

Course Title

Fashion Design Rotation 8



INNOVATIVE ARTS ACADEMY

Course Overview

This course invites 8th grade students to explore fashion through a cultural and creative lens, focusing on the traditions, textiles, and techniques that shape global and personal identities. Through hands-on projects in cultural dress research, textile dyeing, hand sewing, and quilt making, students connect history, art, and self-expression while developing foundational fashion and design skills.

Unit Title

Cultural Dress, Adornments and Traditions

Time Frame

2 WEEKS



Focus of the Unit

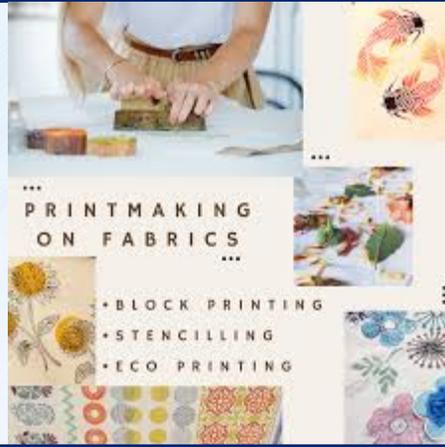
- Be exposed to different cultures' traditional & ceremonial clothing, ways of life, and beliefs⁴.
- Learn how clothing is made and embellished within these cultures⁴.
- Build a sense of pride in their ancestral backgrounds and the beauty of their traditions⁴.
- Explore and gain knowledge on their own ancestral backgrounds (or a culture of their choosing) by researching their culture(s) traditional dress and historical significance⁵.

Unit Title

Intro to Textiles & Dyeing (printmaking)

Time Frame

2 WEEKS



Focus of the Unit

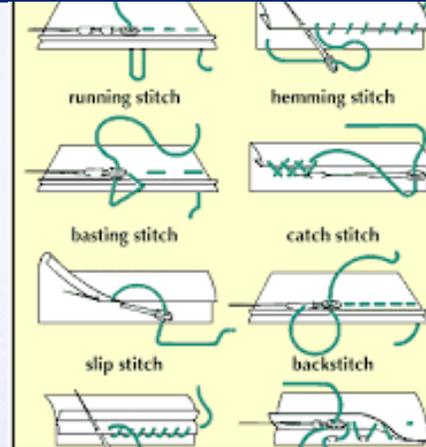
- Understanding Textile Types and Properties – Students explore the differences between natural and synthetic fibers and how fabric construction affects drape, texture, and durability.
- Exploring Textile History and Function – Students learn how textiles have evolved and their role in fashion throughout history.
- Introduction to Dyeing Techniques – Students experiment with applying color to fabrics through basic dyeing methods like tie-dye and immersion.
- Basic Fabric Printmaking – Students apply simple printmaking techniques to create original surface designs and patterns on fabric.

Unit Title

History of Sewing and Intro to Hand Sewing

Time Frame

2 WEEKS



Focus of the Unit

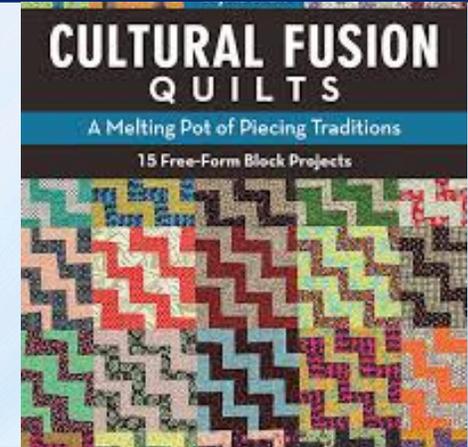
- Learning Basic Hand Sewing Techniques – Students develop practical skills through stitching methods like running stitch, backstitch, and overcast stitch.
- Understanding the Purpose and Uses of Sewing – Students explore how sewing is used for garment repair, construction, and everyday life applications.
- Exploring the Cultural and Historical Significance of Sewing – Students learn how hand sewing has influenced traditional dress and cultural practices around the world.
- Building Confidence Through Hands-On Projects – Students strengthen focus, patience, and self-esteem by designing and sewing a culture-inspired pillow.

Unit Title

Cultural Quilt Project

Time Frame

3 WEEKS



Focus of the Unit

- Exploring Quilting as Cultural Expression – Students learn how quilts tell stories and reflect cultural identity and history.
- Designing with Cultural Patterns and Symbols – Students incorporate meaningful imagery into their quilt designs based on research or personal heritage.
- Applying Hand Sewing Skills in Textile Art – Students use previously learned stitches to construct individual quilt blocks.
- Creating a Collaborative Quilt Piece – Students combine their work to form a larger quilt, promoting community, creativity, and shared storytelling.

Unit Title	Cultural Dress, Adornments and Traditions
Time Frame	2 Weeks



INNOVATIVE
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	Essential Question(s)
	<ul style="list-style-type: none"> ● What is the importance of cultural dress within societies? ● How can body garments/adornments showcase a person's Identity? ● What does it mean to be culturally competent/aware? ● How does cultural dress still connect to/influence fashion and society today?

	Focus of the Unit
	<ul style="list-style-type: none"> ● Be exposed to different cultures' traditional & ceremonial clothing, ways of life, and beliefs⁴. ● Learn how clothing is made and embellished within these cultures⁴. ● Build a sense of pride in their ancestral backgrounds and the beauty of their traditions⁴. ● Explore and gain knowledge on their own ancestral backgrounds (or a culture of their choosing) by researching their culture(s) traditional dress and historical significance⁵.

Standards	9.1.8.A, 9.1.8.B, 9.1.8.C
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Learning Targets
I can differentiate between different cultures and fashions

Learning Targets
I can identify common colors, patterns, embellishments, and/or textiles used within my chosen culture's dress

Learning Targets
I can engage in a Compare & contrast cultures activity

Learning Targets
I can investigate and research a specific culture based on my own background or a culture of my choosing



Resources	Materials include a Terms Worksheet, Chromebooks, paper, pencil, magazines, glue, colored pencils, and markers
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Unit Title	Intro to Textiles & Dyeing (printmaking)
Time Frame	2 Weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	<ul style="list-style-type: none"> • What is dyeing, and what are some basic dyeing techniques used in fashion? • What is printmaking on fabric, and how does it differ from full immersion dyeing? • How do designers choose specific textiles and surface treatments to achieve their creative vision?

	Focus of the Unit
	<ul style="list-style-type: none"> • Understanding Textile Types and Properties – Students explore the differences between natural and synthetic fibers and how fabric construction affects drape, texture, and durability. • Exploring Textile History and Function – Students learn how textiles have evolved and their role in fashion throughout history. • Introduction to Dyeing Techniques – Students experiment with applying color to fabrics through basic dyeing methods like tie-dye and immersion. • Basic Fabric Printmaking – Students apply simple printmaking techniques to create original surface designs and patterns on fabric.

Standards	9.1.8.A, 9.1.8.B, 9.1.8.C
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Learning Targets
I can identify and differentiate between various natural and synthetic textile fibers.

Learning Targets
I can investigate historical textile production methods and their cultural significance.

Learning Targets
I can experiment with basic dyeing techniques (e.g., tie-dye, immersion dyeing) to color fabric.

Learning Targets
I can apply simple printmaking techniques (e.g., block printing, stencil printing) to create patterns on fabric.



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"> • What is the history of sewing and its historical/cultural significance? • What is the purpose of hand sewing? • What tools did people first use to sew?

	Focus of the Unit
	<ul style="list-style-type: none"> • Learning Basic Hand Sewing Techniques – Students develop practical skills through stitching methods like running stitch, backstitch, and overcast stitch. • Understanding the Purpose and Uses of Sewing – Students explore how sewing is used for garment repair, construction, and everyday life applications. • Exploring the Cultural and Historical Significance of Sewing – Students learn how hand sewing has influenced traditional dress and cultural practices around the world. • Building Confidence Through Hands-On Projects – Students strengthen focus, patience, and self-esteem by designing and sewing a culture-inspired pillow.

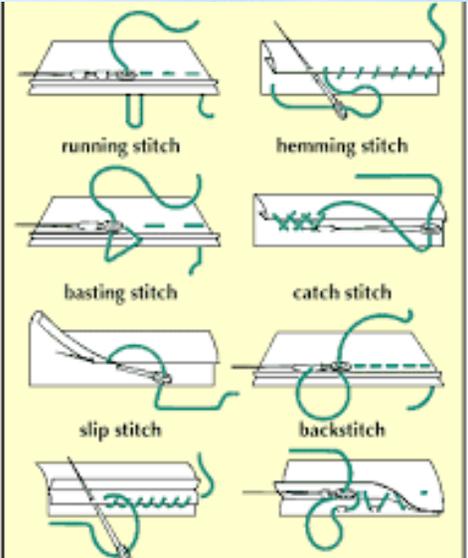
Standards	9.1.8.A, 9.1.8.B, 9.1.8.C
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Learning Targets
I can record notes on the history of sewing, tools, and related vocabulary utilizing a guided notes

Learning Targets
I can learn needle/sewing safety

Learning Targets
I can learn how to create a template (pattern) for my pillow using measurements & ratios

Learning Targets
I can create a custom pillow using three hand stitches learned (running stitch, back stitch, overcast)



Resources	Materials, texts, videos, internet sites, software, human to support instruction
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Unit Title	Cultural Quilt Project
Time Frame	3 Weeks



INNOVATIVE
ARTS ACADEMY

Essential Question(s)

- What is quilting, and what is its historical and cultural significance in various societies?
- How can patterns, colors, and symbols in a quilt convey a story, identity, or cultural message?
- How can the hand sewing techniques learned previously be applied to create a quilt block?
- What are the basic steps involved in designing and constructing a quilt block or a small quilt?

Focus of the Unit

- Exploring Quilting as Cultural Expression – Students learn how quilts tell stories and reflect cultural identity and history.
- Designing with Cultural Patterns and Symbols – Students incorporate meaningful imagery into their quilt designs based on research or personal heritage.
- Applying Hand Sewing Skills in Textile Art – Students use previously learned stitches to construct individual quilt blocks.
- Creating a Collaborative Quilt Piece – Students combine their work to form a larger quilt, promoting community, creativity, and shared storytelling.

Standards	9.1.8.A, 9.1.8.B, 9.1.8.C
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Learning Targets

I can research and identify cultural patterns, symbols, or stories that can be represented in a quilt design.

Learning Targets

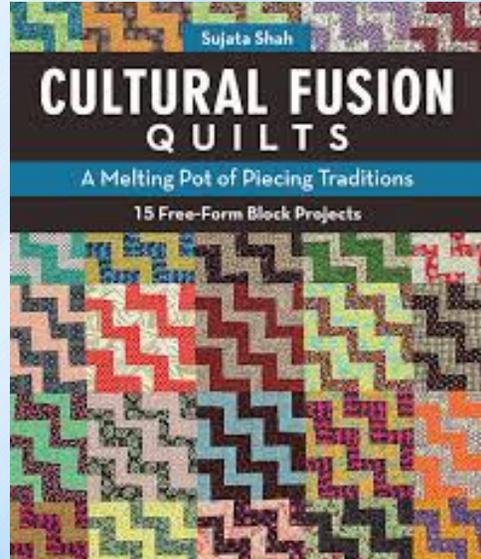
I can measure and cut fabric accurately for quilting projects.

Learning Targets

I can collaborate with peers to combine individual quilt blocks into a larger cultural quilt (if a group project).

Learning Targets

I can design a quilt block or small quilt incorporating chosen cultural elements and a personal narrative.



Resources	Materials, texts, videos, internet sites, software, human to support instruction
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