Class: Fashion Analysis

Curriculum Area: Family and Consumer Science	Course Length: 1 Term
Course Title: Fashion Analysis	Date last reviewed: October 7, 2015
Prerequisites: None	Board approval date: 11/17/2015

Desired Results

Course Description: Fashion, a multi-billion dollar industry, offers a wide range of career paths for you to explore. While exploring, you will develop an appreciation for how our economy and world events impact the garment industry and current fashions. Through creative projects, you will:

- Evaluate garments using the elements of design (line, color, texture and shape)
- Demonstrate how body type and face shape can be enhanced through garment selection
- Examine how you can project personality through clothing
- Evaluate (investigate) the relationship between the elements, construction and price
- See how the history of fashion has influenced today's styles
- Explore career paths through professional speakers and our Michigan Avenue Trip in Chicago!

Introduction to the Elements of Design in the FCS department is strongly suggested.

Enduring Understandings (EUs):	**Essential Questions (EQs)**:
1. There are many career opportunities related to the fashion industry. 2. Acquiring knowledge related to the fashion industry can jump-start a career. 3. There are many skills that are needed in order to succeed in the fashion industry. 4. The fashion industry is constantly changing and people must develop skills that will enhance their potential beyond the classroom. 5. There are various techniques and practices used in advertising. 6. That design elements and principles guide clothing choices. 7. Each era in history has had a huge impact on the fashion industry.	1. How can a person prepare him or herself for a career in the fashion industry? 2. What are some important skills a person needs to be successful in the fashion, textiles and retail industries? 3. Why does the fashion industry have such a huge impact on consumer spending? 4. What are techniques advertisers use to get consumers to buy their products? 5. Why is the history of fashion important to understand? 6. What rules should a person remember when choosing wardrobe pieces?

Assessment Evidence:

Performance assessment include but are not limited to:	*Other assessments may include:*
Professional Portfolio Fibers lab Product creation	Classroom assessments Final Exam

Unit Title: Elements of Design
Major Topics: Color Line Shape Texture
Standards
FCS national standards: 16.3.1 : Explain the ways in which fiber, fabric, texture, pattern and finish can affect visual appearance. 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects. 16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions. **CCSS:** CCSS.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
Learning Targets Addressed:
I can analyze how the elements of design can enhance clothing choices. I can judge how effectively the elements of design are executed when applied to an outfit.

Unit Title: Fashion History

Major Topics:
Early civilizations through present day

Standards

FCS National Standards:
16.7.6 Demonstrate knowledge of the arts, of various resources and of cultural impact upon the textile, apparel, fashion industries.

CCSS:
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Learning Targets Addressed:

I can explain cultural impact on the fashion industry.
I can determine historical influences in the fashion of today.

Unit Title: Textile Fibers unit

Major Topics:
Textiles lab
Printing

Standards

FCS National Standards:
16.2.1 Apply appropriate terminology for identifying, comparing, analyzing the most common generic textile fibers.
16.3.1: Explain the ways in which fiber, fabric, texture, pattern and finish can affect visual appearance.
16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.

CCSS:
4C3.B.7.H Participate in group processes to generate consensus.

RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text

Learning Targets Addressed:

I can compare various fibers to determine their origin.
I can contrast natural and synthetic fibers.
I can apply three different printing processes to create a product.

Unit Title: Fashion around the world

Major Topics:
Fashion Capitals
SuperBrands

Standards

FCS National Standards:
16.7.6 Demonstrate knowledge of the arts, of various resources and of cultural impact upon the textile, apparel, fashion industries.
16.5.5 critique varied methods for promoting apparel and textile products.

CCSS:
SL.9-10.5.Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
4C3.B.7.H Participate in group processes to generate consensus.
WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Learning Targets Addressed:

I can identify the major Fashion Capitals around the world.
I can explain how the culture has impacted the Fashion Capitals.

Unit Title: Personal styling

Major Topics:
Body type Face
shape Personal
colors
Wardrobe analysis and inventory
Advertising: Needs vs. Wants

Standards

FCS National Standards:
16.2.4 Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.
5.3.5 Analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.
2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.

CCSS:
WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Learning Targets Addressed:

I can Apply basic and complex color schemes and color theory to develop and enhance visual effects.
I can apply various style theories to analyze my style choices.
I can design or analyze a consumer product.
I can identify the three ways companies advertise to a consumer.

Unit Title: Recycle and redesign

Major Topics
T-shirt deconstruction
Garbage bag dresses
Button/ embellishment

CCSS

FCS National Standards:
16.3.3 utilize elements and principles of design in designing, constructing, and or altering textile, apparel and fashion products.
16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.
3.5.2 Design or analyze a consumer product.
2.2.3 Demonstrate behaviors that conserve, reuse, recycle resources to maintain the environment.

CCSS:
4C1.A.8.H Design a product or service that could fulfill a human need or desire.
4C3.B.7.H Participate in group processes to generate consensus.

Learning Targets Addressed:

I can produce a textile product through redesign.
I can sew on a button or embellishment.
I can design a consumer product.

Unit Title: Careers

Major Topics:
Careers research Project

Standards

FCS National Standards:
16.1.1 Explain the roles and functions of individuals engaged in textiles, apparel and fashion careers.
16.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
16.1.3 summarize education, and training requirements and opportunities for career paths in textile, apparel, fashion services.

CCSS:
WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

Learning Targets Addressed:

I can analyze a career path in the textile, apparel or fashion industries.
I can explain various requirements for specific jobs in the fashion, textile and retail industries.