

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

Fashion Design III

COURSE OF STUDY

Fine Arts Department

Written By:

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Date:

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Black Horse Pike Regional School District

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Fashion Design III Course Syllabus

Course Overview: 5 Credits, Grade 11-12

This course is a sequel to Fashion Design II. Students will use their previous knowledge gained in design and sewing to create projects and experiment with advanced techniques related to Fashion and/or Interior Design. This includes the elements and principles of design, color theory, aesthetics, fashion trends and history, and sewing. This course gives students a unique chance to explore a variety of methods for garment design, alteration, and construction. This course will be dedicated to advancing their skills in design, concept development and garment construction. They will be encouraged to utilize a range of finishing techniques in order to create more professional looking garments. Additionally, there will be an exploration of fiber arts and their various applications.

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

Course Content and Outline:

	Topics	Timeline
Unit 1: Review/Finishing Techniques/Independent Skill-Building	<ol style="list-style-type: none">1. Review of studio and school procedures2. Review of studio care and organization3. Review of studio and equipment safety4. Develop a deeper understanding of elements of design through advanced level projects5. Self-guided review of Sewing Machine Parts and Functions (bobbin winding, machine threading, etc.)6. Review of Sewing Basics (pinning and cutting fabric, grainline, woven vs. knitted, right sides together, seam allowance, pressing seams)7. Review of intuitive sewing techniques (making pattern pieces from old clothing, using muslin,	<ol style="list-style-type: none">1-3. 1 week4. 1 week5. 2 class periods6. 2 class periods7. 2 weeks8. 1 week9. 1 week10. 2 weeks

	<p>taking body measurements, following step by step tutorials)</p> <ol style="list-style-type: none"> 8. Review of textiles and fabric (identifying different fabric types, creating an original textile design) 9. Altering pattern pieces for custom sizing (grading) 10. Repairing and re-inventing clothing using recycled materials and sewing techniques 	
Unit 2: Advanced Sewing/Fiber Arts	<ol style="list-style-type: none"> 1. Review and practice the Elements and Principles of Design in all projects 2. Review use of sewing patterns effectively (grainlines, sizes, using notches and other pattern symbols, assembling pattern pieces on fabric correctly) 3. Design and creation of original textiles using traditional and/or contemporary printing techniques 4. Constructing a complete ensemble, inspired by a previous fashion era, with an individual aesthetic in mind 5. Experimenting with various fiber arts (weaving, knitting, etc) in order to create an accessory piece from scratch 	<ol style="list-style-type: none"> 1-2. 1 week 3. 1 week 4. 3-4 weeks 5. 3-4 weeks
Unit 3: Garment Design	<ol style="list-style-type: none"> 1. Creating a complete ensemble inspired by a culturally relevant source, for example students' chosen Black Fashion designer to honor Black History Month. 2. Incorporate individual aesthetic and independent creative decision-making in an open-ended project directed by theme, wherein students can explore their ideas using Interior Design <i>or</i> Fashion Design as their medium. 3. Actively practice critique in an individual and class setting 	<ol style="list-style-type: none"> 1. 4-5 weeks 2. 4-5 weeks 3. 1 week
Unit 4: Fashion Collection	<ol style="list-style-type: none"> 1. Create a mini Fashion collection project using the Elements and Principles of Design and advanced sewing proficiency to achieve the following: 	<ol style="list-style-type: none"> 1. 6-7 weeks 2. 2 class periods 3. 2 class periods 4. 1 week

	<ul style="list-style-type: none"> ● Mastery of the Elements and Principles of Design ● Advanced sewing and finishing techniques that show independent growth and challenge the student ● Development and use of individual aesthetic to make artistic choices ● Development of concepts through effective research, planning and sketching, and using previous knowledge ● Use of an artist's statement that communicates to an audience the personal meaning of the presented work ● Create a garment collection to be submitted to Annual Art Show and included in personal portfolio <ol style="list-style-type: none"> 2. Assess student ability, progress and achievement 3. Studio and equipment organization and clean up for the end of year 4. Creating a digital portfolio of works to submit at the end of the year 5. Participate in Art Show Preparation 	5. 1 week
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Course Expectations and Skills

To be eligible to take this advanced course, students must show evidence of promising potential and dedication. This includes an eagerness to learn, a genuine interest in the subject, and a proficiency in the Fashion Design II course. That being said, students **MUST have earned a 90% average or higher in Fashion Design II** to enroll in this course and move forward in this program.

Materials Needed

- Chromebook
- Pen or pencil

Grading Scale

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

- Projects: 50%
- Homework/Critique: 20%
- Classwork/Participation: 30%

Teacher Information

TBA

Black Horse Pike Regional School District

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Fashion Design III

Unit #1

Updated: Summer 2025

Unit 1 Overview: Review/Finishing Techniques/Independent Skill-Building

This unit is devoted to reviewing proficiency in sewing techniques and improving established garment construction and finishing skills. Students will learn to become more innovative with their design skills. They will also learn the importance of sewing craftsmanship while they learn new and advanced garment finishing methods. Additionally, students will develop skills that reinforce their understanding of garment construction via alteration and recycling of existing garments. During this marking period, students will also be encouraged to become self-reliant in their troubleshooting and problem-solving abilities.

Essential Questions

- Why are safety procedures important in the classroom?
- How can the modern sewing machine contribute to success in the field of clothing construction?
- How does becoming more independent in problem-solving help achieve long-term goals?
- How does the refining of design and construction skills translate to real-world readiness?

Enduring Understandings

- In order to use advanced technological tools, personal responsibility and knowledge of safety is required.
- Tools, techniques and resources influence construction of a sewing project.
- Independent skill-building is crucial to experimentation in design.
- Establishing a foundation of sewing construction skills allows for the exploration of a variety of creative ideas.

Unit 1 Learning Targets/Goals/Outcomes:

Learning Target	NJSL -Visual Arts	CCSS
<ul style="list-style-type: none"> ● Sewing basics review/quiz ● Self-guided review/quiz of sewing machine parts ● Seam finishes self-guided activity ● Alteration Project on existing garment ● Review of intuitive sewing techniques (making pattern pieces from old clothing, using muslin, taking body measurements, following step-by-step tutorials) ● Identifying different fabric types and their uses ● Repairing and re-inventing clothing using recycled materials and sewing techniques 	<ul style="list-style-type: none"> 1.5.12prof.Cr2b 1.5.12prof.Re7b 1.5.12acc.Cr2c 1.5.12prof.Pr4a 1.5.12prof.Cn10a 1.5.12acc.Cr2a 1.5.12adv.Cn11b 	<p>National Arts Standards</p> <ul style="list-style-type: none"> ● Creating ● Performing/Presenting/producing ● Responding ● Connecting

Unit 1 Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ☐ Seam Finishes ☐ Garment Transformation ● Pattern symbols and notions practice worksheet ● Alteration techniques practice ● Exploration of different Cultures' Fashion aesthetic/styles as inspiration ● Textile exploration ● Body Measurement recording ● Portfolio Implementation ● Textile/sewing project 		<ul style="list-style-type: none"> ● EDpuzzle ● Youtube ● Online tutorial ● PearDeck ● Google Suite

Unit 1 Vocabulary

Tier 2: needle, thread, pin, pin cushion, seam ripper, marking pencil, fabric scissors, measuring tape, sewing machine, sketch, refine, design, create, brainstorm, display, instructions, record, research, practice, implement, color wheel, primary, secondary, triadic, monochromatic, analogous, complementary, split, complementary, neutral

Tier 3: Seam, seam allowance, wrong side, right side, running stitch, backstitch, presser foot, hand wheel, bobbin, set the bobbin, wind the bobbin, thread the machine, croquis, proportions

List of Accommodations and Modifications

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

Unit 1 Assessments:

Formative

Summative

Classwork/Participation 30%, Critique/Homework 20%:

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 & discussion
- Daily checks-ins
- Weekly sketchbook assignments
- Teacher observations
- Self-Assessments
- Whole-class discussion during content lectures
- Analysis of/response to primary & secondary sources
- EDpuzzle videos
- Peer critiques
- Self-critiques

Project completion 50%

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

- Project completion [rubric](#)
- Topic Vocabulary Quizzes

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 Design III Unit #2

Updated: Summer 2025

Unit 2 Overview: Advanced Sewing/Fiber Arts

This unit will be focused on Advanced Sewing Techniques and Garment Construction. Students will be creating an outfit inspired by a past era, using their own individual aesthetic to execute their vision. Additionally, Fiber Arts will be explored so that students can experiment with various textile creation methods such as weaving, knitting, crocheting, etc. Students will then be able to convert their uniquely created textiles into an accessory of their choice.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What is the role of textile creation in human evolution? • How can textile selection influence the end result in a project? • What is the difference between an amateur garment and a professionally executed garment? 	<ul style="list-style-type: none"> • Exploring a variety of materials and motifs in textiles can help broaden our understanding of appropriate fabric application. Fabric type plays a pivotal role in the end result of a given project. • Using a pattern effectively with its various symbols and following specific directions will determine the success of your garment. • Attention to detail when constructing and finishing a garment can impact the end result. Following step-by-step instructions can be crucial to successfully creating a professionally executed garment.

Unit 2 Learning Targets/Goals/Outcomes:

Learning Objectives	NJSLs -Visual Arts	CCSS
<ul style="list-style-type: none"> • Using sewing patterns effectively (grainlines, sizes, using notches and other pattern symbols, assembling pattern pieces on fabric correctly) in all garment construction assignments. • Recognize and practice the Elements and Principles of Design in all projects • Students will construct a complete ensemble, inspired by a previous fashion era, with an individual aesthetic in mind • Students will engage in the design and creation of textile designs using traditional and/or contemporary printing techniques • Students will experiment with various fiber arts (weaving, knitting, etc) in order to create an accessory piece from scratch 	<p>1.5.12acc.Cn10a 1.5.12prof.Cr3a 1.5.12acc.Cr1b 1.5.12prof.Cr1a 1.5.12adv.Cr2a</p>	<p>National Arts Standards</p> <ul style="list-style-type: none"> • Creating • Performing/Presenting/producing • Responding • Connecting

Unit 2 Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none">☐ Block Print Hand Sewing Project<ul style="list-style-type: none">● Pattern symbols and notions practice worksheet● Alteration techniques practice● Textile exploration● Body Measurement recording● Portfolio Implementation● Textile/sewing project	<p><i>Famous Frocks</i>- Sara Alm, Hannah McDevitt (Chronicle Books, 2011)</p> <p><i>Gertie Sews Vintage Casual</i>- Gretchen Hirsch (Stewart, Tabori & Chang, 2014)</p>	<p>Fashion Through the Decades</p> <p>How-To Bargello</p> <p>How-To Knit</p> <p>How-To Crochet</p> <p>How-To Weave</p>

Unit 2 Vocabulary

Tier 2: Seam, seam allowance, wrong side, right side, running stitch, backstitch, presser foot, hand wheel, bobbin, set the bobbin, wind the bobbin, thread the machine, croquis, proportions, zipper, button, stitch selection

Tier 3: Pattern, motif, lapel, collar, hem, flare, bias, textile, garment, self-welt, applied trim, cohesive, theme, demographic, format, color palette, material selection, mood board, technical drawing, sleeve, neckline, pleat, dart, gather, ruche, muslin, trend

List of Accommodations and Modifications

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

Unit 2 Assessments:

Formative	Summative
<p>Classwork/Participation 30%, Critique/Homework 20%</p> <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 & discussion ● Daily checks-ins ● Weekly sketchbook assignments ● Teacher observations ● Self-Assessments ● Whole-class discussion during content lectures ● Analysis of/response to primary & secondary sources ● EDpuzzle videos ● Peer critiques ● Self-critiques 	<p>Project completion 50%</p> <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

Interdisciplinary Connections

<p>English Language Arts</p> <ul style="list-style-type: none"> ● 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. 🌱 <p>Mathematics</p>

- 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 Design III

Unit #3

Updated: Summer 2025

Unit 3 Overview: Garment Design

Goals for this unit are focused on creating a complete ensemble inspired by a culturally relevant source, for example students' chosen Black Fashion designer to honor Black History Month. Students will also be able to incorporate individual aesthetics in an open-ended project directed by theme, wherein students can explore their ideas using Interior Design *or* Fashion Design as their medium. These skills will be applied to create more expansive and conceptual work. Additionally, students will actively practice critique in both individual and class settings.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How are Interior Design and Fashion Design alike? Where do they diverge? ● What is the connection between artists and their work, as it pertains to their cultural perspectives? ● How can artists grow by utilizing critique in a constructive way? What are the pros vs. cons of self-critique and peer critique? ● How is fashion used to impact the views of a society? 	<ul style="list-style-type: none"> ● By understanding the differences vs. similarities of Fashion and Interior Design, students will be able to direct their creative vision toward their preferred medium. ● Exploring the connection between artists and their art allows the viewer to find deeper meaning and form a connection with the work. ● In engaging with both self-critique and peer critique, students will be able to expand their language as it pertains to discussions around art and design.

Unit 3 Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Visual Arts	CCSS
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<ul style="list-style-type: none"> • Creating a complete ensemble inspired by a culturally relevant source; for example, students' chosen Black Fashion designer to honor Black History Month. • Engage in an open-ended project, directed by theme, wherein the students can select Fashion or Interior Design as their medium of choice, while applying a personal aesthetic. • Actively practice critique in an individual and class setting 	<p>1.5.12adv.Cr1a 1.5.12acc.Cr3b 1.5.12adv.Pr4a 1.5.12acc.Re7a 1.5.12adv.Cn10a 1.5.12prof.Pr6a 1.5.12acc.Cr3a 1.5.12prof.Cr3a 1.5.12acc.Re9a 1.5.12prof.Cn11a 1.5.12acc.Cr1b 1.5.12prof.Re7b</p>	<p>National Arts Standards</p> <ul style="list-style-type: none"> • Creating • Performing/Presenting/producing • Responding • Connecting
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Unit 3 Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<p>Black History Month Fashion Show Black History Month Fashion</p> <ul style="list-style-type: none"> • Exploration of different Cultures' Fashion aesthetic/styles as inspiration • Portfolio Implementation • Exploration of a given theme in order to actualize a creative vision as it pertains to design 		<ul style="list-style-type: none"> • EDpuzzle • Youtube • Online tutorial • PearDeck • Google Suite

Unit 3 Vocabulary

Tier 2: Seam, seam allowance, wrong side, right side, running stitch, backstitch, presser foot, hand wheel, bobbin, set the bobbin, wind the bobbin, thread the machine, croquis, proportions, zipper, button, stitch selection

Tier 3: Pattern, motif, lapel, collar, hem, flare, bias, textile, garment, self-welt, applied trim, cohesive, theme, demographic, format, color palette, material selection, mood board, technical drawing, sleeve, neckline, pleat, dart, gather, ruche, muslin, trend, collection

List of Accommodations and Modifications

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

Unit 3 Assessments:

Formative	Summative
<p>Classwork/Participation 30%, Critique/Homework 20%</p> <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 & discussion • Daily checks-ins • Weekly sketchbook assignments • Teacher observations • Whole-class discussion during content lectures • Analysis of/response to primary & secondary sources • Sketches for culturally relevant design • Designer Research for culturally relevant design • Detailed sketch for student choice assignment • Peer critiques • Self-critiques 	<p>Project completion 50%</p> <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

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 Design III Unit #4

Updated: Summer 2025

Unit 4 Overview: Fashion Collection

This unit will be focused on students creating an advanced mini Fashion collection using the Elements and Principles of Design and advanced sewing proficiency to achieve the following:

Mastery of the Elements and Principles of Design

Advanced sewing and finishing techniques that show independent growth and challenge the student

Development and use an individual aesthetic to make artistic choices

Development of concepts and ideas through effective research, planning and sketching, and using previous knowledge

Use of an artist's statement that communicates to an audience the personal meaning of the presented work

Create a garment collection to be submitted to Annual Art Show and included in personal portfolio

Assess student ability, progress and achievement

Additionally, students will create a digital portfolio of works to submit at the end of the year, as well as participate in the annual Art Show preparation. Studio and equipment organization/clean up for the end of year will allow students to take ownership of the condition of the classroom, supplies, and materials.

Essential Questions

Enduring Understandings

<ul style="list-style-type: none"> • How can creating a collection demonstrate growth for a designer? • What does an artist's statement accomplish that the work itself does not or cannot? • How can an artist use something intangible such as a digital portfolio to effectively communicate their vision of tangible art forms? 	<ul style="list-style-type: none"> • By creating a mini fashion collection, students will be able to present a range of their acquired skills throughout the year. • Learning to write an artist's statement can serve as an invaluable tool to not only convey an artist's intended goal, but to help the viewer develop an awareness of their own lives and that of their communities. • Creating a digital portfolio allows an artist to express a different version of their ideas than they may be accustomed to producing.
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Unit 4 Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Visual Arts	CCSS
<ul style="list-style-type: none"> • Students will create a mini fashion collection, which will be an opportunity for them to display their skills acquired throughout the year. • Students will learn to write an artist's statement for their mini collection. Their artist statement should discuss the inspiration for their collection, as well as how they executed details throughout their collection in order to reinforce their vision. • Students will create a digital portfolio showcasing their work throughout the year. Their portfolio should be well-planned and reflect their personal design aesthetic. 	1.5.12adv.Cr1b 1.5.12prof.Cn10a 1.5.12prof.Pr4a 1.5.12acc.Pr4a 1.5.12prof.Cn11a 1.5.12prof.Pr5a 1.5.12adv.Pr6a	National Arts Standards <ul style="list-style-type: none"> • Creating • Performing/Presenting/producing • Responding • Connecting

Unit 4 Resources:

Lesson Resources	Text Resources	Technology & Online Resources
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<ul style="list-style-type: none"> • <input type="checkbox"/> Fashion Collection Illustration • <input type="checkbox"/> Fashion Portfolio Template • <input type="checkbox"/> Styles & Garment Parts • Fashion Collection How-To 		<ul style="list-style-type: none"> • EDpuzzle • Youtube • Online tutorial • PearDeck • Google Suite
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Unit 4 Vocabulary

Tier 2: Seam, seam allowance, wrong side, right side, running stitch, backstitch, presser foot, hand wheel, bobbin, set the bobbin, wind the bobbin, thread the machine, croquis, proportions, zipper, button, stitch selection

Tier 3: Pattern, motif, lapel, collar, hem, flare, bias, textile, garment, self-welt, applied trim, cohesive, theme, demographic, format, color palette, material selection, mood board, technical drawing, sleeve, neckline, pleat, dart, gather, ruche, muslin, trend, collection

- List of Accommodations and Modifications**
- [General Education](#)
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 - [Students at-risk](#)
 - [Gifted and Talented](#)

Unit 4 Assessments:

Formative	Summative
Classwork/Participation 30%, Critique/Homework 20% <ul style="list-style-type: none"> • Detailed sketches for Fashion Collection • Mood Board for Fashion Collection • Artist's Statement for Fashion Collection • Portfolio Implementation 	Project completion 50% <ul style="list-style-type: none"> • Project completion rubric • Topic Vocabulary Quizzes

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.

