

Black Horse Pike Regional School District
580 Erial Road, Blackwood, NJ 08012

Fashion Trends and Interior Design I

COURSE OF STUDY

Fine Arts Department

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Date:

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Black Horse Pike Regional School District

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

Fashion Trends and Interior Design I Course Syllabus

Course Overview: 5 Credits, Grades 9 -12

In this hands-on art class students will explore the artistic and design influences on fashion and interior design through time as they have evolved over the years. They will examine the Elements and Principles of Design related to Fashion and Interior design trends and will explore these elements by using a variety of mediums, techniques and project applications. This is a hands-on and project based class in which students will be able to express their creativity and personal style into their work. Projects will include the study of drawing and painting techniques such as figure and garment drawing as well as fashion history. The basics of sewing, including hand sewing and the sewing machine will be used to complete multiple sewing projects. Students will explore the various career opportunities in fashion and apparel and interior design, including marketing of a fashion product, and will be introduced to current environmentally friendly technology and solutions in the fashion and interior design industry.

The course content below follows the [New Jersey Student Learning Standards for Visual Arts](#)

Course Content and Outline:

	Topics	Timeline
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Unit 1: Design Theory & Concepts	<ol style="list-style-type: none"> 1. Figure proportions 2. Elements of Art 3. Principles of Design 4. Color Theory 5. Watercolor painting techniques 6. Fashion Collection 	<ol style="list-style-type: none"> 1. 2 weeks 2 - 4. 2 weeks 5. 1 weeks 6. 3 weeks
Unit 2: Hand Sewing	<ol style="list-style-type: none"> 1. Hand Sewing Basics - threading, tying knot, safety 2. Learn Basic Stitches 3. Small Hand Sewing Project/s 	<ol style="list-style-type: none"> 1. 1 week 2. 2 weeks 3. 2 weeks
Unit 3: Sewing Machine	<ol style="list-style-type: none"> 1. Learning the Sewing Machine 2. Simple sewing machine Project/s 3. Functional Sewing Machine Project/s 4. Upcycling Materials Fashion Project 	<ol style="list-style-type: none"> 1. 2 Weeks 2. 2 Weeks 3. 3 Weeks 4. 3 Weeks
Unit 4: Interior Design	<ol style="list-style-type: none"> 1. Design a Floor Plan 2. Create a Mood Board 3. Creating a hands on decor project based on Mood Board 4. Home Styler online home design software 	<ol style="list-style-type: none"> 1. 2 Weeks 2. 2 Weeks 3. 3 Weeks 4. 2 Weeks

Course Expectations and Skills

1. Demonstrate ability in compiling resource material and preparing research projects.
 2. Exhibit proficiency in hand sewing skills
 3. Exhibit
 3. Become familiar sewing machine
 4. Troubleshoot sewing machine errors.
 5. Explain the functions and organizations of our three branches of government: legislative, executive and judicial.
 6. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
 7. Develop skills in reading comprehension, research, communication and technology.
 8. Gain practice to succeed on standardized testing such as ACT, SAT, and NJSLA and ASVAB. 9.
- Maintain an organized notebook or electronic portfolio of notes and work collected throughout the year.

10. Develop skills in following step by step directions and following a checklist.

Materials Needed

- Chromebook
- Pen or pencil

Grading Scale

Students will earn their grades based on the following categories of assignments:

Homework/ Critique/Quizzes	Classwork/ Participation	Projects
20%	30%	50%

Teacher Information

TBA

Black Horse Pike Regional School District

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Fashion & Interior Design

Unit 1

Design Theory & Concepts

Updated: August 2025

Unit 1 Overview: Design Theory & Concepts

Explores the beginning stages of the design process using the principles of design, elements of art, and color theory. This background information will lay the groundwork for being able to design aesthetically pleasing designs for fashion collections, coordinating colors and patterns for sewing projects. This information is used throughout the year and should be strengthened and well versed for students to create an interior design board utilizing all of the properties that enable the design to flow and have reasoning behind artist choices of the design.

Essential Questions	Enduring Understandings
<p>What is art? What makes art successful? How do artists use art to express their ideas and emotions? Why is the color wheel organized the way that it is? How does color impact someone's emotion?</p> <p>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How does knowing and using visual art vocabulary help us understand and interpret works of art?</p> <p>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world?</p> <p>What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio, or a collection? How does collaboratively reflecting on a work help us experience it more completely? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment?</p> <p>Why is it important for safety and health to understand and follow</p>	<p>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism</p> <p>People evaluate art based on various criteria.</p> <p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and</p>

<p>correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>	<p>experiences.</p> <p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>
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<p><u>Unit 1 Learning Targets/Goals/Outcomes:</u> Students will study Elements and Principles of Art and Design, Color theory and be able to use this information to explain how designers utilize this in their own collections. Students will be proficient in proportion drawing, garment drawing and coloring techniques.</p>		
<p>Learning Objective:</p>	<p>NJSLS -Visual Arts</p>	<p>CCSS</p>

Intro to Course:

Expectations, safety, routines, materials, timeline of course,

Getting to know students:

- **Create a mood board to get an understanding of students skill**
 - **suggestions for inspiration : zodiac, animal, element, season, birthstone, candy/food**

Elements of Art

- **Line, shape, form, texture, space, pattern, color**

Principles of Design

- **Pattern, Rhythm, movement, balance, emphasis**

Color Theory

- **Color wheel**
- **Moods**
- **What do colors mean emotionally?**

Figure Drawing & Proportion

- **Gesture drawing**
- **Proportion with grid**

Water Color Painting Techniques

- **Color Wheel**
- **Dress template painting**
 - **practice creating value and form with wrinkles**

Fashion Collection Project

- **Use elements, principles and color theory to create own line of clothing (3 outfits demonstrating, unity, texture, color, pattern,**
- **Use croquis and clothing templates for figure base and draw a fashion collection**
- **Take away skill from this project is creating a textile/pattern, demonstrating value and texture in fabric, and unity through a collection**

1.5.12prof.Cr1

1.5.12acc.Cr1

1.5.12prof.Cr2

1.5.12acc.Cr2

1.5.12prof.Cr3

1.5.12prof.Pr5

1.5.12prof.Re7

1.5.12prof.Cn10

1.5.12prof.Cn11

[National Arts Standards](#)

- **Creating**
- **Performing/Presenting/producing**
- **Responding**
- **Connecting**

Unit 1 Resources:

Lesson Resources & Strategies	Technology & Online Resources
<ul style="list-style-type: none"> • Intro to Class slideshow - year expectations <ul style="list-style-type: none"> • Elements of Art information packet <ul style="list-style-type: none"> • Elements Quiz • Principles of Design Information packet <ul style="list-style-type: none"> • Principles Quiz • Color Theory information packet <ul style="list-style-type: none"> • Color Theory Quiz <ul style="list-style-type: none"> • Croquis templates • Previous project examples <ul style="list-style-type: none"> • Designer discovery • Proportion exercises/worksheets <ul style="list-style-type: none"> • Garment drawing and painting <ul style="list-style-type: none"> • Watercolor exercise • Fashion Collection - use Croquis to design a detailed 3 outfit fashion collection 	<ul style="list-style-type: none"> • Google slides • Youtube Video Tutorials • Websites for research

Unit 1 Vocabulary

Tier 2		Tier 3	
<ul style="list-style-type: none"> • Color Wheel • Technique • Blending • sketching • Gesture drawing • Space • Color 	<ul style="list-style-type: none"> • Reference • Measure • Section • Value • Line • Shape • Form 	<ul style="list-style-type: none"> • Analogous • Secondary Colors • Primary Colors • Proportion • Croquis • Unity • repetition 	<ul style="list-style-type: none"> • Pattern • Rhythm • Balance • Emphasis • Contrast • Movement

List of Accommodations and Modifications

- [General Education](#)
- [IEP](#)
- [504](#)
- [Multilingual Learners](#)
- [Students at-risk](#)
- [Gifted and Talented](#)

Unit 1 Assessments:

Formative

The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to:

- Daily Warm up Questions
- Exit Tickets
- Classwork/participation 30%
- Daily Check-ins
- Quiz on elements/principles,color
- Group discussions
- Survey
- Sketch assignments
- Proportion worksheet
- Watercolor painting color wheel
- Watercolor dress painting
- Garment/model drawing using reference

Summative

The following assessments will be used to evaluate student learning, skill acquisition and academic achievement:

- Project completion [rubric](#)
- Topic Vocabulary Quizzes
- **Element of Art Quiz**
- **Principles of Design Quiz**
- **Color Theory Quiz**
- **Figure drawing in correct proportion**
- **Figure and Garment drawing in watercolor**
- **3 Piece Fashion Collection** - medium TBD

Unit 1 Interdisciplinary Connections

English Language Arts

- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- W.IW.9–10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

Mathematics

- Geometry and Measurement: These are fundamental in fashion design and directly relate to the New Jersey Student Learning Standards for Mathematics in high school. Students utilize geometry and measurement to create accurate patterns, ensure proper fit, calculate fabric needs, and develop aesthetically pleasing designs.
Ratio and Proportion: Understanding ratios and proportions, as described in the math standards, is crucial for creating balanced and harmonious fashion designs. This helps determine the correct sizing and placement of elements like pockets, buttons, and patterns.
- Fractions and Decimals: Precise measurements are critical in fashion, often involving working with fractions and decimals. This aligns with the emphasis on quantitative reasoning in the math standards, [according to www.nj.gov](http://www.nj.gov).
- Modeling with Mathematics: High school math standards emphasize the application of mathematics to solve real-world problems. This connects directly to fashion class activities like scaling patterns to different sizes (grading), calculating fabric costs, and optimizing fabric utilization to minimize waste.
- Problem-Solving: The math standards encourage students to make sense of problems and persevere in solving them, [according to www.nj.gov](http://www.nj.gov). This skill is vital in fashion design when tackling challenges in pattern adjustments, fitting garments, and solving production issues.

21st Century Life and Careers Standards:

- 9.3.12.AR-VIS.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR-VIS.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
- 9.3.12.AR-VIS.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AC-DES.1 Justify design solutions through the use of research documentation and analysis of data.
- 9.3.12.AC-DES.7 E Employ appropriate representational media to communicate concepts and project design.

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Fashion & Interior Design Unit 2 Hand Sewing

Updated: August 2022

Unit 2 Overview:

In this hands-on unit students will learn basic sewing stitches, tools, terminology, and safety techniques. Threading a needle, tying a knot and learning 5 basic stitches and a button is the starting point for students. Enabling comfort with mastering technique without need of assistance to then move towards making a small hand sewn project using one of the learned stitches.

Essential Questions

How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Enduring Understandings

Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

<p>How do life experiences influence the way you relate to art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities?</p> <p>How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	<p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism</p> <p>People evaluate art based on various criteria</p> <p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>
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<p>Unit 2 Learning Targets/Goals/Outcomes: In this unit students will become proficient in a variety of hand sewing techniques and safety. Students will learn stitches that can be used in daily life, such as fixing holes in clothing, sewing a tear in a backpack strap or making a functional/non functional piece.</p>		
<p>Learning Objective:</p>	<p>NJSL Standards</p>	<p>CCSS</p>

	- visual arts	
<ul style="list-style-type: none"> ● Needle Threading <ul style="list-style-type: none"> - threading the needle - Tying knot ● Learning Stitches <ul style="list-style-type: none"> - Running, Back, Blanket, Invisible. Button ● Create a small hand sewn project <ul style="list-style-type: none"> - pin cushion, a doll, Embroidery - follow slide show directions that will be used as procedure for rest of the year - filling out Checklist for project - Learning using templates, ruler measurements, right and wrong side 	<p>1.5.12prof.Cr1 1.5.12acc.Cr1 1.5.12acc.Cr2 1.5.12prof.Cr3 1.5.12prof.Cn10</p>	<p>National Arts Standards</p> <ul style="list-style-type: none"> ● Creating ● Performing/presenting/producing ● Responding

Unit 2 Resources:

Instructional Strategies & Resources	Technology & Online Resources
<p><u>Found in Shared Google Drive</u></p> <ul style="list-style-type: none"> ● Threading and knotting practice <ul style="list-style-type: none"> - use video for up close look and practice as a group - demo to teacher that threading and knotting in known - practice with and without needle threader ● Hand sewing practice slideshow with videos <ul style="list-style-type: none"> - multiple and common stitches learned on scrap fabric ● Small hand sewing project <ul style="list-style-type: none"> -project checklist - pin cushion, small felt doll/animal, pencil case etc 	<ul style="list-style-type: none"> ● You tube Video tutorial ● Images for follow along instructions ● Sewing technique websites

Unit 2 Vocabulary

Tier 2		Tier 3	
<ul style="list-style-type: none"> ● Sewing ● Needle ● Embroidery needle ● Thread ● fabric ● Knot ● Pins 	<ul style="list-style-type: none"> ● Trace ● Template ● Fabric shears ● Fabric pencils ● Embroidery Hoop 	<ul style="list-style-type: none"> ● Needle threader ● Thimble ● Running stitch ● Back stitch ● Blanket stitch ● INvisible stitch ● Pin cushion 	<ul style="list-style-type: none"> ● Embroidery ● Right side ● Wrong side

List of Accommodations and Modifications

- [General Education](#)
- [IEP](#)
- [504](#)
- [Multilingual Learners](#)
- [Students at-risk](#)
- [Gifted and Talented](#)

Unit 2 Assessments:

Formative	Summative
<p>The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to:</p> <ul style="list-style-type: none"> ● Daily Warm up Questions ● Exit Tickets ● Classwork/participation 30% ● Daily Check-ins 	<p>The following assessments will be used to evaluate student learning, skill acquisition and academic achievement:</p> <ul style="list-style-type: none"> ● Project completion rubric ● Topic Vocabulary Quizzes Small hand sewing project ● Second hand sewing project <ul style="list-style-type: none"> - embroidery, pin cushion, garment embroidery

- Needle threading and knot tying
- Stitch practice & button
- Check list - teacher signoff - for projects

Unit 2 Interdisciplinary Connections

English Language Arts

- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- W.IW.9–10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

Mathematics

- Geometry and Measurement: These are fundamental in fashion design and directly relate to the New Jersey Student Learning Standards for Mathematics in high school. Students utilize geometry and measurement to create accurate patterns, ensure proper fit, calculate fabric needs, and develop aesthetically pleasing designs.
- Ratio and Proportion: Understanding ratios and proportions, as described in the math standards, is crucial for creating balanced and harmonious fashion designs. This helps determine the correct sizing and placement of elements like pockets, buttons, and patterns.
- Fractions and Decimals: Precise measurements are critical in fashion, often involving working with fractions and decimals. This aligns with the emphasis on quantitative reasoning in the math standards, [according to www.nj.gov](http://www.nj.gov).
- Modeling with Mathematics: High school math standards emphasize the application of mathematics to solve real-world problems. This connects directly to fashion class activities like scaling patterns to different sizes (grading), calculating fabric costs, and optimizing fabric utilization to minimize waste.
- Problem-Solving: The math standards encourage students to make sense of problems and persevere in solving them, [according to www.nj.gov](http://www.nj.gov). This skill is vital in fashion design when tackling challenges in pattern adjustments, fitting garments, and solving production issues.

21st Century Life and Careers Standards:

- 9.3.12.AR-VIS.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
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- 9.3.12.AR-VIS.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AC-DES.1 Justify design solutions through the use of research documentation and analysis of data.
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Fashion & Interior Design I

Unit 3

Intro to Sewing Machine and Sustainable Fashion

Updated: August 2022

Unit 3 Overview:

Learning to use a sewing machine is a skill that students will be able to take away and utilize in life outside of the classroom. Starting with the basics of sewing machine mechanics, safety, vocabulary, troubleshooting, and leading to creating several completed projects. During this time students will also be diving into the history of fashion and learn about marketing, cost, production, function, society expectations and views that influenced fashion of the past.

Following the fashion history and how and where clothing is made; sustainable fashion is a current topic of importance in today's world with online shopping so accessible. A sustainable/recycled material garment project can follow this allowing students to work in groups and mimic what it is like to work in the fashion industry.

Essential Questions	Enduring Understandings
<p>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p>How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p> <p>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p>What is the value of engaging in the process of art criticism? How does knowing and using visual art vocabulary help us understand and interpret works of art?</p> <p>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world? What is functional art?</p> <p>What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does</p>	<p>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it</p> <p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the</p>

<p>collaboratively reflecting on a work help us experience it more completely?</p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	<p>world</p> <p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>
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Unit 3 Learning Targets/Goals/Outcomes:		
Learning Target	NJSLs -Visual Arts	CCSS
<ul style="list-style-type: none"> ● Learning how to safely operate and trouble shoot the sewing machine ● Create functional and decorative items using the sewing machine ● Troubleshoot basic sewing machine habits ● Understand template tracing and seam allowance importance ● Following directions and attempting steps independently ● Adhering to the project/teacher check in checklist ● Focus on a time period in history and the garments of that time in an extensive slideshow - examples, marketing, manufacturing, cost, workers, fabric, suppliers ● Sustainable fashion understanding ● Group project sustainable fashion - students will work together as 	<p>1.5.12prof.Cr1 1.5.12acc.Cr1 1.5.12acc.Cr2 1.5.12adv.Cr2 1.5.12prof.Cr3 1.5.12adv.Cr3 1.5.12prof.Pr5 1.5.12prof.Pr6 1.5.12prof.Re7 1.5.12prof.Re9 1.5.12prof.Cn10 1.5.12acc.Cn10</p>	<p>National Arts Standards</p> <ul style="list-style-type: none"> ● Creating ● Performing/Presenting/producing ● Responding ● Connecting

<p>a team and design, create and showcase a recycled material garment</p>	<p>1.5.12adv.Cn10 1.5.12prof.Cn11 1.5.12acc.Cn11 1.5.12adv.Cn11</p>	
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Unit 3 Resources:

Instructional Strategies & Resources	Technology & Online Resources
<p style="text-align: center;"><u>Found in Shared Google Drive</u></p> <ul style="list-style-type: none"> ● Sewing machine Quizzes <ul style="list-style-type: none"> ● Sewing Machine Slideshow ● Sewing machine practice templates ● Sewing machine project examples ● Student Copy of Fashion History Slideshow Presentation <ul style="list-style-type: none"> ● Sustainable Fashion ● Recycled Material Garment group project - “Trashin’ Fashion” 	<ul style="list-style-type: none"> ● Google slides ● Youtube Video Tutorials ● Websites for research

Unit 3 Vocabulary

Tier 2		Tier 3	
<ul style="list-style-type: none"> ● Thread ● Needle ● Fabric ● Seam ● Perpendicular 	<ul style="list-style-type: none"> ● Seam ripper ● Right side ● Wrong side ● Pivot ● Stitch 	<ul style="list-style-type: none"> ● Spool pin ● Spool of thread ● Bobbin ● Bobbin winder ● Trouble shoot 	<ul style="list-style-type: none"> ● Seam allowance ● Reverse sewing lever ● Hand wheel ● Pressure foot ● Foot pedal

• Pin	• Lock stitch		
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<p>List of Accommodations and Modifications</p> <ul style="list-style-type: none"> • General Education • IEP • 504 • Multilingual Learners • Students at-risk • Gifted and Talented
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Unit 3 Assessments:	
Formative	Summative
<p>The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to:</p> <ul style="list-style-type: none"> • Daily Warm up Questions • Exit Tickets • Classwork/participation 30% • Daily Check-ins • Sewing machine Vocab Quiz • Sewing Machine Threading quiz • Sewing Machine Bobbin Quiz • Sewing Machine how to Quiz • Fashion History questionnaire - Google Classroom Question • Sustainable fashion Garment Design blueprint • Check list - teacher signoff - for projects 	<p>The following assessments will be used to evaluate student learning, skill acquisition and academic achievement:</p> <ul style="list-style-type: none"> • Project completion rubric • Topic Vocabulary Quizzes Sewing on paper Test - 3 times • Simple Sewing Machine Project. • Fashion History/Decade presentation • Sustainable Fashion Group Project <ul style="list-style-type: none"> - Trash in Fashion attire design • Functional Sewing Machine Project/s <ul style="list-style-type: none"> - bowl cozy, tote bag, zipper pouch, lanyard,

Unit 3 Interdisciplinary Connections

English Language Arts

- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- W.IW.9–10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

Mathematics

- Geometry and Measurement: These are fundamental in fashion design and directly relate to the New Jersey Student Learning Standards for Mathematics in high school. Students utilize geometry and measurement to create accurate patterns, ensure proper fit, calculate fabric needs, and develop aesthetically pleasing designs.
Ratio and Proportion: Understanding ratios and proportions, as described in the math standards, is crucial for creating balanced and harmonious fashion designs. This helps determine the correct sizing and placement of elements like pockets, buttons, and patterns.
- Fractions and Decimals: Precise measurements are critical in fashion, often involving working with fractions and decimals. This aligns with the emphasis on quantitative reasoning in the math standards, [according to www.nj.gov](http://www.nj.gov).
- Modeling with Mathematics: High school math standards emphasize the application of mathematics to solve real-world problems. This connects directly to fashion class activities like scaling patterns to different sizes (grading), calculating fabric costs, and optimizing fabric utilization to minimize waste.
- Problem-Solving: The math standards encourage students to make sense of problems and persevere in solving them, [according to www.nj.gov](http://www.nj.gov). This skill is vital in fashion design when tackling challenges in pattern adjustments, fitting garments, and solving production issues.

21st Century Life and Careers Standards:

- 9.3.12.AR-VIS.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR-VIS.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
- 9.3.12.AR-VIS.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AC-DES.1 Justify design solutions through the use of research documentation and analysis of data.
- 9.3.12.AC-DES.7 E Employ appropriate representational media to communicate concepts and project design.

Black Horse Pike Regional School District

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

Fashion & Interior Design I Unit 4 Interior Design

Updated: August 2022

Unit 4 Targets/Goal/Outcomes:

The elements and principles of art and design as well as color theory come back into play in this unit for interior design. Planning aesthetics, color and texture coordination is a fun yet tricky task to get an understanding of to please future clients. Students will review and discuss a variety of interior design plans, discuss what is trending and what may be fading out, what likes and dislikes may be and understanding that interior designers design for a client, not always themselves. Resulting in **designing a complete mood board for a client presentation based on specific needs and requirements of the customer.**

Essential Questions	Enduring Understandings
<p>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p>How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p> <p>How does one determine criteria to evaluate a work of art?</p>	<p>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>

How and why might criteria vary?
How is a personal preference different from an evaluation?

How do life experiences influence the way you relate to art?
How does learning about art impact how we perceive the world? What can we learn from our responses to art?
Where and how do we encounter visual arts in our world?
How do visual arts influence our views of the world?

What methods and processes are considered when preparing artwork for presentation or preservation?
How does refining artwork affect its meaning to the viewer?
What criteria are considered when selecting work for presentation, a portfolio, or a collection?

How are artworks cared for and by whom?
What criteria, methods, and processes are used to select work for preservation or presentation?
Why do people value objects, artifacts, and artworks, and select them for presentation?

What role does persistence play in revising, refining, and developing work?
How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

How do artists work?
How do artists and designers determine whether a particular direction in their work is effective?
How do artists and designers learn from trial and error?
How do artists and designers care for and maintain materials, tools, and equipment?
Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?
How do objects, places, and design shape lives and communities?
How do artists and designers determine goals for designing or redesigning objects, places, or systems?
How do artists and designers create works of art or design that effectively communicate?

What conditions, attitudes, and behaviors support creativity and innovative thinking?
What factors prevent or encourage people to take creative risks? How does

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
Visual arts influences understanding of and responses to the world

People gain insights into meanings of artworks by engaging in the process of art criticism

People evaluate art based on various criteria.

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

collaboration expand the creative process?
 How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
 Why do artists follow or break from established traditions?
 How do artists determine what resources and criteria are needed to formulate artistic investigations?

Unit 4 Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Visual Art	CCSS
<ul style="list-style-type: none"> ● Create a basic mood board for a room with a style of students choice - this will allow students to practice digitally creating a mood board of their choosing, while still meeting all the requirements of an in depth mood board - to be created in a google slide - examples shared ● Become an interior designer and create a highly descriptive physical mood board based on specific client needs - can be team based, a large poster with physical elements attached. - provide specific theme and requirements to teams ● Produce a work of art based on the mood board created - this can be a sculpture or wall art of any kind ● Act as a designer and fully design a home on homestyler.com to be familiar with procedures that a real designer would have to do to allow clients to visualize a remodel and design project 	1.5.12acc.Cr1 1.5.12adv.Cr1 1.5.12adv.Cr2 1.5.12adv.Pr4 1.5.12acc.Re7 1.5.12acc.Re8 1.5.12acc.Re9 1.5.12prof.Cn10 1.5.12acc.Cn10 1.5.12adv.Cn10 1.5.12prof.Cn11 1.5.12acc.Cn11	<u>National Arts Standards</u> <ul style="list-style-type: none"> ● Creating ● Performing/Presenting/producing ● Responding ● Connecting

Unit 4 Resources:

Lesson Resources	Technology & Online Resources
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<p>Found in Shared Google Drive</p> <ul style="list-style-type: none"> • Rubric for criteria for room moodboard • Project/art piece for the room being designed - wall art, sculpture, table cloth, pillow, etc • homestyler.com home design 	<ul style="list-style-type: none"> • Google slides • Youtube Video Tutorials • Websites for research
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Unit 4 Vocabulary			
Tier 2		Tier 3	
<ul style="list-style-type: none"> • Color wheel • Texture • Pallet • Design • accessories 	<ul style="list-style-type: none"> • Color scheme • Lighting • Accent • Focal point • balance 	<ul style="list-style-type: none"> • Mood Board • Aesthetic • Blue Print • mood • Feng Shui 	<ul style="list-style-type: none"> • Rendering • Floor plan • Sustainability • Scale • Balance

<p>List of Accommodations and Modifications</p> <p><u>General Education</u></p> <ul style="list-style-type: none"> • IEP • 504 • Multilingual Learners • Students at-risk • Gifted and Talented

Unit 4 Assessments:

Formative	Summative
<p>The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to:</p> <ul style="list-style-type: none"> ● Daily Warm up Questions ● Exit Tickets ● Classwork/participation 30% ● Daily Check-ins ● Sketchbook prompt assignments ● Rough draft for Mood Board ● Draft for Work of Art ● 	<p>The following assessments will be used to evaluate student learning, skill acquisition and academic achievement:</p> <ul style="list-style-type: none"> ● Project completion rubric ● Topic Vocabulary Quizzes ● Mood board design for client with specific Theme <ul style="list-style-type: none"> - can be done in groups of 3 or individually -picked at random theme ● Create a work of art to be placed in the room designed for mood board <ul style="list-style-type: none"> - a painting, nail threading art, mobile, yarn weaving ● Home Styler

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