

Course Title**Fashion Major – Beginner Level III: Sustainable Design & Ethics****INNOVATIVE**
ARTS ACADEMY**Course Objectives**

Students will develop their personal style and identity through brand creation. They will focus on ethical business practices, entrepreneurship, advanced fashion illustration techniques, and produce a physical portfolio and custom garments. Seniors will complete a thesis collection. Students will leave the course prepared for competitive design college applications.

Unit Title

Discovering Design Identity

Time Frame

3 weeks**Unit Title**

Advanced Fashion Illustration

Time Frame

3 weeks**Unit Title**

Discovering Brand Identity

Time Frame

5 weeks**Unit Title**

Entrepreneurship and Business Planning

Time Frame

4 weeks**Focus of the Unit**

Students will develop their designer identity and build a mood board with inspiration pictures and imagery that represents them as a designer, what they're interested in, and how they wish to express themselves within their work. Students will practice and develop a sketching style- visible in their croquis, and a design and sewing style- visible within the looks they make.

Focus of the Unit

Students will advance their sketching and continue to build their designer style with improved sketching, shading, and rendering to fully capture their looks on paper.

Focus of the Unit

Students will develop their brand identity and build a mood board with inspiration pictures and imagery that represents their brand, what they're interested in, and how they wish to express themselves and the brand within their work. Students will practice and develop a sketching style- visible in their croquis, and a design and sewing style- visible within the looks they make.

Focus of the Unit

Students will learn how to be a successful entrepreneur and look at examples from famous brands in the past. Students will simulate running their own business, thinking about manufacturing and production, pricing and business ordeals, and managing employees.

Board Approved 8/2026

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Fashion Major – Beginner Level III: Sustainable Design & Ethics



INNOVATIVE
ARTS ACADEMY

Course Objectives

Students will develop their personal style and identity through brand creation. They will focus on ethical business practices, entrepreneurship, advanced fashion illustration techniques, and produce a physical portfolio and custom garments. Seniors will complete a thesis collection. Students will leave the course prepared for competitive design college applications.

Unit Title

Fabric Manipulation and Exploration

Time Frame

4 weeks

Unit Title

Fashion Portfolio Development

Time Frame

2 weeks

Unit Title

Thesis Fashion Collection

Time Frame

8 weeks

Unit Title

Project Runway: Creative Fashion Challenge

Time Frame

6 weeks

**Focus of the Unit**

Students learn to manipulate fabric to create shapes and patterns and add depth to their looks. Students will learn techniques such as smocking, gathering, pleating, and others to add texture and visual design to fabric.

Focus of the Unit

Students continue to build their fashion portfolio- adding in new work from the years previous and upcoming collections. Students will create a small mini project to add more sketches to establish a sense of design identity. Students will develop and organize their portfolios to prepare for college portfolio reviews and applications.

Focus of the Unit

Students explore and develop a concept to create a finalized capsule collection. Students will use their previous knowledge to develop a cohesive 2-4 look collection to showcase.

Focus of the Unit

Students will experience unique and fun design challenges similar to the show Project Runway. Students will be tasked with completing looks according to a challenge and learn to collaborate with peers within fashion and in various other arts. Students will present their looks and showcase what they completed in a limited time frame.

Unit Title**Discovering Design Identity****Time Frame****3 weeks****INNOVATIVE**
ARTS ACADEMY**Essential Question(s)**

How can we build our own identity as designers?

**Focus of the Unit**

Students will develop their designer identity and build a mood board with inspiration pictures and imagery that represents them as a designer, what they're interested in, and how they wish to express themselves within their work. Students will practice and develop a sketching style- visible in their croquis, and a design and sewing style- visible within the looks they make.

Standards

PA Arts & Humanities: 9.1.12.A – Know and use the elements and principles of each art form to create works in the arts and humanities. 9.2.12.A – Explain the historical, cultural, and social context of an individual work in the arts. 9.3.12.A – Explain how aesthetic choices are influenced by historical and cultural contexts. National Core Arts Standards (Visual Arts): VA:Cr1.1.HSIII – Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change. VA:Cr2.1.HSIII – Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. Family and Consumer Sciences: 16.2.1 – Analyze the cultural significance of clothing and textiles.

Learning Targets

I can identify cultural, social, and personal influences on my fashion aesthetic.

Learning Targets

I can develop mood boards and inspiration collages reflecting my design identity.

Learning Targets

I can articulate my personal style through visual and written reflections.

Learning Targets

I can build a unique sketching and design style.

Resources

Fashion documentaries Designer interviews, Magazines, Digital mood board tools

Unit Title

Advanced Fashion Illustration

Time Frame

3 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 advance their sketching and continue to build their designer style with improved sketching, shading, and rendering to fully capture their looks on paper.

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**Discovering Brand Identity****Time Frame****4 weeks****INNOVATIVE**
ARTS ACADEMY**Essential Question(s)**

How can we build our identity as brand?
What makes a brand unique?

Focus of the Unit

Students will develop their brand identity and build a mood board with inspiration pictures and imagery that represents their brand, what they're interested in, and how they wish to express themselves and the brand within their work. Students will practice and develop a sketching style- visible in their croquis, and a design and sewing style- visible within the looks they make.

Standards

PA Arts & Humanities: 9.1.12.A – Know and use the elements and principles of each art form to create works in the arts and humanities. 9.2.12.A – Explain the historical, cultural, and social context of an individual work in the arts. 9.3.12.A – Explain how aesthetic choices are influenced by historical and cultural contexts. National Core Arts Standards (Visual Arts): VA:Cr1.1.HSIII – Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change. VA:Cr2.1.HSIII – Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. Family and Consumer Sciences: 16.2.1 – Analyze the cultural significance of clothing and textiles.

Learning Targets

I can identify cultural, social, and personal influences on my fashion aesthetic.

Learning Targets

I can develop mood boards and inspiration collages reflecting the brand's identity.

Learning Targets

I can articulate my brand's style through visual and written reflections.

Learning Targets

I can build a unique sketching and design style.

Resources

Fashion documentaries Designer interviews, Magazines, Digital mood board tools

Unit Title**Entrepreneurship and Business Planning****Time Frame****4 weeks****INNOVATIVE**
ARTS ACADEMY**Essential Question(s)**

How can we enhance our sewing skills to produce high quality garments?

**Focus of the Unit**

Students will learn and explore new sewing techniques such as binding, finishing on different machines, and incorporating new techniques for high quality results. Students will add these to their portfolio and library.

Standards

PA Arts & Humanities: 9.1.12.C (Art production tools) National Core Arts: VA:Cr3.1.I (Refine art skills) Family & Consumer Sciences: 16.4.4 (Demonstrate advanced sewing) Core: Math (precision measurements), Science (fabric properties)

Learning Targets

I can practice new stitch techniques.

Learning Targets

I understand the different stitch needs certain fabrics need.

Learning Targets

I can add new techniques to my portfolio and stitch library.

Learning Targets

I can troubleshoot sewing problems independently.

Resources

Stitch finishings video, Fabric swatches, thread, machines

Unit Title**Fabric Manipulation and Exploration****Time Frame****4 weeks****INNOVATIVE**
ARTS ACADEMY**Essential Question(s)**

How can we enhance fabrics to add depth to designs?

**Focus of the Unit**

Students learn to manipulate fabric to create shapes and patterns and add depth to their looks. Students will learn techniques such as smocking, gathering, pleating, and others to add texture and visual design to fabric.

Standards

PA Arts & Humanities: 9.1.12.C (Art production tools) National Core Arts: VA:Cr3.1.I (Refine art skills) Family & Consumer Sciences: 16.4.4 (Demonstrate advanced sewing) Core: Math (precision measurements), Science (fabric properties)

Learning Targets

I can identify the different fabric manipulation techniques.

Learning Targets

I understand fabric hand, weight, luster, and look.

Learning Targets

I can successfully create at least 2 fabric manipulations.

Learning Targets

I can creatively add shapes and patterns to fabric.

Resources

Fabric detail videos, Manipulation tutorials

Unit Title**Fashion Portfolio Development****Time Frame****2 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 continue to build their fashion portfolio- adding in new work from the years previous and upcoming collections. Students will create a small mini project to add more sketches to establish a sense of design identity. Students will develop and organize their portfolios to prepare for college portfolio reviews and applications.

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

Thesis Fashion Collection

Time Frame

7 weeks


INNOVATIVE
ARTS ACADEMY
Essential Question(s)

How can my designs promote sustainability? How do collections reflect a designer's values?

**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 2 complete looks 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 design a cohesive sustainable minicollection.

Learning Targets

I can present my collection professionally.

Learning Targets

I can create garments using sustainable methods and materials.

Learning Targets

I can explain sustainable and social issues in fashion.

Resources

Previous work from earlier units Mood board templates

Unit Title**Project Runway: Creative Fashion Challenge****Time Frame****6 weeks****INNOVATIVE**
ARTS ACADEMY**Essential Question(s)**

How can I work within a challenge? How can I collaborate within the arts?

**Focus of the Unit**

Students will experience unique and fun design challenges similar to the show Project Runway. Students will be tasked with completing looks according to a challenge and learn to collaborate with peers within fashion and in various other arts. Students will present their looks and showcase what they completed in a limited time frame.

Standards

PA Arts & Humanities: 9.1.12.E – Communicate a unifying theme or point of view through the production of works in the arts. 9.3.12.D – Analyze and interpret works in the arts and humanities using discipline-specific vocabulary National Core Arts Standards (Visual Arts): VA:Pr6.1.HSIII – Make, explain, and justify connections between artists or artwork and social, cultural, and political history. Family and Consumer Sciences: 16.4.3 – Create original fashion designs and construct garments to express design concepts.

Learning Targets

I can design within a challenge constraint.

Learning Targets

I can present my collection professionally.

Learning Targets

I can collaborate with different art majors for my project.

Learning Targets

I can create a look that correctly displays the challenge.

Resources

Previous work from earlier units Mood board templates