

ADVANCED FASHION & INTERIOR DESIGN

Course Description: Did you love Intro to Fashion & Interior Design? Does a career in design interest you? Take your fashion and interior design skills to the next level in this course. Students will enhance their design skills through advanced sketching techniques, textile design, experimenting with color, fabric, and creating functional living spaces. Project Runway & HGTV here we come!

Grades: 9-12

Course Expectations & Rationale: This course develops a more advanced knowledge and application of design skills necessary in the fashion and housing/interior industries. It is designed for the student interested in fashion apparel design, accessory design, costume design, and/or interior design.

Course Essential Questions:

- How can a designer communicate design ideas using a variety of different mediums?
- What makes a fabric more or less suitable for a particular application or purpose?
- How can I apply color schemes and theories with the elements and principles of design to create a visually appealing product and/or pattern?
- How does a designer design for unity, harmony, practicality, and/or efficiency?
- What different design approaches are taken and considerations are made in the design and layout of an interior space?
- How do inspiration and imagination shape the design process and product?
- How does a design become a physical garment or a physical space?
- How do specific client needs impact a design plan?

Course Priority Standards:

- Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries. *(11.4.1, 11.4.2, 11.4.3, 11.4.4, 11.4.6)*
- Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors. *(11.6.4, 11.6.5)*
- Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas. *(11.7.2, 11.7.3, 11.7.4, 11.7.6)*
- Evaluate textiles, fashion, and apparel products and materials and their use in diverse settings. *(16.2.1, 16.2.2)*
- Demonstrate textiles, fashion, and apparel design skills. *(16.3.2, 16.3.3, 16.3.4, 16.3.6, 16.3.7, 16.3.8)*

- Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel. (16.4.4)

Course Enduring Understandings, Goals, & Objectives:

As a result of their coursework and experiences in the Advanced Fashion & Interior Design semester course, students will be able to:

- Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, apparel, and interior spaces.
- Demonstrate design processes such as determining the scope of the project, research, concept development, schematic design, design drawing, and design development and presentation.
- Demonstrate textiles, fashion, and apparel design skills.
- Evaluate housing and interior design concepts and theories in relation to available resources and options.
- Apply fashion and residential interior design knowledge, skills and processes to meet specific design needs of a particular client.
- Analyze design and development of architecture, interiors, and furnishings.
- Analyze the use of resources in making design choices and decisions that satisfy needs and wants of individuals.

Unit 1	<p>Fashion Sketching</p> <p>In this unit, students advance their sketching skills by creating a fashion croqui of their own using the 9-head croqui figure as a guide. Students will practice a variety of fashion sketching & rendering techniques, all of which help them tell the story of their design.</p>
Unit 1 Guiding & Essential Questions	<ul style="list-style-type: none"> ● Why are heads used in the creation of a croqui figure? ● How can I create movement in my fashion figure? ● How do I communicate my design ideas on paper in 2D? ● What is the difference between a fashion sketch, fashion illustration, and fashion flat?
Unit 1 Student Learning Goal(s)	<p>Students will draw a 9-head croqui figure.</p> <p>Students will demonstrate a variety of fashion illustration techniques such as draping and fabric movement.</p> <p>Students will render different fabrics and practice various textures such as denim, linen, and various prints.</p> <p>Students will create sketches which tell the story of their design.</p>
Unit 1 NASAFACTS Standards	<p>16.3 <i>Demonstrate textiles, fashion, and apparel design skills.</i></p>

California Career Technical Education Model Curriculum Standards	<i>A8.6 Sketch a fashion design on the nine-head figure.</i>
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Unit 2	<p>Fabric Construction</p> <p>In this unit, students will identify the characteristics of woven and knit fabrics as well as natural & synthetic fibers. Students will investigate the drape of fabric and how it will create movement in their designs. Students will also learn what type of fabrics are used in different design seasons.</p>
Unit 2 Guiding & Essential Questions	<ul style="list-style-type: none"> • Which qualities and characteristics of fabrics make them more or less suitable for different applications in the textile industry? • What are the different characteristics and designs of fabrics created by different weaves? • Where does polyester come from? • How do man-made and synthetic fabrics differ? • How are yarns formed and fabric made? • How does wool from a white sheep become a red sweater? • Why is it necessary to classify fibers? • How does the fiber weave effect textile properties?
Unit 2 Student Learning Goal(s)	<p>Students will identify and differentiate, using the burn test, man-made from synthetic fibers.</p> <p>Students will identify and differentiate between woven and knit fabrics.</p> <p>Students will explain how yarns are formed to make fabrics.</p> <p>Students will examine how the drape of fabric can be manipulated to create movement in a design.</p> <p>Students will identify a variety of fabric weaves according to their unique characteristics.</p>
Unit 2 NASAFACS Standards	<p><i>16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics.</i></p> <p><i>16.2.2 Evaluate performance characteristics of textile fiber and fabrics.</i></p> <p><i>16.3 Demonstrate textiles, fashion, and apparel design skills.</i></p> <p><i>16.4.2 Explain production processes for creating fibers, yarns, woven and knit fabrics, and non-woven textile products.</i></p>

	<i>16.4.4 Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel.</i>
Utah Fashion Design Studio Core Standards	<i>Strand 3, Standard 1 - Identify the basic fibers and characteristics of manufactured and natural textiles. Recognize that fiber content establishes many of the characteristics of a specific fabric.</i>
	<i>Strand 3, Standard 1 - Identify natural (e.g., cotton, linen, silk, wool) and manufactured (nylon, polyester, bamboo, rayon, spandex) fibers and their characteristics.</i>

Unit 3	<p>Fabric Printing Techniques</p> <p>In this unit, students will explore various fabric printing techniques and complete a fabric print or dye project. Students will use the elements and principles of design to create a harmonious fabric and produce one yard of printed fabric that will, in turn, be given to a fashion construction student with which to construct a tote bag.</p>
Unit 3 Guiding & Essential Questions	<ul style="list-style-type: none"> ● How can I use fabric printing and dyeing technologies to create a product? ● How can I apply color schemes and theories with the elements and principles of design to create a visually appealing product? ● How are different fabrics handled and colored throughout the printing and dyeing processes? ● How does the fiber content of fabric impact the printing and/or dyeing processes? ● How do I create a singular piece of fabric that contains multiple different yarn colors?
Unit 3 Student Learning Goal(s)	Students will complete a fabric dyeing or printing project of class choice.
	Students will experiment with various fabric printing processes.
	Students will explain and demonstrate the different dyeing and printing processes.
	Students will apply different elements and principles of design within their fabric dyeing or printing project.
	Students will interview a peer and design a fabric print or dyeing project to meet the “consumer demand”.
Unit 3 NASAFACS Standards	<i>16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.</i>
	<i>16.3.4 Demonstrate design concepts using fiber, fabric or digital means, employing draping and/or flat pattern making techniques.</i>
	<i>16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.</i>

	<i>16.4.4 Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel.</i>
California Career Technical Education Model Curriculum Standards	<i>A4.3 Integrate various types of technology in the design process.</i>
	<i>A6.3 Analyze principles of standard print design (e.g., abstract and geometric) and color designs (e.g., tone-on-tone, positive/negative, and monotone).</i>
Utah Fashion Design Studio Core Standards	<i>Strand 3, Standard 2 - Examine the construction of fabric and classify dye processes.</i>

Unit 4	<p>Floor Plans & Layouts</p> <p>In this unit, students will explore the various work triangles and specific layouts for each style in kitchen design. Students will expand on their knowledge and design a larger space to include a kitchen.</p>
Unit 4 Guiding & Essential Questions	<ul style="list-style-type: none"> ● What types of workflows can there be in a kitchen space? ● What design approaches are taken and considerations are made in the design and layout of an interior space? ● Does every person use the same design standards? Why or why not? ● How can you make a large space feel more intimate and comfortable? ● How do you design a space for appliances? ● How can you design a space to be suitable and specific to the person living in and using the space?
Unit 4 Student Learning Goal(s)	Students will analyze and interpret the various kitchen work triangles.
	Students will evaluate different floor plans for efficiency and safety.
	Students will create floor plans to scale using residential industry standards for furniture arrangement and room needs.
	Students will design a living space for a family with diverse needs.
	Students will design a tiny home or a container home to address specific needs and/or requests of a particular client.
	Students will design a functional kitchen following industry standards.

Unit 4 NASAFACS Standards	<i>2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.</i>
	<i>2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals, families, and communities.</i>
	<i>11.3.6 Demonstrate design processes such as determining the scope of the project, programming, research, concept development, schematic design, design drawing, and design development and presentation.</i>
	<i>11.4.1 Interpret information provided on design, construction, and other industry-related interior design documents.</i>
	<i>11.4.2 Evaluate floor plans for efficiency and safety in areas including but not limited to zones; traffic patterns; storage; and electrical, plumbing, ventilation, and thermal systems.</i>

Unit 5	Final Design: Student Projects Students will apply their knowledge & skills to complete a final design project of their choosing - either around fashion design or around interior design.
Unit 5 Guiding & Essential Questions	<ul style="list-style-type: none"> • What is the process of making a design become a garment? • What role does a pattern have when creating a design/fashion line? • What is the process of designing a space for a client? • How do all the parts of the design process come together? • How do you design for a target customer?
Unit 5 Student Learning Goal(s)	Students will design a fashion or interior design project based on specific client needs.
	Students will follow the design process in either a fashion or interior design project of their choice.
	Students will create a mood board to go along with their final project.
Unit 5 NASAFACS Standards	<i>2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals, families, and communities.</i>
	<i>11.3.6 Demonstrate design processes such as determining the scope of the project, programming, research, concept development, schematic design, design drawing, and design development and presentation.</i>
	<i>11.4.3 Draft an interior space to scale using architecture symbols.</i>
	<i>11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.</i>

	<i>11.4.6 Demonstrate graphic communication skills (CAD, PowerPoint, sketching).</i>
	<i>11.6.4 Critique design plans to address client's needs, goals and resources.</i>
	<i>11.6.5 Justify design solutions relative to client needs, including diversity and cultural needs, and the design process.</i>
	<i>11.7.2 Prepare sketches, elevations, perspectives, and renderings using appropriate media.</i>
	<i>11.7.6 Create floor plans using architectural drafting skills and computer aided design software.</i>
	<i>16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.</i>
	<i>16.3.4 Demonstrate design concepts using fiber, fabric or digital means, employing draping and/or flat pattern making techniques.</i>
	<i>16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.</i>
	<i>16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.</i>
	<i>16.4.4 Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel.</i>
	<i>16.5.6 Apply research methods, including forecasting techniques, for marketing textiles, fashion, and apparel.</i>
California Career Technical Education Model Curriculum Standards	<i>B5.1 Understand the importance of clients' needs to the development of a design concept.</i>
	<i>B5.2 Understand the measurements of interior spaces and how to determine square footage.</i>
	<i>B5.4 Understand the traffic flow and product/furniture placement requirements for an interior design project.</i>
	<i>B5.5 Create scale-drawings, elevations, renderings, and sample boards.</i>