. ● Students will add notions to complete their unique three-dimensional design.	● Color ● Texture ● Pattern ● Unity/Harmony ● Movement ● Styles ● Hand Sewing ● Button ● Zippers ● Notions ● Fabric ● Garment Pattern ● Back Stitch ● Single Thread ● Double Thread ● Running Stitch ● Blind Catch Stitch ● Sewing Machine

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint	● Students will complete a series of thumbnails. ● Change a simple pattern to create their own design. ● Students will add notions to complete their unique three-dimensional design.	

<u>Essential Question:</u> ● How can you include unconventional materials to a fashionable design? <u>Compelling Question:</u> ● How will you incorporate the unconventional materials in your designs? <u>Supporting Questions:</u> ● What materials can be used to complete a fashion garment?	<u>Core Student Understanding</u> <u>Students will learn</u> ● How designers find inspiration from everyday sources. ● How to create an original garment using unconventional materials. <u>Students will be able to</u> ● Complete an original design using unconventional materials.	<u>Targeted Outcomes</u> ● Students will complete a series of thumbnails. ● Complete an original three dimensional design using unconventional materials HW: Research unconventional materials designs and materials you can use for your design.	<u>Essential Vocabulary</u> ● Texture ● Pattern ● Unity/Harmony ● Movement ● Contemporary Design ● Composition ● Style ● Brand ● Line ● Shape ● Signature Collection ● Color Theory ● Repetition ● Space ● Balance ● Fabric ● Inspiration ● Evening Gown ● Dress ● Unconventional Materials
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<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint	● Students will complete a series of thumbnails. ● Complete an original three dimensional design using unconventional materials	

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
● Why is it important to have a photo shoot of your designs? <u>Compelling Question:</u> ● Where can you get inspiration for your photoshoot from? ● What type of photos should you take for your portfolio. <u>Supporting Questions:</u> ● How will you incorporate your photos in your portfolio?	<u>Students will learn</u> ● How designers create a photoshoot that incorporates their design and the environment. ● How designers incorporate their photo shoot in their portfolio. ● How to create a composition for a fashion photo shoot. ● How to use photoshop. <u>Students will be able to</u> ● Complete a photoshoot to incorporate in their portfolio.	● Students will complete photoshoot of their designs. ● Complete photos of their designs. H.W.: Research how and where you want to do their photoshoot.	● Photoshoot ● Texture ● Pattern ● Unity/Harmony ● Movement ● Composition ● Style ● Brand ● Line ● Shape ● Signature Collection ● Color Theory ● Repetition ● Space ● Balance ● Fabric ● Inspiration

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint	● Students will complete photoshoot of their designs. ● Complete photos of their designs.	

<u>Essential Question:</u> - Why is it important to create a portfolio for your work? <u>Compelling Question:</u> - How can you compose your portfolio using the Elements of Art and Principles of Design? <u>Supporting Questions:</u> - What platform will you use to complete your portfolio?	<u>Core Student Understanding</u> <i><u>Students will learn</u></i> - How to compose or arrange their portfolios. - Various platforms to use to complete their portfolios. <i><u>Students will be able to</u></i> - Complete their portfolio using either PowerPoint, Adobe Photoshop/Premiere, Google Slides and/or a Portfolio Book.	<u>Targeted Outcomes</u> Complete their portfolio using either PowerPoint, Adobe Photoshop/Premiere, Google Slides and/or a Portfolio Book.	<u>Essential Vocabulary</u> - Elements of Art - Principles of Design - PowerPoint - Adobe Photoshop - Adobe Premiere - Google Slides - Portfolio Booklet - Scanner - Transitions - Layers - Composition - Unity/Harmony
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<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Dialog ● Class Critique ● See Rubric below ● Completion of project	● PowerPoint	● Small exercises using each platform: PowerPoint, Adobe Photoshop/Premiere, Google Slides and/or a Portfolio Book ● Complete their portfolio using either PowerPoint, Adobe Photoshop/Premiere, Google Slides and/or a Portfolio Book.	

New York State Learning Standards: Visual Arts

Standard 1: Creating, Performing and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.

Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Students:

- create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints
- create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images
- demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition
- reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly

This is evident, for example, when students:

- ▲ do a series of drawings of posed figures and then incorporate one or more of those figures into a painting to express a specific theme
- ▲ use one medium or technique in more than two works to indicate their skill with that medium or technique
- ▲ develop an idea for a work of art, research the various ways in which that idea has been expressed by other artists and at other times, select the appropriate medium or technique for that work and complete the work
- ▲ produce a computer generated design in which they use their understanding of composition, color, line, space

Standard 2: Knowing and Using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Students:

- select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums
- use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation (b)
- interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions
- understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art

This is evident, for example, when students:

- ▲ select a process or medium for their intended work of art and describe their reasons for that selection
- ▲ interview a professional artist about what that artist does, his/her preparation, the organization of his/her business
- ▲ produce a mixed media work of art which uses the computer image, the camera, the copy machine and other electronic media

Standard 3: Responding to and Analyzing Works of Art Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Students:

- use the language of art criticism by reading and discussing critical reviews in newspapers and journals and by writing their own critical responses to works of art (either their own or those of others)
- explain the visual and other sensory qualities in art and nature and their relation to the social environment
- analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art
- develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life

This is evident, for example, when students:

- ▲ discuss the point of view of a critic in a local newspaper who has reviewed a local exhibition
- ▲ analyze the way in which a work of art by Leon Golub expresses a political point of view
- ▲ write a review of a student exhibition

Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

Students:

- analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey (a)
- examine works of art and artifacts from United States cultures and place them within a cultural and historical context (b)
- create art works that reflect a variety of cultural influences (c).

This is evident, for example, when students:

- ▲ compare the way the human figure is depicted in Byzantine art with the way it is depicted in High Renaissance art and explore the reasons for the differences
- ▲ select a style of art from the 20th century, study the characteristics of that style, research one artist who painted in that style and make a work of art using that style but expressing the students' point of view or idea.

Sample Assessments:

Long Island Scholar Artist – VISUAL ARTS PORTFOLIO RUBRIC

This rubric is intended to wholistically assess the 10 piece Visual Arts portfolio

CRITERIA	2 points	4 points	6 points	8 points	10 points	COMMENTS	SCORE
Technique / Observational Drawing Skill / Use of Value	Shows weak or awkward technique / lack of skills.	Shows uneven technique with little or no sense of purpose / skill	Shows some technical aspects / skills that are handled well	Successfully engages with most aspects of technique and skills.	Overall, technique / use of skills are superior.		
Variety of Media Used	Limited range of media demonstrated.	Engagement with a superficial range of media.	Engagement with a reasonable range of media.	Engagement with a broad range of media.	Superior engagement with a broad range of media.		
Use of Materials & Tools	Demonstrates a weak use of tools / media.	Materials & tools are used in an inconsistent manner.	Shows some degree of success with materials and tools.	Successfully engages with many materials & tools.	Superior use of materials & tools.		
Composition: Use of Elements & Principles of Art	Is composed in a weak manner with little awareness of the Elements & Principles of Art.	Shows an emerging awareness of the Elements & Principles of Art.	Demonstrates a good understanding of the Elements & Principles of Art.	Demonstrates a strong grasp of the Elements & Principles of Art, using them to express a visual idea.	Shows an organized, purposeful composition through the use of the Elements & Principles of Art.		
Level of Conceptual Ideas	Solves problems simplistically. Shows limited artistic decision-making.	Shows an emerging sense of conceptual Ideas.	Shows some manipulation of ideas.	Shows evidence of creative thinking, i.e., it conveys a sense that it is about something.	Addresses complex visual and/or conceptual ideas. Shows evidence of risk-taking.		
Risk Taking	No risk taking demonstrated.	Narrow range of risk taking demonstrated.	Moderate range of risk taking demonstrated.	High range of risk taking demonstrated.	Superior range of risk taking demonstrated.		

Name _____ School District _____

TOTAL SCORE:

October 2010

*Additionally use AP College Board Rubric for 2D Design

General Rubric

Category	Highly Effective	Effective	Developing	Ineffective
Composition and Design	Student is highly effective in creating a dynamic composition using the principles of design and the elements of art.	Student is effective in creating a dynamic composition using the principles of design and the elements of art.	Student is developing in creating a dynamic composition using the principles of design and the elements of art.	Student is ineffective in creating a dynamic composition using the principles of design and the elements of art.
Originality and Creativity	Student is highly effective in creating a piece that clearly shows their creativity and willingness to experiment with materials.	Student is effective in creating a piece that clearly shows their creativity and willingness to experiment with materials.	Student is developing in creating a piece that clearly shows their creativity and willingness to experiment with materials.	Student is ineffective in creating a piece that clearly shows their creativity and willingness to experiment with materials.
Use of Materials	Student is highly effective in using given materials/ tools.	Student is effective in using given materials/ tools.	Student is developing in using given materials/tools.	Student is ineffective in using given materials/tools.
Understanding of Goal/Effort	Student is highly effective in communicating the goal of the project. Student is using time in classroom efficiently. File is labeled correctly. Self Evaluation sheet is complete.	Student is effective in communicating the goal of the project. Student is using time in classroom well. File is labeled correctly. Self Evaluation sheet is partially complete.	Student is developing in communicating the goal of the project. Student is seldom in using time efficiently in classroom. File is not labeled correctly. Self Evaluation sheet is not complete.	Student is ineffective in communicating the goal of the project. Student does not use time in classroom efficiently. File is not labeled correctly. Self Evaluation sheet is not handed in.
Deadline	Student has met the deadline of this project.	Student was late in handing in this project.	Student was late in handing their project (1 week)	Student has yet to hand in project.

Composition and Design

Originality and Creativity

Use of Materials

Understanding of Goal/Effort

Deadline

Extra Credit Points

Final Grade:_____

Key Vocabulary Definitions:

Clothing Vocabulary

A-line gown - Form fitting bodices that flare out from the waistline to a full skirt. These gowns have a seamless waist.

A-line skirt/fit and flare skirt - A skirt that is fitted at the waist and flares out in an A-line or tulip shape at the hem.

back drape - A length of material attached either at the shoulder or the waist that flows over the back to floor length. In some cases it is removable.

back yoke - A fitted or shaped piece at the top of a skirt or at the shoulder of various garments.

ball gown - Characterized by a very full skirt that begins at the waist and continues to a formal length. The skirt waist is seamed and can be of various styles.

ballerina neckline - This is a low neckline that usually occurs with strapless or spaghetti strapped dresses.

bandeau/tube top - A band-shaped covering for the breasts.

Basque waist/V-waist - This dropped waist starts at or just below the natural waistline, and dips in the center creating a "V" shape.

bateau neck/boat neck - A high, wide, straight neckline that runs straight across the front and back, meeting at the shoulders; the same depth in the front and back.

besom pockets - A pocket sewn inside the garment with access through a welted slit-type opening.

bias cut - Cut diagonally across the grain of a fabric. Used to create garments that follow the body curves closely.

bike tards - A close-fitting, one-piece garment from the top of the torso to the hem of the shorts.

blazer - A long-sleeved sports jacket with lapels.

bolero jacket - A loose, waist-length jacket open at the front.

boot-cut - Cut below the belly button and slightly flares from the knee to the ankle.

box-pleated - Two folds of fabric brought together to form a pleat.

boy-leg - Shorts, undergarments, or swimwear that has a close fitting leg that reaches half way down the thigh.

broomstick - A skirt or dress that is characterized by numerous pleats and crinkled material.

camisole - A short, sleeveless garment for women.

camp pockets - Pockets that are sewn to the outside of the garment usually squared off and characterized by seaming.

cap sleeve - A small, short sleeve which sits on the shoulder, either forming a stiff cap or falling onto the arm to provide minimal coverage.

capri pants - Fairly straight-cut pants, tapered to the mid-calf.

cardigan jacket - A usually collarless sweater or jacket that opens the full length of the center front.

cargo - Characterized by sporting a large pocket usually with a flap and a pleat.

carpenter pants/shorts - Five-pocket pants characterized by a "hammer holder," a stretch of material connecting the outside seam to the back pocket.

cathedral train - Also known as a monarch train; a cascading train extending six to eight feet behind the gown, for the most formal weddings.

chapel train - The most popular of all train lengths; it flows from three to four feet behind the gown.

chemise/skimmer - Simply a straight unbelted dress with varying sleeves and length.

column skirt/straight skirt - Also referred to as a pencil skirt, this skirt is a straight line with no flare or fullness at the hem or waistline.

concealed snap/velcro/button placket - A slit in a garment where closures are hidden.

convertible collar - A rolled collar that can be worn open or closed that is sewn directly to the neckline.

corset top/boned bodice - A form-fitting, usually strapless, bodice with boning and either laces or snap closures, styled in the fashion of the ladies undergarment of the same name.

cowl neck - A neckline featuring a piece of material attached to a garment at the neck which may be used as a hood or draped loosely in a swag from shoulder to shoulder at the front neckline or back.

crew neck - A round neck with ribbed banding that fits close to the base of the neck.

crinoline - Petticoats stiffened with horse-hair that created the bell-like skirts of the early nineteenth century which was eventually replaced by the bustle.

cropped top/jacket - Hem is cut just above the waist.

diamond neck - A diamond-shaped cutout that fastens at the front or back neckline.

dolman sleeve - Cut as an extension of the bodice, the dolman sleeve is designed without a socket for the shoulder, creating a deep, wide armhole that reaches from the waist to a narrowed wrist. Also called a batwing sleeve.

double-breasted - Having one-half of the front lapped over the other; usually has a double row of buttons and a single row of buttonholes.

double-tee top - A layered look with one t-shirt over another.

draped bodice - An extra piece of material that is draped over the bustline.

dropped waist/low waist - A waistline that is sewn below the body's natural waistline.

dropped shoulder - Characterized by the shoulder/sleeve seam falling off the shoulder.

empire bodice- A bodice that ends just below the bust, sometimes low-cut and gathered.

empire seam - A seam that is sewn directly below the bustline.

empire waist - This waistline begins just below the bust.

fishtail train - Fitted around the hips and flares out from the knee to the hemline.

fitted point sleeve - A long, narrow sleeve that tapers to a point which rests against the back of the hand.

flat-front pants - Straight pants, often seamless and pocketless.

form-fitting/slim-fit - Straight from waist to ankle except for a slight curve around the hip.

frog closure - Chinese closing made of decorative cording or braid. A soft ball of cording or a button is used to complete the closure.

gauntlets - Dress gloves extending above the wrist.

gaucho - Wide-legged pants or divided skirt reaching mid-calf usually worn with boots.

halter top - A sleeveless bodice with a high choke or wrap neck that may be backless.

handkerchief style - The hem of a blouse or skirt that is gently jagged to form flowing points.

hip pockets - Pockets which are sewn on the front of a garment at hip height.

Hollywood waistband - Characterized by a full elasticized back and a side zipper/button closure.

hook & eye closure - A two-part fastening device (as on a garment or a door) consisting of a metal hook that catches over a bar or into a loop.

illusion bodice - A bodice made of sheer material giving the illusion of no bodice.

illusion sleeve - A sleeve made of sheer material giving the illusion of no sleeve.

intermission length/Hi-Lo - An intermission-length gown features a hem falling between the knees and ankle; the Hi-Lo variation is a gown of intermission length on the front and floor length or longer in the back.

jewel neck - A high round neckline resting simply at the base of the neck.

kangaroo pocket - A pocket formed by sewing a piece of cloth over the garment leaving two open ends.

keyhole neck - A tear-shaped or round cutout that fastens at the front or back neckline.

kimono - A long robe with wide sleeves traditionally worn with a broad sash.

leg-of-mutton sleeve - Also known as a gigot sleeve; a loose, full sleeve, rounded from the shoulder to just below the elbow, then shaped to the arm, often ending in a point at the wrist.

maillot - A woman's one-piece bathing suit.

mandarin collar - A short, stand-up collar, adopted from the close-fitting Asian collar.

mermaid - This skirt hugs the body until it reaches the knees or just below and then ends in a dramatic flare.

natural waist - A seam or waistband that secures or falls at the natural curve of the body, which is the indentation between the hips and the ribcage.

notched collar - A two-piece collar that can be only worn open.

off-the-shoulder neck - A neckline that lays gently hovering across the top of the bustline with the shoulders uncovered or able to be seen through the sheer yoke of net or organza attached to a high collar.

overskirt - A skirt worn over another skirt.

peasant top - Romantic style often characterized with a low neckline, ruffles, or free flowing material.

peek-a-boo - Any part of the garment which has been cut out to reveal skin.

petticoat - An underskirt usually a little shorter than outer clothing and often made with a ruffled, pleated, or lace edge.

pieced - A look created by sewing several pieces of material together to form the garment, much like a quilt.

pinafore - Originally used to protect dresses from dirt, it was adopted as a fashion piece and worn as a sleeveless dress or over a blouse.

placket - The piece of cloth that reinforces a split or opening in a garment, that usually also serves as the closure.

point collar - A collar with ties that is used to attach women's sleeves to their gowns.

princess seams - Seams that can be found in the front or the back of a garment that create a form-fitting shape.

puckered bodice - Usually associated with tube tops, it provides a scrunchy look.

puff sleeve/pouf sleeve - A full sleeve of varying lengths, created by generous gathering around the armhole.

push-up jeans - Spandex in the jeans helps to lift and shape your rear.

romper - A one-piece garment with the lower part shaped like bloomers.

sarong skirt - Long cloth which is wrapped around the entire body.

scoop neck/round neck - A low, u-shaped or round neckline.

shawl collar - A one-piece collar that is turned down to form a continuous line around the back of the neck to the front.

sheaths - Usually have straight or close fitting skirts, accompanied by a form-fitting bodice. The skirt is often ankle length and sometimes has a slit in either the front, side, or back to make walking easier.

shelf bra - A bra that is built right into the garment.

shirred waist - A decorative gathering (as of cloth) made by drawing up the material along two or more parallel lines of stitching.

shrug - A woman's small, waist-length or shorter jacket.

skant - Pants that have a sweater-like attachment around the waist.

skort - Shorts that have a front covering which resembles a skirt.

spaghetti strap - A thin tubular strap that attaches to the bodice, named for its likeness to a strand of spaghetti.

split neck - A round neckline that looks like it has been cut in the center to form a small "V".

square neck - An open-yoke neckline shaped in the form of a half square.

straight legs - Pant legs that are cut an equal width from waist to ankle.

sweep train - The shortest train, barely sweeping the floor.

sweetheart neck - A graceful, open yoke shaped like the top half of a heart.

tank top - A short, sleeveless top with wide armholes.

tankini - A two-piece bathing suit with the upper portion resembling a tank top.

tapered legs - Pant legs that become progressively narrower toward the ankle.

tea length - A gown that is hemmed to end at the shin.

tear-away shorts - Features versatile side snaps that allow you to remove a top layer fast.

tie-cinched waist - The waist is pulled tight around the body with a tie.

trapeze top - Tank top style with flared bottom.

tulle skirt/bouffant gown - A sheer, puffed-out skirt often made of stiffened silk, rayon, or nylon net.

tunic style - A simple slip-on garment made with or without sleeves, usually knee-length or longer, belted at the waist, and worn as an under or outer garment.

turtleneck - A high, close-fitting, turnover collar used especially for sweaters.

unitards - A close-fitting, one-piece garment for the torso, legs, and feet, and often for the arms.

V-neck/V-back - An open yoke coming to a "V" shape midway down the bodice.

variegated - Having streaks, marks, or patches of different colors; distinguished or characterized by a variety of different colors.

wedding-band collar - A collar featuring a yoke that is either open or of sheer net with an ornate band fitting snugly on the neck, creating a choker effect.

wide legs - Pants or jeans that are cut extra full through the legs.

wing collar - A collar with projections that cover shoulder seams of bodices and doublets.

wrap top/surplice top - A bodice created by the cross-wrapping of fabric; may be in front or back and associated with a high or low neckline.

Suggested Field Trips:

- Fashion Institute of Technology
- Museum of Modern Art
- The Metropolitan Museum of Art
- Nassau Museum of Art
- Heckscher Museum of Art