

INTRO TO FASHION & INTERIOR DESIGN

Course Description: Ever dreamed of designing your own dress? Do you love to decorate your bedroom? This course focuses on the introductory principles of design, vocabulary, color, and development of artistic skills in both Interior Design and Fashion Design. One quarter will focus on Interior Design and the other quarter on Fashion Design. Will you be the next KHS Design Star?

**Dual credit available through Missouri State University.*

Grades: 9-12

Course Expectations & Rationale: This course is designed for the student interested in a career in fashion, textiles or interior design. In this course, students will obtain a foundation in the knowledge needed for more advanced studies of fashion, textiles, or interior design. Students will cover the basics of the physical, psychological, social and cultural reasons for how we dress, the elements and principles of design, textiles, and selection for apparel and home use.

Course Essential Questions:

- How can different sketching and illustration techniques be used to create and communicate different fashion and interior designs? How does a designer communicate information?
- How can various garment elements and garment details be utilized to create unique fashion designs?
- How do the elements of design guide the principles of design?
- How can different elements and principles of design be applied and/or manipulated to produce intended design outcomes in the fashion and/or interior design industries?
- How are designers guided by inspiration?
- How does a designer design for unity, harmony, practicality, and/or efficiency?
- What considerations influence the design of a living space?

Course Priority Standards:

- Analyze the psychological impact that the principles and elements of design have on the individual. (11.2.2)
- Analyze the effects that the principles and elements of design have on aesthetics and function. (11.2.3)
- Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries. (11.4)
- Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas. (11.7)

- Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics. (16.2.1)
- Demonstrate textiles, fashion, and apparel design skills. (16.3)
- Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance. (16.3.1)
- Apply basic and complex color schemes and color theory to develop and enhance visual effects. (16.3.2)
- Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel. (16.3.3)
- Apply research methods, including forecasting techniques, for marketing textiles, fashion, and apparel. (16.5.6)

Course Enduring Understandings, Goals, & Objectives:

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

- Demonstrate textiles, fashion, and apparel design skills.
- Evaluate elements of textiles, fashion, and apparel merchandising.
- Evaluate housing and design concepts and theories in relation to available resources and options.
- Apply residential and interior design knowledge, skills and processes to meet specific design needs.
- Analyze the design and development of interiors and/or furnishings.
- Conduct research as to current consumer and fashion trends and design garments and styles in response to that research.
- Design interior spaces and fashion lines for focus groups.
- Analyze how various elements and principles of design are utilized in different ways in the fashion and interior design industries.
- Design different living spaces in a home, considering traffic patterns, industry standards, function, and efficiency in doing so.

Unit 1	Fashion Sketching In this unit, students will learn and practice fashion sketching and illustration techniques. Students will create sketches that provide the designer's vision and ultimate design goal.
Unit 1 Guiding & Essential Questions	• How can a croqui figure be used to create and communicate fashion designs? • How do you sketch a garment as a designer to ensure others can read your ideas visually? • How does rendering & shading affect a fashion design sketch?
Unit 1 Student Learning Goal(s)	Students will use fashion sketches to communicate design ideas.
	Students will use a croqui figure to draw & design details such as ruffles, pleats, gathers, darts, and hemlines.
	Students will use a croqui figure to draw clothing including different necklines, sleeves, tops, dresses, skirts, and

	pants.
	Students will shade fashion designs using pencil, colored pencil, and art markers.
	Students will sketch, shade, and render an original fashion design.
Unit 1 NASAFACS Standards	<i>16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</i>
	<i>16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.</i>
	<i>16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.</i>
California Career Technical Education Model Curriculum Standards	<i>A4.1 Apply the elements and principles of design to various tasks within the fashion industry (e.g., textiles design, fashion design, graphic design, visual merchandising).</i>
	<i>A8.6 Sketch a fashion design on the nine-head figure.</i>

Unit 2	Garment Elements, Fabric Types, & Current Trends In this unit, students will learn garment parts, styles, and fabric types. Students will identify the current runway trends including garment parts, styles, fabric types and colors and then use that research to create new design styles.
Unit 2 Guiding & Essential Questions	• In what ways can different garments be described and analyzed? • What are the various elements and details of garments (fabric types, different aspects/components of garments, etc.)? • How can various elements (a collar, a sleeve, a waistline, etc.) and details (a V-neck collar, a round neckline, button-down shirt collar) of garments be utilized in different ways to create unique fashion designs? • How do runway trends influence the use of garment details and fabric choices? • Why do people wear what they wear when they wear it? • How do design styles come back around and re-invent themselves?
Unit 2 Student Learning Goal(s)	Students will explore and identify a variety of garment styles, garment parts and design details.
	Students will identify basic shaping techniques for designing garments.
	Students will identify woven and knit fabric types.

	Students will evaluate current trends in garment details and fabrics.
	Using vogue and other current sources, students will research and gather data on the upcoming seasons trends. (Assignment)
	Students will create a trend board for the upcoming season. (Assignment)
	Students will design a head-to-toe look that could “fit with” a designer’s upcoming season. (Assignment)
Unit 2 NASAFACS Standards	<i>3.5.1 Conduct market research to determine consumer trends and product development needs for diverse populations.</i>
	<i>16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics.</i>
	<i>16.2.2 Evaluate performance characteristics of textile fiber and fabrics.</i>
	<i>16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</i>
	<i>16.4.2 Explain production processes for creating fibers, yarns, woven and knit fabrics, and non-woven textile products.</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>A1.3 Understand how such resources as periodicals, mass media, trend reports, and the Internet are used in the industry.</i>
	<i>A4.2 Explain the fundamentals of trend forecasting.</i>
	<i>A4.4 Master skills to create presentation boards.</i>
	<i>A6.1 Identify general characteristics and maintenance of various fibers, fabrics, and finishes.</i>
	<i>A6.2 Compare textile manufacturing methods for producing fabrics that are woven, nonwoven, and knit.</i>
	<i>A7.3 Apply trend forecasting as it relates to fashion design, textile design, product development, and merchandising.</i>

Utah Fashion Design Studio Core Standards	<i>Strand 1, Standard 2 - Define common terminology such as apparel, avant-garde, classic, design details, garment type, silhouette, style, trend, and wardrobe</i>
	<i>Strand 1, Standard 4 - Identify and discuss characteristics of fashion global capitals and designers.</i>
	<i>Strand 3, Standard 2 - Examine the construction of fabric.</i>

Unit 3	Elements & Principles of Design: Fashion In this unit, students examine each of the visual elements of design and their relation to apparel and fashion design. Students study and learn about the elements of <i>shape, form, line, color,</i> and <i>texture</i> and then apply their knowledge of those elements to evaluate how those elements create the principles of design - <i>proportion & scale, balance, rhythm, emphasis,</i> and <i>unity/harmony.</i>
Unit 3 Guiding & Essential Questions	• What are the various elements (shape, form, line, color, texture) and principles (proportion & scale, balance, rhythm, emphasis, unity/harmony) that influence fashion design? • How are the elements and principles of design applied in fashion design? • How can different elements and principles of design be applied and/or manipulated to produce intended design outcomes? • How do you design a visually appealing garment that demonstrates unity/harmony? • How does color and the understanding of the color wheel inform fashion design? • How can purposeful fashion design alter/influence a person's appearance (size, shape, prints, etc.)?
Unit 3 Student Learning Goal(s)	Students will identify and analyze the visual elements of design in relation to fashion design.
	Students will identify and analyze the principles of design in fashion.
	Students will recognize the various color schemes in clothing.
	Students will explain how color influences fashion design in different ways.
	Students will describe how the elements and principles of design are utilized and featured in current runway designs.
	Students will use the elements and principles to create a fabric pattern.
Unit 3 NASAFACS Standards	<i>11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual.</i>
	<i>11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function (of a garment.)</i>

	<i>16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</i>
	<i>16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.</i>
	<i>16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.</i>
Utah Fashion Design Studio Core Standards	<i>Strand 1, Standard 2 - Define common terminology such as fashion cycle, haute couture, and ready to wear</i>
	<i>Strand 2, Standard 1 - Demonstrate knowledge of the elements (tools) of design such as line, shape, color, hue, intensity, schemes, texture, pattern</i>
	<i>Strand 2, Standard 2 - Demonstrate knowledge of the principles (rules) of design such as proportion/scale, balance, emphasis, rhythm, harmony</i>

Unit 4	Fashion Design In this unit, students will design a three piece fashion line using inspiration from a non-fashion source. Students will use previous knowledge of garment parts, details, fabrics, etc. to create an “on trend” design for the upcoming fashion season.
Unit 4 Guiding & Essential Questions	• How is a fashion line created? • What is the role of inspiration in the fashion design process? • Why is fashion cyclical? • Why are clothes in runway shows so avant garde?
Unit 4 Student Learning Goal(s)	Students will design and sketch a three piece fashion design line while working through the design process.
	Students will choose fabrics and/or design a fabric print for their design line based on market trends, focus group and design season.
	Students will design for a focus group of choice.
	Students will use non-fashion inspiration to design their three piece line.
	Students will use current trend research to include design details in their three piece line.
Unit 4 NASAFACS Standards	<i>16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics.</i>

	<i>16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products.</i>
	<i>16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.</i>
	<i>16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.</i>
	<i>16.3.8 Evaluate the impact of history of design and designers, arts and culture, trend setters, and global influences on textiles, fashion, and apparel.</i>
	<i>16.5.6 Apply research methods, including forecasting techniques, for marketing textiles, fashion, and apparel.</i>

Unit 5	Elements & Principles of Design in Interior Design In this unit, students will examine each of the visual elements of design in relation to interior design. During this unit the various elements used in design are reviewed along with the principles & how these relate to designing interior spaces.
Unit 5 Guiding & Essential Questions	• How do you design a space that has unity and harmony? • How do the elements of design guide the principles of design? • How can a space be designed to look bigger or smaller? • What can a designer do to change the look and feel of a space? • How are the elements and principles of design applied in interior design? • How does color influence a mood and feel of a space? • What are the various elements (shape, form, line, color, texture) and principles (proportion & scale, balance, rhythm, emphasis, unity/harmony) that influence interior design?
Unit 5 Student Learning Goal(s)	Students will examine and identify the visual elements of design in relation to interior design.
	Students will be able to interpret and identify how the elements and principles are used to design pleasing spaces.
	Students will recognize the various color schemes in interior design.
	Students will design a space/ accent wall, applying the elements and principles of design in doing so.
	Students will identify uses of the elements and principles used in interior spaces that provoke both pleasant and undesirable responses.
Unit 5 NASAFACTS	<i>11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors.</i>

Standards	<i>11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual.</i>
	<i>11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function.</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>11.7.4 Utilize a variety of presentation media including drawings, photography, video, computer, and software for client presentations.</i>
California Career Technical Education Model Curriculum Standards	<i>B3.1 Create an environment using the elements and principles of design for designing, marketing, and merchandising of interior design products.</i>

Unit 6	Living Spaces, Traffic Patterns, & Floor Plans In this unit, students will determine the main living spaces in a residential home and the common traffic patterns associated with those spaces. Students will create floor plans to scale, using residential industry standards for furniture arrangement and traffic patterns by hand or using 3D design software.
Unit 6 Guiding & Essential Questions	• How does a floor plan communicate information? • How does the concept of scale impact the design of a floor plan? • How do various guidelines impact the design process of a floor plan? • In what ways can you design a floor plan to maximize efficiency? • How does traffic flow in a space impact its layout? • How is a home sectioned into different living spaces due to different home activities?
Unit 6 Student Learning Goal(s)	Students will draw a floor plan for a space in a home to scale - either by hand or using 3D design software.
	Students will design a space in a home using residential industry standards.
	Students will determine the main living spaces in a residential home and explain how the main spaces function together.
	Students will examine common traffic patterns in residential spaces.
	Students will analyze different floor plans for the main living spaces and traffic patterns.
	Students will use the appropriate scale when creating floor plans for interior design.

Unit 6 NASAFACTS Standards	<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>
	<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>11.7.2 Prepare sketches, elevations, perspectives, and renderings using appropriate media.</i>
	<i>11.7.3 Prepare visual presentations including legends, keys, and schedules.</i>
	<i>11.7.4 Utilize a variety of presentation media including drawings, photography, video, computer, and software for client presentations.</i>
	<i>11.7.6 Create floor plans using architectural drafting skills and computer aided design software.</i>
	<i>11.9.1 Demonstrate knowledge and skills to incorporate recycle and redesign principles.</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>