

Course Title

Fashion Major – Beginner Level I: Sustainable Design & Ethics



INNOVATIVE
ARTS ACADEMY

Course Objectives

Course overview: In this course students will begin to develop fashion illustration and fabric rendering skills using a variety of mediums and techniques. Students will explore design ideas, inspirations and concepts through the creation of mood boards and trend research. Students will dive deeper into Fashion history from the 1900s-Present time. Students will create a “stitch Library,” Which will house samples of their hand stitches and machine stitches/ seams. This will serve as proof of their growing skillset and function as a mini portfolio of their sewing competencies. Students will learn how to interpret and use basic sewing patterns as well as how to construct simple garments and bags.

Unit Title

Fashion History: 1900s- Present

Time Frame

2 weeks

Unit Title

Fashion Design Process: Building Inspiration & Mood Board

Time Frame

5 weeks

Unit Title

Fashion Illustration, Sketching, and Fabric Rendering

Time Frame

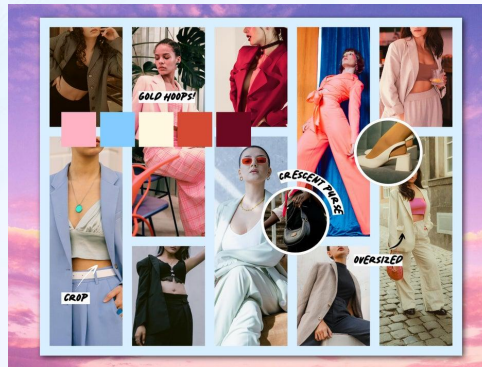
5 weeks

Unit Title

Portfolio: Building with Concept, Sketching, and Design

Time Frame

4 weeks



Focus of the Unit

Students will discover and research fashion's powerhouses and businesses. Perform a deep dive into their stories and journeys, how they acquired fame and what skills and connections they gained. Students will use their knowledge and inspirations in fashion history to focus on a time period to learn more about trends, popular models and brand muses, and fads.

Focus of the Unit

Students will learn and explore the fashion design process. Starting with an idea, building inspiration, creating a cohesive color palette, organizing a mood board from relevant and impactful imagery, and sketching with multiple new and fresh ideas. Students will learn the principles of sketching and making a mood board- how to properly express their ideas into imagery and design.

Focus of the Unit

Students will continue to enhance their sketching skills and learn how to create their own croquis, build a signature style, and learn how to capture and create important details within designs. Students will learn how to render fabrics realistically to further strengthen their designs. Understanding shading, texture, highlights, and properties of different fabrics.

Focus of the Unit

Students will learn how to design for a portfolio, what to include and how to begin one for professional use. Students will add and organize work they complete within fashion levels- showing cohesiveness, designer identity, and great craftsmanship throughout the years. Students will understand how to build a cohesive and strong concept and identity.

Board Approved 8/2026

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Unit Title

Reading and Understanding Patterns

Time Frame

3 weeks

Unit Title

Stitching and Sewing Basics-
Custom Design Apron

Time Frame

4 weeks

Unit Title

Constructing a Bag

Time Frame

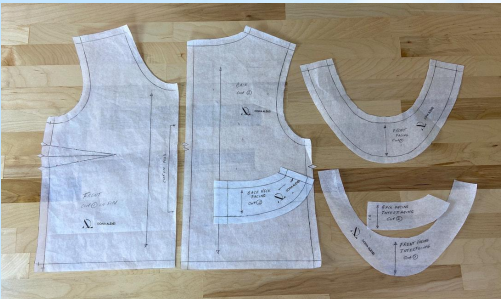
6 weeks

Unit Title

Sustainable Fashion and
Upcycling Garment

Time Frame

6 weeks



Focus of the Unit

Students learn to read commercial patterns and plan a simple sewn product such as a tote bag or garment. Students will learn how to draft basic patterns on a smaller scale, creating a basic bodice, circle skirt, and straight leg pant. Students will understand the importance of patterns and pattern making within the design process- how it is the starting point of all creations in fashion.

Focus of the Unit

Students build foundational hand and machine sewing skills and assemble their Stitch Library for their portfolios. Students will practice sewing straight and curved lines, as well as corners and rounded edges. From what they learn, students will create their own apron for class. Custom project for their supplies in class- shears, pin cushion, seam reaper, and more pockets and sections for their apron.

Focus of the Unit

Students apply pattern reading and sewing skills to complete a sewn piece, document their process, and present their work. Students will practice the fashion design process- idea and inspiration, mood board, sketching and rendering, pattern making, and construction. Students will learn how to take progress pictures for their portfolios.

Focus of the Unit

Students explore environmental and social issues in fashion, examining sustainability principles and ethical decision-making in design. Students learn the creative and technical processes for upcycling existing garments into new designs. Students will design a mini collection and create 1 garment or complete look from sustainable fashion techniques.

Unit Title**Fashion History: 1900s- Present****Time Frame****2 weeks****INNOVATIVE**
ARTS ACADEMY**Essential Question(s)**

How has fashion changed throughout the years? How can we pull from the past to design for the future?

**Focus of the Unit**

Students will discover and research fashion's powerhouses and businesses. Perform a deep dive into their stories and journeys, how they acquired fame and what skills and connections they gained. Students will use their knowledge and inspirations in fashion history to focus on a time period to learn more about trends, popular models and brand muses, and fads.

Standards

PA Arts: 9.2.12.C, 9.2.12.D, National Core: VA:Re7.1.1a, VA:Cn11.1.1a, FCS: 16.2.3

Learning Targets

I can identify key fashion trends from different decades.

Learning Targets

I can create a visual timeline of fashion history.

Learning Targets

I can explain how culture and events influence fashion

Learning Targets

I can understand brand identity and their muses

Resources

Decade-specific videos, Museum archives, Fashion history books

Unit Title

Fashion Design Process: Building Inspiration & Mood Board



INNOVATIVE
ARTS ACADEMY

Time Frame

5 weeks

**Essential Question(s)**

How can we build inspiration from things around us? How can we visually capture our ideas and designs on a board?

**Focus of the Unit**

Students will learn and explore the fashion design process. Starting with an idea, building inspiration, creating a cohesive color palette, organizing a mood board from relevant and impactful imagery, and sketching with multiple new and fresh ideas. Students will learn the principles of sketching and making a mood board- how to properly express their ideas into imagery and design.

Standards

PA Arts: 9.1.12.A, 9.1.12.B, National Core: VA:Cr1.2.1a, FCS: 16.2.1, 16.4.2

Learning Targets

I can collect and organize images to reflect a theme.

Learning Targets

I can create a cohesive mood board based on a concept.

Learning Targets

I can explain how mood boards inform design decisions.

Learning Targets

I can find inspiration in everyday life and creatively

Resources

Pinterest, Magazines, Fabric swatches, Google Slides, Canva

Unit Title

Fashion Illustration, Sketching, and Fabric Rendering

Time Frame

5 weeks

**INNOVATIVE**
ARTS ACADEMY**Essential Question(s)**

How can we illustrate to industry standard? What's the difference between fashion figures and realistic figures

Focus of the Unit

Students will continue to enhance their sketching skills and learn how to create their own croquis, build a signature style, and learn how to capture and create important details within designs. Students will learn how to render fabrics realistically to further strengthen their designs. Understanding shading, texture, highlights, and properties of different fabrics.

Standards

PA Arts: 9.1.12.F, 9.1.12.G, National Core: VA:Cr2.1.1a, FCS: 16.4.1

Learning Targets

I can draw a proportional fashion figure.

Learning Targets

I can use various materials to render fashion concepts.

Learning Targets

I can illustrate a design using texture and movement.

Learning Targets

I can build my own style and identity as a designer

Resources

Croquis templates. Fashion illustration books, Figure drawing guides

Unit Title

Portfolio: Building with Concept, Sketching, and Design

Time Frame

4 weeks

**INNOVATIVE**
ARTS ACADEMY**Essential Question(s)**

How can we showcase our work neatly and according to industry standard? How do you capture your work digitally?

**Focus of the Unit**

Students will learn how to design for a portfolio, what to include and how to begin one for professional use. Students will add and organize work they complete within fashion levels- showing cohesiveness, designer identity, and great craftsmanship throughout the years. Students will understand how to build a cohesive and strong concept and identity.

Standards

PA Arts & Humanities: 9.1.12.D – Integrate and apply advanced vocabulary to the arts forms in the creation of works in the arts.

Learning Targets

I can build my own designer identity and style.

Learning Targets

I can understand what a good and usable picture of my work is.

Learning Targets

I can organize my work to showcase my talents.

Learning Targets

I can practice and display my sewing and sketching skills

Resources

Example portfolios, College portfolio requirements

Unit Title	Reading and Understanding Patterns
Time Frame	3 weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	How do I read a sewing pattern? What makes a pattern successful or unsuccessful?

	Focus of the Unit
	Students learn to read commercial patterns and plan a simple sewn product such as a tote bag or garment. Students will learn how to draft basic patterns on a smaller scale, creating a basic bodice, circle skirt, and straight leg pant. Students will understand the importance of patterns and pattern making within the design process- how it is the starting point of all creations in fashion.

Standards	PA Arts: 9.1.12.H National Core: VA:Cr2.3.1a, FCS: 16.4.5
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Learning Targets
I can interpret the symbols and instructions on a sewing pattern.
Learning Targets
I can lay out and cut pattern pieces efficiently.

Learning Targets
I can choose appropriate fabric and notions for a project.
Learning Targets
I can identify basic shapes and silhouettes within patterns

Resources	Simplicity or McCall's patterns, Demo videos, Fabric charts
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Unit Title

Stitching and Sewing Basics- Custom Design Apron

Time Frame

4 weeks

**INNOVATIVE**
ARTS ACADEMY**Essential Question(s)**

How do we sew straight lines? How can we make patterns from scratch?

**Focus of the Unit**

Students build foundational hand and machine sewing skills and assemble their Stitch Library for their portfolios. Students will practice sewing straight and curved lines, as well as corners and rounded edges. From what they learn, students will create their own apron for class. Custom project for their supplies in class- shears, pin cushion, seam reaper, and more pockets and sections for their apron.

Standards

PA Arts: 9.1.12.I, 9.4.12.C, National Core: VA:Pr6.1.Ia, VA:Re9.1.Ia, FCS: 16.4.6

Learning Targets

I can follow sewing steps and instructions.

Learning Targets

I can create an apron with my own customizations.

Learning Targets

I can document my process with pictures.

Learning Targets

I can pick appropriate fabric for projects.

Resources

Rubrics, Project logs, Demo samples

Unit Title

Constructing a Bag

Time Frame**6 weeks****INNOVATIVE**
ARTS ACADEMY**Essential Question(s)**

How can I evaluate my growth as a designer and seamstress? How do we read and label patterns?

**Focus of the Unit**

Students apply pattern reading and sewing skills to complete a sewn piece, document their process, and present their work. Students will practice the fashion design process- idea and inspiration, mood board, sketching and rendering, pattern making, and construction. Students will learn how to take progress pictures for their portfolios.

Standards

PA Arts: 9.1.12.I, 9.4.12.C, National Core: VA:Pr6.1.Ia, VA:Re9.1.Ia, FCS: 16.4.6

Learning Targets

I can follow sewing steps and instructions.

Learning Targets

I can create a sewing pattern and label it correctly.

Learning Targets

I can document my process with pictures.

Learning Targets

I can pick appropriate fabric for projects.

Resources

Rubrics, Project logs, Demo samples

Unit Title**Sustainable Fashion and Upcycling Garment****Time Frame****6 weeks****INNOVATIVE**
ARTS ACADEMY**Essential Question(s)**

How can we make ethical decisions in fashion? What are ways we can reduce fabric waste?

**Focus of the Unit**

Students explore environmental and social issues in fashion, examining sustainability principles and ethical decision-making in design. Students learn the creative and technical processes for upcycling existing garments into new designs. Students will design a mini collection and create 1 garment or complete look from sustainable fashion techniques.

Standards

PA Arts & Humanities: 9.1.12.A, 9.1.12.B (Production and performance) National Core Arts: VA:Cr3.1.I (Refine and complete artworks) Family & Consumer Sciences: 16.5.2 (Fashion presentation skills) Core: English (presentations), Math (budgeting)

Learning Targets

I can creatively find ways to reduce textile waste.

Learning Targets

I can present my collection professionally.

Learning Targets

I can upcycle to create a unique garment.

Learning Targets

I can create a cohesive collection with sustainable practices.

Resources

Previous work from earlier units Mood board templates