

Course Title

Fashion Design Rotation 7



INNOVATIVE ARTS ACADEMY

Course Overview

This 9-week 7th grade rotation course introduces students to the world of fashion through four engaging units: Careers in Fashion, Fashion Terms and Concepts, Psychology of Color, and Hand Sewing. Through research, discussion, design projects, and hands-on sewing, students explore fashion's impact on culture, creativity, and personal expression while developing practical and artistic skills.

Unit Title

Overview of Careers in Fashion

Time Frame

2 WEEKS



Unit Title

Fashion Terms and Concepts

Time Frame

2 WEEKS

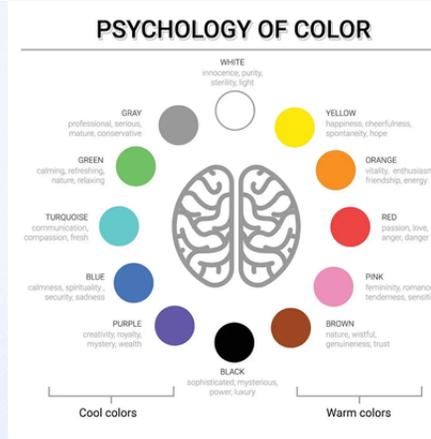


Unit Title

Intro to Psychology of Color and Mood Boards

Time Frame

3 WEEKS



Unit Title

History of Sewing and Intro to Hand Sewing

Time Frame

2 WEEKS



Focus of the Unit

- Exploration of Fashion Career Pathways – Students discover the wide range of careers within the fashion industry, including design, marketing, merchandising, and entrepreneurship.
- Connections Between Fashion and the Arts – Students examine how fashion careers integrate skills from visual arts, technology, performance, and communication.
- Career Research and Skill Development – Students research specific fashion careers, learning about required skills, education, and potential salaries.

Focus of the Unit

- Building Fashion Vocabulary – Students learn and define essential fashion terms to support deeper understanding of the industry.
- Distinguishing Fashion Concepts – Students compare and contrast key ideas such as trends vs. fads and vintage vs. classic.
- Connecting Fashion to Daily Life – Students explore how fashion terminology is reflected in social media, advertising, and personal style.
- Visual Interpretation of Terms – Students create and present visual examples to demonstrate understanding of fashion concepts.

Focus of the Unit

- Understanding Color Psychology – Students explore how different colors influence emotions, perceptions, and behavior in everyday life and fashion.
- Color in Marketing and Fashion – Students analyze how businesses and designers use color to impact consumer decisions and brand identity.
- Exploring Color Harmony – Students learn to identify and create harmonious color combinations for effective design and visual appeal.
- Creative Application Through Mood Boards – Students apply their knowledge by designing fashion mood boards that reflect targeted emotions or client appeal using specific color schemes.

Focus of the Unit

- Historical and Cultural Significance of Sewing – Students explore the origins, tools, and cultural impact of hand sewing across civilizations.
- Practical Hand Sewing Skills – Students learn and practice fundamental hand stitches (running stitch, backstitch, and overcast stitch) for real-life application.
- Creative Design and Construction – Students apply measurement, pattern-making, and sewing techniques to design and create a culture-inspired pillow.
- Safety, Precision, and Confidence Building – Students develop fine motor skills, practice sewing safety, and build confidence through hands-on, goal-oriented projects.

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| Unit Title | Overview of Careers in Fashion |
| Time Frame | 2 Weeks |



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| | Essential Question(s) |
| | <ul style="list-style-type: none"> • What is Fashion? • What careers are available within Fashion? • What skills are needed in order to attain a career in fashion? (tech, graphic, design, sewing, marketing/merchandising, buying & Sales, Business/Entrepreneurship) • How does “fashion” affect/relate to my daily life? |

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| | Focus of the Unit |
| | <ul style="list-style-type: none"> • Exploration of Fashion Career Pathways – Students discover the wide range of careers within the fashion industry, including design, marketing, merchandising, and entrepreneurship. • Connections Between Fashion and the Arts – Students examine how fashion careers integrate skills from visual arts, technology, performance, and communication. • Career Research and Skill Development – Students research specific fashion careers, learning about required skills, education, and potential salaries. |

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| Standards | 9.1.8.C, 9.1.8.I, 9.1.8.K |
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| Learning Targets |
| I can investigate a variety of fashion-based careers by watching a related video and taking notes. |

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| Learning Targets |
| I can research specific fashion careers, including their skills, educational requirements, and salary. |

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| Learning Targets |
| I can identify which fashion career path is most aligned with my interests by taking a career path quiz. |

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| Learning Targets |
| I can develop a presentation on a specific fashion career as part of a group. |



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| Resources | Materials, texts, videos, internet sites, software, human to support instruction. |
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| Unit Title | Fashion Terms and Concepts |
| Time Frame | 2 Weeks |



INNOVATIVE
ARTS ACADEMY

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| | Essential Question(s) |
| | <ul style="list-style-type: none"> ● What is the difference between a Fad and a Trend? ● What is style, and how can you build your own personal style? ● What is the difference between a classic versus vintage? ● What is Design as a whole and what does it encompass? |

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| | Focus of the Unit |
| | <ul style="list-style-type: none"> • Building Fashion Vocabulary – Students learn and define essential fashion terms to support deeper understanding of the industry. • Distinguishing Fashion Concepts – Students compare and contrast key ideas such as trends vs. fads and vintage vs. classic. • Connecting Fashion to Daily Life – Students explore how fashion terminology is reflected in social media, advertising, and personal style. • Visual Interpretation of Terms – Students create and present visual examples to demonstrate understanding of fashion concepts. |

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| Standards | 9.1.8.C, 9.1.8.I, 9.1.8.K |
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| Learning Targets |
| I can investigate fashion terms and explain how they relate to popular culture. |

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| Learning Targets |
| I can compare fashion terminology and differentiate between terms. |

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| Learning Targets |
| I can classify, collect, display, and label visual examples representing each fashion term. |

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| Learning Targets |
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| Resources | Materials, texts, videos, internet sites, software, human to support instruction. |
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| Unit Title | Intro to Psychology of Color and Mood Boards |
| Time Frame | 3 Weeks |



INNOVATIVE
ARTS ACADEMY

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| | Essential Question(s) |
| | <ul style="list-style-type: none"> • What is the psychology of color? • What emotional responses are connected to each color? • How does color affect people's first impression of you? • What is color harmony? |

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| | Focus of the Unit |
| | <ul style="list-style-type: none"> • Understanding Color Psychology – Students explore how different colors influence emotions, perceptions, and behavior in everyday life and fashion. • Color in Marketing and Fashion – Students analyze how businesses and designers use color to impact consumer decisions and brand identity. • Exploring Color Harmony – Students learn to identify and create harmonious color combinations for effective design and visual appeal. • Creative Application Through Mood Boards – Students apply their knowledge by designing fashion mood boards that reflect targeted emotions or client appeal using specific color schemes. |

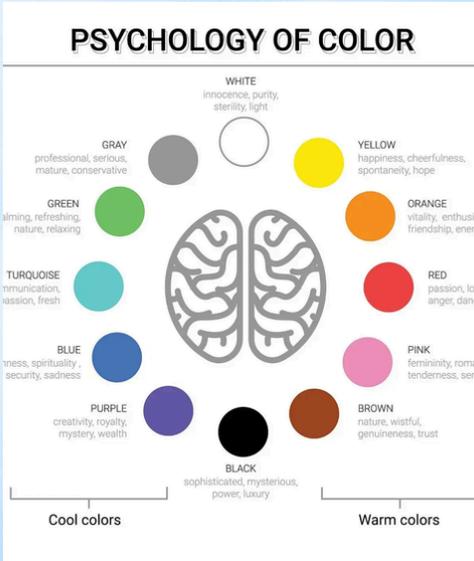
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| Standards | 9.1.8.A, 9.1.8.B, 9.1.8.C |
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| Learning Targets |
| I can examine videos on the psychology of color to aid in note-taking. |

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| Learning Targets |
| I can explain color psychology and its use in fashion, advertising, and marketing. |

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| Learning Targets |
| I can discuss color harmonies and how they are utilized in fashion design. |

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| Learning Targets |
| I can create a fashion-based mood board using a specific set of colors or color scheme to invoke a particular feeling or attract a certain client. |



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| Resources | Materials, texts, videos, internet sites, software, human to support instruction. |
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| Unit Title | History of Sewing and Intro to Hand Sewing |
| Time Frame | 2 Weeks |



INNOVATIVE
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| | Essential Question(s) |
| | <ul style="list-style-type: none"> ● How is embroidery used to tell personal or cultural stories? ● What does it take to master a craft technique? ● In what ways is embroidery both art and function? ● How has embroidery evolved across cultures and time periods? |

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| | Focus of the Unit |
| | <ul style="list-style-type: none"> • Historical and Cultural Significance of Sewing – Students explore the origins, tools, and cultural impact of hand sewing across civilizations. • Practical Hand Sewing Skills – Students learn and practice fundamental hand stitches (running stitch, backstitch, and overcast stitch) for real-life application. • Creative Design and Construction – Students apply measurement, pattern-making, and sewing techniques to design and create a culture-inspired pillow. • Safety, Precision, and Confidence Building – Students develop fine motor skills, practice sewing safety, and build confidence through hands-on, goal-oriented projects. |

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| Standards | PA Arts & Humanities: 9.1.6.B, 9.1.6.C, National Core Arts Standards: VA:Cr2.1.6a, VA:Cr3.1.6a, Family & Consumer Sciences: 16.4.3, 16.5.4 |
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| Learning Targets |
| I can explain the historical and cultural significance of hand sewing and identify early sewing tools and techniques. |

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| Learning Targets |
| I can safely use basic hand sewing tools and demonstrate proper needle and stitching safety. |

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| Learning Targets |
| I can measure, design, and create a pattern template for a custom pillow using accurate ratios. |

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| Learning Targets |
| I can sew a culture-inspired pillow using the running stitch, backstitch, and overcast stitch. |



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| Resources | Needles, embroidery floss, hoops, felt, and stitch guides |
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