

Course Title

# Fashion Major – Advanced Level II: Sustainable Design & Ethics



# INNOVATIVE ARTS ACADEMY

Course Overview

Students explore sustainable fashion concepts and ethics, learning the environmental and social impact of design choices. Skills developed include sustainable fiber analysis, upcycling, intermediate sewing, draping, and sustainable branding. The course culminates in a capstone collection showcasing sustainable practices.

Unit Title

UNIT 1 – Introduction to Sustainable Fashion & Ethics

Time Frame 3 Weeks

Unit Title

UNIT 2 – Textiles & Sustainable Fibers

Time Frame 4 Weeks

Unit Title

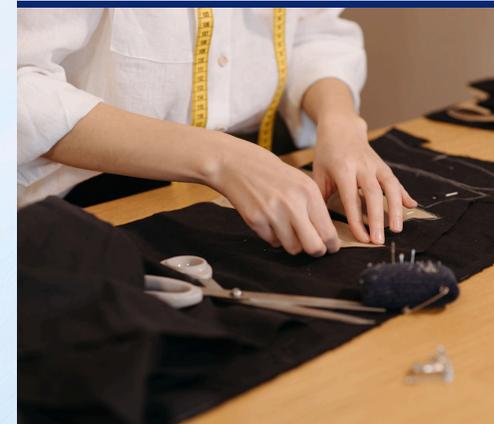
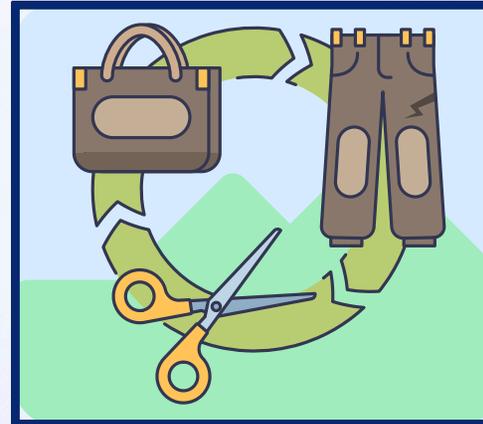
UNIT 3 – Upcycling & Creative Reuse

Time Frame 5 Weeks

Unit Title

UNIT 4 – Intermediate Sewing & Stitch Library Expansion

Time Frame 5 Weeks



Focus of the Unit

Students explore environmental and social issues in fashion, examining sustainability principles and ethical decision-making in design.

Focus of the Unit

Students examine sustainable fibers and the environmental implications of textile production.

Focus of the Unit

Students learn the creative and technical processes for upcycling existing garments into new designs.

Focus of the Unit

Students develop intermediate sewing skills and expand their stitch library with new techniques for garment finishing.

Course Title

Fashion Major – Advanced Level II: Sustainable Design & Ethics



**INNOVATIVE**  
ARTS ACADEMY

Course Overview

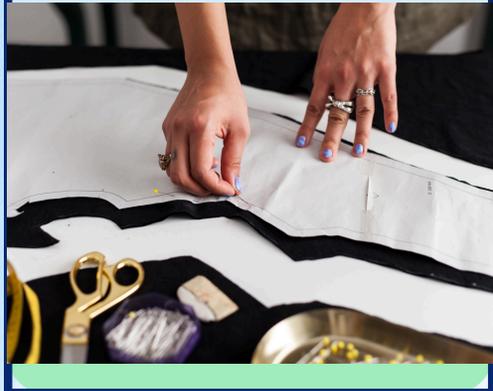
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Unit Title

**UNIT 5 – Draping & Pattern Manipulation**

Time Frame

5 Weeks



Unit Title

**UNIT 6 – Sustainable Production & Manufacturing**

Time Frame

3 Weeks



Unit Title

**UNIT 7 – Marketing, Branding & Sustainable Consumerism**

Time Frame

3 Weeks



Unit Title

**UNIT 8 – Sustainable Collection Capstone Project**

Time Frame

6 Weeks



Focus of the Unit

Students explore draping on dress forms and learn techniques to manipulate patterns for custom designs.

Focus of the Unit

Students examine how fashion products move from concept to consumer, exploring sustainable practices in manufacturing and supply chains.

Focus of the Unit

Students explore sustainable fashion branding and how to market products ethically to consumers.

Focus of the Unit

Students synthesize their skills to create a mini collection focused on sustainability, including design, production, and marketing.

<b>Unit Title</b>	<b>UNIT 1 – Introduction to Sustainable Fashion &amp; Ethics</b>
<b>Time Frame</b>	3 Weeks



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	What does “sustainable fashion” really mean? How do my design choices affect people and the planet?

	<b>Focus of the Unit</b>
	Students explore environmental and social issues in fashion, examining sustainability principles and ethical decision-making in design.

<b>Standards</b>	<p><b>PA Arts &amp; Humanities:</b> 9.2.12.C (Critical cultural context), 9.4.12.B (Ethical issues in art)</p> <p><b>National Core Arts:</b> VA:Re9.1.I (Apply criteria to evaluate art)</p> <p><b>Family &amp; Consumer Sciences:</b> 16.2.1 (Analyze ethical considerations in textiles and apparel)</p>
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<b>Learning Targets</b>
I can evaluate global sustainability challenges in the fashion industry.

<b>Learning Targets</b>
I can critique corporate practices and sustainability claims.

<b>Learning Targets</b>
I can propose solutions for ethical issues in fashion production.

<b>Learning Targets</b>



<b>Resources</b>	<ul style="list-style-type: none"> <li>• <b>“Fashionopolis” by Dana Thomas, Fashion Revolution resources, TED Talks on sustainable fashion</b></li> </ul>
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<b>Unit Title</b>	<b>UNIT 2 – Textiles &amp; Sustainable Fibers</b>
<b>Time Frame</b>	4 Weeks



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	What fibers are most sustainable, and why? How does textile production affect the environment?

	<b>Focus of the Unit</b>
	Students examine sustainable fibers and the environmental implications of textile production.

<b>Standards</b>	<p><b>PA Arts &amp; Humanities:</b> 9.1.12.A (Production techniques)  <b>National Core Arts:</b> VA:Cr1.1.1 (Develop art ideas)  <b>Family &amp; Consumer Sciences:</b> 16.3.1 (Evaluate fibers, textiles)</p>	<b>Core:</b> Science (chemistry of textiles), Math (measurements for fabric yield)
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<b>Learning Targets</b>
I can research and analyze innovative sustainable textiles.

<b>Learning Targets</b>
I can assess the sustainability impacts of advanced materials.

<b>Learning Targets</b>
I can plan designs using experimental fabrics.

<b>Learning Targets</b>



<b>Resources</b>	Swatch books, Fabric sustainability guides (Textile Exchange), Fiber Fact Sheets
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<b>Unit Title</b>	<b>UNIT 3 – Upcycling &amp; Creative Reuse</b>
<b>Time Frame</b>	5 Weeks



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	How does upcycling differ from recycling? What skills are needed to transform old clothes into new fashion?

	<b>Focus of the Unit</b>
	Students learn the creative and technical processes for upcycling existing garments into new designs.

<b>Standards</b>	<b>PA Arts &amp; Humanities:</b> 9.1.12.B (Art processes), 9.4.12.C (Social issues in art) <b>National Core Arts:</b> VA:Cr2.1.1 (Organize and develop ideas)
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<b>Standards</b>	<b>Family &amp; Consumer Sciences:</b> 16.4.2 (Use textiles creatively) <b>Core:</b> Math (pattern measurements), Science (material properties)
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<b>Learning Targets</b>
I can develop zero-waste garment patterns.

<b>Learning Targets</b>
I can combine multiple garments into complex new designs.

<b>Learning Targets</b>
I can assess how zero-waste designs reduce environmental impact.

<b>Learning Targets</b>



<b>Resources</b>	YouTube tutorials on upcycling, Examples from designers like Marine Serre
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<b>Unit Title</b>	UNIT 4 – Intermediate Sewing & Stitch Library Expansion
<b>Time Frame</b>	5 Weeks



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	Why are certain stitches used for specific fabrics? How does sewing technique impact garment longevity?

	<b>Focus of the Unit</b>
	Students develop intermediate sewing skills and expand their stitch library with new techniques for garment finishing.

<b>Standards</b>	<ul style="list-style-type: none"> <li>• <b>PA Arts &amp; Humanities: 9.1.12.C (Art production tools)</b></li> <li>• <b>National Core Arts: VA:Cr3.1.I (Refine art skills)</b></li> </ul>	<b>Family &amp; Consumer Sciences:</b> 16.4.4 (Demonstrate advanced sewing) <b>Core:</b> Math (precision measurements), Science (fabric properties)
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<b>Learning Targets</b>
I can execute complex stitches (e.g. Hong Kong seams, welt pockets).

<b>Learning Targets</b>
I can refine finishing techniques for professional quality

<b>Learning Targets</b>
I can troubleshoot advanced construction challenges.

<b>Learning Targets</b>



<b>Resources</b>	Sewing reference books Online sewing tutorials (e.g. Threads Magazine)
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<b>Unit Title</b>	UNIT 5 – Draping & Pattern Manipulation
<b>Time Frame</b>	5 Weeks



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	<p>How does draping differ from flat pattern drafting?</p> <p>Why is pattern manipulation crucial for original designs?</p>

	<b>Focus of the Unit</b>
	<p>Students explore draping on dress forms and learn techniques to manipulate patterns for custom designs.</p>

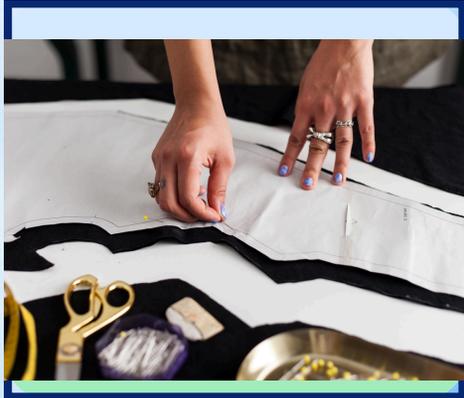
<b>Standards</b>	<ul style="list-style-type: none"> <li>• <b>PA Arts &amp; Humanities: 9.1.12.A (Technical production)</b></li> <li>• <b>National Core Arts: VA:Cr2.1.I (Develop art)</b></li> </ul>	<p><b>Family &amp; Consumer Sciences: 16.3.2 (Pattern design)</b></p> <p><b>Core:</b> Math (geometry in pattern work), Science (material behavior)</p>
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<b>Learning Targets</b>
I can drape complex garment shapes.

<b>Learning Targets</b>
I can transform draped designs into accurate flat patterns.

<b>Learning Targets</b>
I can modify patterns to achieve unique design elements.

<b>Learning Targets</b>



<b>Resources</b>	<p>Pattern-making books (e.g. “Patternmaking for Fashion Design”)</p> <p>Dress forms</p>
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<b>Unit Title</b>	UNIT 6 – Sustainable Production & Manufacturing
<b>Time Frame</b>	3 Weeks



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	What happens between design and store shelves? How can mass production be sustainable?

	<b>Focus of the Unit</b>
	Students examine how fashion products move from concept to consumer, exploring sustainable practices in manufacturing and supply chains.

<b>Standards</b>	<ul style="list-style-type: none"> <li>• <b>PA Arts &amp; Humanities: 9.2.12.C (Cultural context)</b></li> <li>• <b>National Core Arts: VA:Re7.2.1 (Analyze context)</b></li> </ul>
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<p><b>Family &amp; Consumer Sciences:</b> 16.2.2 (Evaluate global issues in fashion) <b>Core:</b> Social Studies (economics), Science (industrial processes)</p>
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<b>Learning Targets</b>
I can evaluate sustainable production models (local vs. global).

<b>Learning Targets</b>
I can research emerging technologies in sustainable manufacturing.

<b>Learning Targets</b>
I can analyze how manufacturing choices affect sustainability.

<b>Learning Targets</b>



<b>Resources</b>	Documentary “The True Cost” Fashion Transparency Index
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<b>Unit Title</b>	UNIT 7 – Marketing, Branding & Sustainable Consumerism
<b>Time Frame</b>	3 Weeks



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	How can brands avoid greenwashing? What makes consumers trust a sustainable brand?

	<b>Focus of the Unit</b>
	Students explore sustainable fashion branding and how to market products ethically to consumers.

<b>Standards</b>	<ul style="list-style-type: none"> <li>• <b>PA Arts &amp; Humanities: 9.4.12.B (Ethical issues)</b></li> <li>• <b>National Core Arts: VA:Pr6.1.I (Convey meaning through presentation)</b></li> </ul>
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<p><b>Family &amp; Consumer Sciences: 16.5.1 (Marketing principles in fashion)</b>  <b>Core:</b> English Language Arts (persuasive writing), Social Studies (consumer behavior)</p>
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<b>Learning Targets</b>
I can create sophisticated marketing materials for a sustainable brand.

<b>Learning Targets</b>
I can analyze how consumer psychology influences sustainable fashion choices.

<b>Learning Targets</b>
I can identify and critique greenwashing tactics.

<b>Learning Targets</b>



<b>Resources</b>	Sustainable brand case studies Marketing textbooks
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<b>Unit Title</b>	UNIT 8 – Sustainable Collection Capstone Project
<b>Time Frame</b>	6 Weeks



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	How can my designs promote sustainability? How do collections reflect a designer’s values?

	<b>Focus of the Unit</b>
	Students synthesize their skills to create a mini collection focused on sustainability, including design, production, and marketing.

<b>Standards</b>	<ul style="list-style-type: none"> <li>• <b>PA Arts &amp; Humanities: 9.1.12.A, 9.1.12.B (Production and performance)</b></li> <li>• <b>National Core Arts: VA:Cr3.1.I (Refine and complete artworks)</b></li> </ul>
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<p><b>Family &amp; Consumer Sciences:</b> 16.5.2 (Fashion presentation skills) <b>Core:</b> English (presentations), Math (budgeting)</p>
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<b>Learning Targets</b>
I can design a cohesive sustainable collection with advanced techniques.

<b>Learning Targets</b>
I can produce high-quality garments using sustainable methods.

<b>Learning Targets</b>
I can present and justify my design choices professionally.

<b>Learning Targets</b>



<b>Resources</b>	<p>Previous work from earlier units Mood board templates</p>
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