

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE <p style="text-align: center;">Fashion, Apparel and Textiles</p>																		
DISTRICT COURSE NUMBER <p style="text-align: center;">0561</p>		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) <p style="text-align: center;">4331</p>																
Rationale:	The Fashion, Apparel and Textiles course allows students to explore many different career options available to them within the fashion industry. It also gives students who are interested in the design and construction of apparel the opportunity to build a foundation of skills and knowledge.																	
Course Description that will be in the Course Directory:	Students will explore the world of fashion marketing and merchandising. Students will also learn the aesthetic aspects of two-dimensional designs necessary to create sketches and designs of articles of clothing. Students will also study fashion trends throughout history from ancient times to modern day and includes an understanding of cultural, social, political, and economic influences on fashion design. In addition, textile, shoes, and jewelry design will be explored, as well as hand-sewing/machine sewing and industry career exploration.																	
How Does this Course align with or meet State and District content standards?	The course meets district standards and is aligned with State and National Family and Consumer Science Standards.																	
NCLB Core Subjects:	<i>Select up to two that apply:</i> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input checked="" type="checkbox"/> Arts</td> <td style="width: 33%;"><input type="checkbox"/> Civics and Government</td> <td style="width: 33%;"><input checked="" type="checkbox"/> Not Core Subject</td> </tr> <tr> <td><input type="checkbox"/> Economics</td> <td><input type="checkbox"/> History</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English</td> <td><input type="checkbox"/> Mathematics</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foreign Language</td> <td><input type="checkbox"/> Reading / Language Arts</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Geography</td> <td><input type="checkbox"/> Science</td> <td></td> </tr> </table>			<input checked="" type="checkbox"/> Arts	<input type="checkbox"/> Civics and Government	<input checked="" type="checkbox"/> Not Core Subject	<input type="checkbox"/> Economics	<input type="checkbox"/> History		<input type="checkbox"/> English	<input type="checkbox"/> Mathematics		<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Reading / Language Arts		<input type="checkbox"/> Geography	<input type="checkbox"/> Science	
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CDE CALPADS Course Descriptions: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input checked="" type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject <input type="checkbox"/> N/A	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input type="checkbox"/> N/A															
Length of Course:	<input checked="" type="checkbox"/> Year <input checked="" type="checkbox"/> Semester																	
Grade Level(s):	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12																	
Credit:	<input checked="" type="checkbox"/> Number of credits: <u>10</u> <input checked="" type="checkbox"/> Meets graduation requirements (subject: <u>Fine Art</u>) <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement <u>f</u>		<input checked="" type="checkbox"/> College Prep															
Prerequisites:	Student Interest																	
Department(s):	Career Technical Education																	

District Sites:	UMHS and PHS
Board of Trustees COS Adoption Date:	April 14, 2009
Textbooks / Instructional Materials:	Supplemental Materials: Fashion Design Software Program - Example: Digital Fashion Pro 8
Funding Source:	Perkins/CTEIG
Board of Trustees Textbook Adoption Date:	June 23, 2009

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: Fashion

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Art and Fashion/Fashion and Art

Art Standards:	Fashion Projects to Support Art Standards:
<p>1.0 Artistic Perception Processing, analyzing and responding to sensory information through the language and skills unique to the visual arts.</p> <ul style="list-style-type: none"> ● Develop perceptual skills and visual arts vocabulary ● Analyze Art Elements and Principles of Design ● Impact of Media Choice 	<p>Students may be asked to complete some/all the following activities to show learning:</p> <ul style="list-style-type: none"> ● Study the principles and elements of design - show in a portfolio ● Analyze different designs, fabrics, materials and films for elements, principles, effects, characteristics and uses. ● Croquis sketches- defining and explaining use of color, elements, and principles
<p>2.0 Creative Expression Creating, Performing, and Participating in the Visual Arts</p> <ul style="list-style-type: none"> ● Skills, Processes, Materials and Tools ● Communication and Expression through Original Works of Art 	<p>Students may be asked to complete some/all the following activities to show learning:</p> <ul style="list-style-type: none"> ● Assemble a portfolio of completed garment projects ● Create a demo video - showcasing various sewing and design techniques ● Create a digital portfolio ● Create Tessellations on the computer
<p>3.0 Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</p> <ul style="list-style-type: none"> ● Role and Development of the Visual Arts ● Diversity of the Visual Arts 	<p>Students may be asked to complete some/all the following activities to show learning:</p> <ul style="list-style-type: none"> ● Fashion Designer Report ● History of Fashion Timeline ● Adornment slideshows and/or presentations ● Compare a fashion design with a piece of art from the same time period in history ● Recreate a design/garment found in a piece of art, movie or sculpture, or other piece of art
<p>4.0 Aesthetic Valuing Responding to, Analyzing, and Making Judgements About Works in the Visual Arts</p> <ul style="list-style-type: none"> ● Derive Meaning ● Make Informed Judgements 	<p>Students may be asked to complete some/all the following activities to show learning:</p> <ul style="list-style-type: none"> ● Evaluate various runway shows, costumes, digital media designs ● Compare and contrast various designer's works ● Evaluate their own work- what elements, principles, techniques and skills are incorporated
<p>5.0 Connections, Relationships, Application Connecting and Applying what is learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</p> <ul style="list-style-type: none"> ● Connections and Applications ● Visual Literacy ● Careers and Career-Related Skills 	<p>Students may be asked to complete some/all the following activities to show learning:</p> <ul style="list-style-type: none"> ● Field Trip to FIDM (Fashion Institute of Design and Merchandising) ● Field Trip to Disney - Careers in the Fashion Industry ● Job Shadow Day ● Guest Speakers from the Industry ● Mock Interview ● Share portfolios at an Art School or University

EDUCATIONAL SERVICES

Department: **Career Technical Education**

Course Title: **Fashion, Apparel and Textiles**

Course Number: **0561**

Unit Title: Elements and Principles of Design/Color Theory

Content Area Standards (Please identify the source): List content standards students will master in this unit.

FASHION STANDARDS

A4.0 Students understand and apply the elements and principles of design in various aspects of the fashion industry:

A4.1 Understand the elements and principles of design and their interrelationships.

A4.2 Understand the concept of universal design and relate it to the industry.

A4.3 Apply the elements and principles of design to designing, marketing, and merchandising.

A4.4 Understand the fundamentals of color theory and color forecasting.

ART STANDARDS

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will watch a variety of videos and digital presentations detailing the elements and principles of design. They will take notes and complete worksheets and quizzes.

Students will complete portfolios that demonstrate their knowledge of the elements and principles. Portfolios will be done in a professional format, and include both pictures and descriptions of the element or principle and the effect on the figure.

Students will evaluate retail outlets and runway shows and be able to identify what elements and principles are incorporated.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

May include, but are not limited to:

- Digital presentation/ note taking
- Worksheets/ defining terms/ evaluations
- Digital presentation showcasing examples of different types of art, and how fashion can be incorporated
- Class discussions

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

May include, but are not limited to:

- Completed portfolios with examples of color theory, principles of design and elements of design
- Various quizzes, tests and worksheets on color theory
- Retail stores, internet shopping sites and runway show evaluations
- Digital presentations will explain how both the elements and principles of art are incorporated in fashion designs and styles. Students will take notes, complete worksheets and quizzes and demonstrate mastery by finding pictures in various media and display them, in professional format, with thorough explanations of how the element and/or principle is incorporated.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include, but are not limited to:

- Videos
- Tutorials
- Textbook Learning
- Worksheets with explanations
- Before School and After School interventions
- New Assignment/Project to re-learn material
- Students will remediate with teacher or Classroom Aide/TA

EDUCATIONAL SERVICES

Department: **Career Technical Education**

Course Title: **Fashion, Apparel and Textiles**

Course Number: **0561**

Unit Title: Textiles and Textile Production

Content Area Standards (Please identify the source): List content standards students will master in this unit.

FASHION STANDARDS

- A6.0 Students understand the characteristics, production, and maintenance of textiles and textile products.
- A6.1 Know the general characteristics and maintenance of various fibers, yarns, fabrics, and finishes.
- A6.2 Know textile manufacturing methods for producing fabrics that is woven, nonwoven, and knit.
- A6.3 Know the characteristics of standard types of print design (e.g., abstract and geometric) and color designs (e.g., tone-on-tone, positive/negative, and monotone).
- A6.4 Know the skills and procedures necessary to create and produce textiles.
- A6.5 Know how technology is used to create various characteristics in textiles.
- A6.6 Understand how copyright laws affect textile design and production.

ART STANDARDS

- 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.
- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view
- 1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will become familiar with different types of fabrics and the fiber properties that determine appropriate use and quality of fabrics. The art element of texture is a focus during this unit and the academic language associated with textiles will be learned. Videos are instructional materials used during this unit to visually demonstrate the process of textile making. Students will gain understanding of how fibers become fabrics and textiles. Students will also be able to perceive the importance of color, shape, line, emphasis, and pattern in textile design. A technology segment is included in this unit. Concentrating on the powerful impact of technology on the visual arts world of today, students also view and discuss a wide variety of textiles and current design trends incorporating new technical devices. Throughout this unit, students gain a sound knowledge of fabric and raw materials, which is critical to turn fabric into fashion as availability and technology changes. A representative from the Fashion Institute of Design and Merchandise will speak to the students regarding the school's extensive Textile Production and Development program.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

May include, but are not limited to:

Students will participate in an art criticism assignment on the basis of observation, knowledge, and criteria. The book, *Textile Designs: Two Hundred Years of European and American Patterns Organized by Motif, Style, Color, Layout, and Period*, with high quality colored illustrations and vivid analysis of textiles, is used to illustrate examples of textiles throughout the world, focusing on geometric, floral, conversational, and ethnic textiles. They will look at a series of textiles from the book and analyze and describe the principles of design as used in the work. By perceiving and responding to these works of art (textiles), they are learning the use of the vocabulary of the visual arts to express their observations.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

May include, but are not limited to:

- Completed tessellations
- Using paints, dyes or other markers, create a pattern sample
- Portfolio displaying different textiles and fabrics, labelled with the principle(s) and / or element(s) of design used
- Presentation board displaying 5 common fabric patterns (i.e. herringbone, chevron, argyle, gingham, houndstooth)
- Computer generated fashion design - original creation that reflects a mood, feeling or point of view

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include, but are not limited to:

- Videos
- Tutorials
- Textbook Learning
- Worksheets with explanations
- Before School and After School interventions
- New Assignment/Project to re-learn material
- Students will remediate with teacher or Classroom Aide/TA

EDUCATIONAL SERVICES

Department: **Career Technical Education**

Course Title: **Fashion, Apparel and Textiles**

Course Number: **0561**

Unit Title: History of Fashion

Content Area Standards (Please identify the source): List content standards students will master in this unit.

FASHION STANDARDS

- A5.0 Students understand the relationship between history and fashion.
- A5.1 Analyze fashion trends in various periods throughout history, and analyze the influences of art and media on fashion.
- A5.2 Understand how fashion and design have been influenced by politics, society, economics, culture, and aesthetics.
- A5.3 Understand how designs and trends have developed and evolved throughout history.
- A5.4 Analyze the ways in which economies, mass production, labor unions, and technology affect the fashion industry.
- A5.5 Understand fashion cycles and the adaptation of historical fashions to current trends.

ART STANDARDS

- 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
- 3.2 Identify and describe the role and influence of new technologies on contemporary works of art.
- 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
- 3.4 Discuss the purposes of art in selected contemporary cultures.
- 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
- 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Introduction of Fashion History, Egypt – Medieval

Using their knowledge of geometric patterns, which were studied in the historical fashion eras, students will complete a Geometric Textile assignment. Students will first complete a textile designing worksheet. In the worksheet, students act as if they have been hired as a textile designer and are to formulate three different textile ideas and color in the swatch boxes provided on the worksheet accordingly. They then paint their most successful geometric textile design pattern on a separate paper. Painting skills are introduced during this time. Students will then trace their personal croquis template from the previous unit onto paper. They will design and draw an outfit on the figure and incorporate the exact geometric design into the fabric of the outfit and use colored pencils to complete the drawing. Their knowledge of fabric and textiles is also applied during this assignment. The painted square and final drawing will be glued onto construction paper, attaching the rubric and completed reflection questions on the back of the construction paper. During this assignment, students learn to solve a visual arts problem that involves the effective use of the elements and principles of design.

Rococo Fashion Era through 1990's Fashion Era

Students will continue to explore the history of fashion. They will be exposed to multiple instructional strategies and gain comprehension of the following fashion eras during this unit: Rococo, Victorian, Early 1900's, 1940's-

1950's, 1960's-1970's, 1980's and 1990's. At the end of each fashion era introduction and discussion, students will then continue to demonstrate their comprehension of the respective fashion eras and take their prior knowledge of technical drawing and elements and principles of design by creating historical drawings. Oil pastel technical skills will be introduced during this unit. Students are given the option to complete their historical drawings in colored pencils or oil pastels. Students will be able to recognize the trends and designers of the era, and relevant historical background associated with the era. Students will continue to become more aware of the fashion world, both past and present, and how to harness this information, along with their own feeling, thoughts and ideas into an original work of art. Students will continue to apply their prior knowledge of the floral textiles (discussed in Rococo era) and croquis drawing to create an original 2D work of art that reflects refined craftsmanship and technical skills in their Floral Textile Design project. This project is similar to the Geometric Textile Design project in the previous unit, except students have the option to draw either two different views of a croquis (front, back, side, or three-quarter) with the same outfit or the same view of two different outfits.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

May include, but are not limited to:

- Digital presentation of fashion eras and designers
- Various worksheets and digital presentations on fads, trends and historical influences on fashion
- Students research selected "adornment"
- Video Presentation - History of Fashion
- Guest Speakers - History of Fashion
- Presentations from Art School Representatives
- Field Trips to Fashion/Art Museums

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

May include, but are not limited to:

- Quiz on fashion eras and designers
- Various worksheets and student-created digital presentations on fads, trends and historical influences on fashion
- Student presents google slide presentation on chosen "adornment" from history
- Fill-in chart done by students during "adornment" google slide presentation
- Completed summaries/timelines of fashion eras

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include, but are not limited to:

- Videos
- Tutorials
- Textbook Learning
- Worksheets with explanations
- Before School and After School interventions
- New Assignment/Project to re-learn material
- Students will remediate with teacher or Classroom Aide/TA

EDUCATIONAL SERVICES

Department: **Career Technical Education**

Course Title: **Fashion, Apparel and Textiles**

Course Number: **0561**

Unit Title: Trends and Color Forecasting

Content Area Standards (Please identify the source): List content standards students will master in this unit.

FASHION STANDARDS

- A7.0 Students understand how trends and color forecasting are used in the development of new lines:
A7.1 Know the resources available to the fashion industry that provide information on fashion trends and color forecasting.
A7.2 Research fashion and color trends.
A7.3 Evaluate forecasting information for usefulness in the analysis of retail trends.
A7.4 Know the procedures for developing a line (e.g., researching trends and preparing sketches, color plates, and presentation boards).

ART STANDARDS

- 3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will be able to identify the current "color of the year" and be able to navigate the "Pantone" website.

Students will watch various fashion runway shows and describe in detail the current trends in color and design.

Students will choose a variety of different pictures from the internet and print, and be able to identify which designer is responsible for them, and explain what makes them identifiable.

Students will use past trends to be able to forecast what future trends will be popular, both locally and globally.

Students will analyze various fashion designers work and their influences in the world.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

May include, but are not limited to:

- Research color forecasting and trend forecasting by using the Pantone website
- "Trends and Forecasting" presentation by FIDM representative
- Various croquis completed predicting future trends, incorporating elements and principles of design, color and theory
- Students will use internet sources, video, printed materials and text to view various fashion designer's designs, influences and impact

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

May include, but are not limited to:

- Completed croquis portfolio incorporating elements, principles, color, trends and influences
- Color and trend forecasting report
- Fashion designer presentation board with trends, fads and classics they are credited with creating

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include, but not limited to:

- Videos
- Tutorials
- Textbook Learning
- Worksheets with explanations
- Before School and After School interventions
- New Assignment/Project to re-learn material
- Students will remediate with teacher or Classroom Aide/TA

EDUCATIONAL SERVICES

Department: **Career Technical Education**

Course Title: **Fashion, Apparel and Textiles**

Course Number: **0561**

Unit Title: Career Exploration

Content Area Standards (Please identify the source): List content standards students will master in this unit.

FASHION STANDARDS

- A1.0 Students understand the main aspects of the fashion design, manufacturing, merchandising, and retail industry and the industry's role in local, state, and global economies:
- A1.1 Understand how the various segments of the industry contribute to local, state, national, and international economies.
- A1.2 Know how such resources as periodicals, mass media, and the Internet are used in the industry.
- A1.3 Recognize major legislative, economic, and social trends that affect the industry.
- A3.5 Understand the effects of various workforce management strategies on employees' actions, attitude, and productivity.
- A3.6 Understand how the use of technology has affected the fashion design, manufacturing, merchandising, and retail industry.

ART STANDARDS

Careers and Career Related Skills:

- 5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for post-secondary application, exhibition, job application, and personal collection).
- 5.4 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.
- 4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.
- 4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.
- 4.3 Analyze and articulate how society influences the interpretation and message of a work of art.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will continue to become more aware of the careers in fashion in the last unit. A variety of opportunities exist, ranging from jobs in science to sales. An overview of the four areas of employment in the fashion industry will be discussed, as well as the education options for fashion careers. Students will also be able to identify ways to gain experience in the fashion industry prior to employment. Not only will students gain information about fashion careers, they will learn about the process of researching, finding, getting and keeping a job. Various college representatives will speak to the class and provide information regarding their admission process, curriculum and careers.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

May include, but are not limited to:

- Field trips/ guest speaker
- Career research
- Guest speakers and field trip to colleges with majors in Fashion, Art and Interiors will be included. (i.e. Art Institutes, FIDM, American River College, Sacramento City College)

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

May include, but are not limited to:

- Career portfolios- explore various careers related to the fashion, interiors and/or art industries
- Field trips/ guest speaker evaluations
- Report on a career related to fashion
- Notes/chart completed for all careers researched -- includes post-secondary schools, salary, training and licensing required, and job outlook.
- Each student will be assigned a career related to the fashion industry and create a short, detailed google slide presentation that includes post-secondary colleges and training opportunities, job skills, licensing and/or certifications needed, salary, projected growth, and employment outlook.
- Students will choose one career that is associated with fashion design and answer a series of related questions. All answers must be in their own words and many resources will be utilized. This research assignment increases students' knowledge of preparing and working in fashion, as well as allowing them to explore the careers in a specific area of the fashion industry.
- Students will complete a project that showcases a garment/design, starting with the inspiration, and tracing the process, completion and self-evaluation.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include, but are not limited to:

- Videos
- Tutorials
- Textbook Learning
- Worksheets with explanations
- Before School and After School interventions
- New Assignment/Project to re-learn material
- Students will remediate with teacher or Classroom Aide/TA

EDUCATIONAL SERVICES

Department: **Career Technical Education**

Course Title: **Fashion, Apparel and Textiles**

Course Number: **0561**

Unit Title: Garment Construction

Content Area Standards (Please identify the source): List content standards students will master in this unit.

FASHION STANDARDS

- A8.0 Students understand the principles of pattern making and techniques for draping to produce a pattern for apparel design:
- A8.1 Understand flat pattern design, draping techniques, and the use of the basic block.
- A8.2 Evaluate the draping qualities of various fabrics.
- A8.3 Know how technology is used in pattern making, grading, and marking.
- A8.4 Evaluate first-sample garments made from first patterns and determine necessary adjustments.
- A9.0 Students understand and apply garment construction skills used in a variety of occupations within the industry.
- A9.1 Know the basic process of manufacturing garments.
- A9.2 Understand the effects of global sourcing on garment production.
- A9.3 Use a variety of equipment, tools, supplies, and software to construct or manufacture garments.
- A9.6 Understand common fitting challenges of various figure types and determine related costs.

ART STANDARDS

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will be familiar with how fabric and textiles are produced, and which fabrics are suitable for various garments and accessories in fashion and interiors.

Students will learn to sketch and design patterns.

Lecture and demonstration of draping and pattern piecing

Students will be familiar with mass market apparel manufacturing, and the difference between pret-a-porter and haute couture designs

Students will determine their own figure types and be able to choose suitable clothing for their type.

Students will be able to adjust patterns based on their figure type.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

May include, but are not limited to:

Various videos and digital presentations describing natural and synthetic fabrics, pattern making, and the dyeing and manufacturing of fabrics.

Fashion construction labs

Sketching and draping techniques introduced via digital presentation and hands on labs

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

May include, but are not limited to:

- Students will sketch and design one garment without the use of a paper pattern. They will use the dress forms to drape and piece together fabrics, and then sew to complete the garment.
- Completed samples- practicing various techniques (i.e. zipper, button, buttonhole, straight seam, gather, sewing curves and corners, french seam, clipping, notching, hem, serged edge, attaching a pocket, zigzag finish)
- Completed garments- traditional, draped, composite
- Students will create a short video clip, teaching an assigned technique. They will then link the video to a "QR Code".
- Original work of art created using fabrics and textiles

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include, but are not limited to:

- Videos
- Tutorials
- Textbook Learning
- Worksheets with explanations
- Before School and After School interventions
- New Assignment/Project to re-learn material
- Students will remediate with teacher or Classroom Aide/TA