

Apparel Construction & Design 2 A/B

Santa Maria Joint Union High School District

Modeled Course
Outside District
Approved



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Melissa Diaz

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Santa Maria High School (053305)	Classroom Based	Abbreviation	Course Code
		ApparelCo&Des2A	HE6209
		ApparelCo&Des2B	HE6210
Pioneer Valley High School (053847)	Classroom Based	Abbreviation	Course Code
		ApparelCo&Des2A	HE6209
		ApparelCo&Des2B	HE6210

Title: Apparel Construction & Design 2 A/B

Length of course: Full Year

Subject area: Visual & Performing Arts (F) / Visual Arts

UC honors designation? No

Prerequisites: Apparel Construction & Design 1 A/B (Required)

Co-requisites: None

Integrated (Academics / CTE)? Yes

Grade levels:

10th, 11th, 12th

Course Description

Course overview:

This capstone course provides students an understanding of fashion, textiles, design and construction. Emphasis of instruction is placed on fashion merchandising, fashion illustration, famous fashion designers, apparel construction, and appearance. It includes units on the elements and principles of design and the application of these concepts to the fashion design process. The course of study will allow students to expand upon their skills in fashion design and construction while also providing them the opportunity to further develop their knowledge and skills necessary to understand and work in this professionally diverse global industry. Students will apply their learned skills to construct a portfolio or body of work, as well as prepare for careers, post-secondary training and beyond. Students in this course will also work together to run a campus business offering embroidery, repairs, and tailoring services.

Course content:

Introduction to the Course, Sewing Tool, Equipment and Safety

Students will be introduced to the advanced fashion course, they will gain a deeper understanding of fashion and how it functions in contemporary culture. Students will expand upon their prior knowledge from previous fashion courses, while developing advanced sewing and garment construction skills and techniques. Students will demonstrate an understanding of advanced tools and equipment utilized in the course for the development of fashion, textile and apparel design works; and understand safety aspects and care of tools and equipment. Students must demonstrate mastery of understanding of safe practices by passing a safety test. Students will review and expand upon their knowledge of industry-standard practices in safety and in operating a sewing machine, serger, industrial embroidery machine and other sewing equipment and tools.

Unit Assignment(s):

Wardrobe Evaluation, Sewing Samples & Safety Test

Students evaluate items in fashion to determine what factors influenced their own personal styles and choose outfits for certain occasions including career and formal attire. Students create a style board for their choices including how their personal culture, customs, and expectations influence their apparel decisions and impact their need for self-expression. Students will review operation of their sewing & serger machine use, participate in machine care, & practice safety

procedures while completing advanced sewing samples. Several class lessons and assignments will be done to prepare students for the Sewing Safety Test, including sewing/serger machine parts identification, sewing tools identification, and safe practice demonstration.

Textile Fibers, Fabrics and Design

Students will expand upon their textile knowledge by creating a fabric sample swatch book. They will identify the fabrics (this requires some textile research on their part), giving the fabric name, its characteristics (i.e. natural or synthetic, woven or knitted, type of weave, etc.) and then give examples of garments or uses for that type of fabric (i.e. car upholstery, furniture, evening gowns, bath towels, etc.) Students will develop deeper knowledge of fabrics and textiles, investigate issues of sustainability, fast fashion and ethical brands then make appropriate textile choices and apply their knowledge to the fashion design process and the use of the elements and principles of art in fashion. Since fabrics are the artistic medium of the fashion designer, developing an in-depth understanding of the types of textile and fabric choices is an important skill for this industry.

☞ Unit Assignment(s):

Textile Book and Design

A review of various fabrications is presented, students identify, classify and explain the characteristics of each listed natural and manufactured fiber. Students will determine the name of sample fabrics from modeled garments and suggest the proper fabric content. They will identify and classify a variety of woven, knitted and non-woven fabric samples and will explain the characteristics of these fabric samples and recommend an appropriate end use for each sample. Students will create a chart to compare the characteristics and performance of two commonly used natural fibers and two commonly used manufactured fibers.

Students will apply the artistic process of taking a textile and through the construction methodology create a unique, one of a kind wearable end product.

A discussion on eco-friendly and sustainable clothing is presented. They will apply their understanding of textile fibers, & fabrics to the selection of textile products appropriate for the execution of different designs; and then evaluate and write a reflection describing their textile product selection in one constructed garment of their choice.

Students will design and create an original fabric design. They will relate their use of the elements of art and principles of design to their work. They will design and create an outfit on a mini dress form.

Famous Fashion and Costume Designers

Students will conduct research on an iconic apparel or costume designer and write a report on the designer's background, contributions to fashion or costuming, cultural influence, era of time, childhood, educational background, and overall impact on the industry. Students will conduct research to gather information, and apply the writing process as they learn about the area of fashion & costuming, compare and contrast eras, and in doing so will also learn more about the fashion

industry, the requirements of the profession, the education and training needed, and the skills most needed to be successful in the field. Students will determine the target audience and include pictures of outfits by this designer and present their research in a digital slide presentation. Students will critique these fashion/costume designers works based on the use of the elements of art and principles of design; they will describe, analyze, and judge the designs.

☐ Unit Assignment(s):

Research paper, PowerPoint presentation, Design Sketches

Students will choose an apparel or costume designer of their choice. They will then research, write a paper, and create a slide presentation on this designer. They will discover the designer's life history, education, motivation, notoriety, contributions to the fashion/costuming world, and cultural influences. Students will compare and contrast target market and marketing strategies their designer has used and their impact on the fashion movement and fashion history. Students will then include designs and sketches of fashion/costumes for a presentation incorporating the elements of art and principles of design that are in line with the designer researched. A critique will follow where students will view the creations and discuss within groups the authenticity of the styling for each designer/costumer following a prescribed rubric.

Applied Fashion Design and Construction

Students will demonstrate advanced skills in sewing and garment construction. They will demonstrate mastery of advanced construction techniques, such as: zipper insertion, darts, waistband, interfacing, cover-stitch, over-lock, machine embroidery etc. Students will effectively apply individual body measurements to sizing of garments, fabric selection and budgeting for all materials required. They will learn to read a sewing pattern guide sheet, analyze pattern instructions, or create their own pattern, and apply these skills to construction projects. After constructing a garment, they will learn to conduct a fitting and make any needed alterations. Students will then market their garment using fashion merchandising knowledge that is foundational in the Fashion Design industry.

☐ Unit Assignment(s):

Sewing samples, various construction projects, customer profile

Students will complete a minimum of 3 construction projects throughout the year, each should expand upon prior skills as new advanced level techniques are introduced. These projects will further demonstrate students' technical proficiency. Projects can be differentiated for student's ability level. Students should be encouraged to select patterns and garments they would like to make that consider advanced techniques such as those needed for modern tailoring (for example using a serger for professional finishing, inserting darts, pockets, waistband, a bodice, etc.). Students will identify the different aspects of the fashion industry by creating a presentation board to market their garment as a Fashion Merchandiser and critique peer work as a Fashion Buyer. Students will also create a portfolio of the appropriate terms for garment styles, including sleeve, necklines, skirt, collars, pant and shirt types. Students will learn how to alter a garment with the goal to upcycle an old clothing item.

Elements of Art and Principles of Design and Visual Merchandising

Students will apply their comprehension of elements of art and principles of design to analyze and evaluate a variety of store displays. Students will learn about how lighting, location, and other marketing factors influence a buyer's feelings and desire to purchase. Students will also apply knowledge about target audience, demographics, psychology of color, color theory and other factors that can attract target customers. Students will create original designs and compose a visual display inspired by their specific customer, and demonstrate their understanding of effective promotion methods in fashion merchandising.

☐ Unit Assignment(s):

Design sketches, 2 construction projects, visual promotional display

Students will explore and analyze a variety of window displays and visual merchandising techniques. They will review the elements and principles of art and design and learn about visual merchandising techniques. Students will critique a variety of visual displays based on the designer's use of the elements of art.

Students will be assigned to a mock "store manager" that needs a window display and has a theme in mind. The team of students will interview the manager and create a rendering (sketched or computer generated) of the display which they will present to the "manager." They will make necessary changes until they gain approval. Students will then create a visual display from their design that reflects the "managers" inspiration. The display must include their personal work along with explanations of the designers target market, and their impact on the fashion movement and fashion history. The display must include graphics and 3-D objects. The students will analyze their use of the elements of art and principles of design. The visual display will demonstrate the students understanding of fashion merchandising and promotion methods, mannequins, props, color and lighting should be utilized to create an attractive and creative display.

The Tools of Fashion Design and Illustration

Students will demonstrate their understanding of design principles through the medium of fashion illustration. Using the drawing techniques of "gesture" and observational life drawing skills, students will especially work to demonstrate their mastery of proportion/scale as it applies to the human body. Using traditional charcoal or pastel, students will progress through the design process, from concept to completion. Their fashion designs on their model will demonstrate their mastery of the various principles of design, including unity, balance, emphasis, rhythm, proportion, etc. As part of this process, students further develop their fine art drawing techniques, review industry standard fashion illustration examples, and reinforce the importance of sketching and illustration skills, through multimedia resources.

☐ Unit Assignment(s):

Gesture/life drawing fashion illustrations

Fashion illustration measurements and techniques are reviewed by the teacher demonstration using the industry “9 Heads” method for manually sketching a fully proportionate body known as a “Croquis” for either the male, female or child. Students sketch the human body in various positions or fashion poses. Proportion, drawing techniques, and various media are reviewed. Students are introduced to new drawing techniques such as gesture, and how to stylize a croquis creating a front view and side view. Students will demonstrate an understanding of human anatomy, proportion, and scale according to assigned criteria; an understanding of the relationship between body position and the lay or position of clothing/fabric/accessories; and an understanding of the behavior of different materials and textiles, in relationship to body position.

Fashion in the Real World, Planning For the Future

In this unit, students will delve deeper into researching the wide variety of careers (many of them extremely lucrative) available within the fashion industry. In addition to researching various career pathways they haven’t considered in previous courses, students identify the breadth and depth of education required for various positions and roles. New guest speakers and professionals in the fashion industry act as industry experts, delivering valuable presentations to students, both on the actual discipline of fashion as well as the realities of careers in fashion. For example, Fashion Blogging and Social Media are growing fields in the fashion industry. Students engage in Q and A sessions with these experts, receiving important mentoring and professional advice. Students refine their interests in career pathways and in addition to updating their professional art/design portfolio (or website), students will create a branding suite for their potential careers (including brand logo, business card, and resume). Wherever possible, students are eligible to “shadow” professionals to get a better sense of the day-to-day operations of a fashion career. As a result of these experiences and research, students will evaluate and revise their Career and Education Plan that articulates their goals and strategies for pursuing a career of their choice in the fashion industry.

☐ Unit Assignment(s):

Students will research a wide variety of professional paths and fields within the contemporary fashion industry, for the primary purpose of identifying future careers within the industry. They should include careers that they have not previously explored in prior fashion courses. Students will refine & present a “Personal Career Plan,” that includes: (1) education requirements needed for selected career, (2) salary scale/earning potential, (3) career mapping (indicating transferability of knowledge/skills), and (4) A five year plan including personal/career goals. Students will utilize a career website like Xello to assist in this project.

Recycle and Reuse and Performance Fashion Show

Students will utilize their creative, design skills to plan and implement a fashion show. Student groups will design, sketch, and create a garment with accessories using recycleable items. Students will collaorate with the drama theatre department to ensure proper lighting, sound, media, stage direction, and stage presence for the models and narrators. Students will run

a full rehearsal practicing timing and transitions. Students will build on their prior knowledge of construction skills when devising the garment. They will also use body measurements of the model to assure proper fit, gaining a greater understanding of tailoring and scale. They will be challenged to figure out how to create a pattern from the design sketch and then make it into a wearable 3-D outfit, including putting it on and taking it off. They will build upon their knowledge of textiles and the techniques that can be used with thin, stiff, delicate material to ensure ease of movement for the model. The team will troubleshoot issues as they encounter them and learn communication, conflict resolution and time management skills working under a deadline.

☐ Unit Assignment(s):

Students will work collaboratively to create and direct a fashion show. Teams will choose a theme and draw sketches of outfits they want to create. They will choose music, and create a slide presentation that includes pictures and graphics. They will then construct these garments and accessories out of recyclable materials, using only tape, glue and yarn. Each team will write a script that details the construction process and uses appropriate fashion and garment style terms for the outfit. These outfits will be worn by a student in a fashion show that is organized by the class. The script will be narrated by one student in each team during the fashion show. They will do a rehearsal the day before and incorporate any adjustments necessary. Finally, the students will engage in an evaluation of the production to analyze successes and challenges and offer suggestions for future productions. Students will turn in a portfolio of their team project, including the written narration script and design sketches.

Students will bring in a project from home that they want to alter. They will first sketch the garment and then write a detailed list of steps required to change this garment into a new, useable version.

Small Apparel Industry Business

Students acquire skills of time management, project management, problem solving, design skills, and customer relations through our on campus business in which we offer services for small repairs and sewing needs. We have collaborated with drama to create garments for their productions, repaired football jerseys, made schoolwide projects, including window coverings.

We also have an industrial embroidery machine that the students use to create designs, decide on the best options of layout, program the machine, and complete the embroidery process. The students are responsible for all aspects of the business including advertising, completing jobs, writing invoices, and delivering the item. We have embroidered chef coats for our Culinary students. The class has also made pillows to donate to our local homeless shelter.

Through this interactive experience students will acquire and use written, verbal, or nonverbal communication skills in a variety of forms and contexts to convey meaning through the production, presentation, and/or exhibition of works of art through active practice and creation for the consumer.

☐ Unit Assignment(s):

Students gain real work experience through project based learning. They will interact with staff to write up orders, complete the project and deliver the item, get feedback, and implement the suggestions. Students will learn customer service skills, project management, problem solving, and communication skills. They will learn responsibility and how to

troubleshoot problems. They will gain understanding and an ability to operate a variety machines, including an industrial embroidery machine, sergers, and an industrial sewing machine, heat press, and scan & cut machine.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Apparel Design, Textiles, & Construction	Liddell & Samuels	Goodheart-Wilcox	2018	[empty]	Yes
Drawing Fashion	Bill Thames	Glencoe McGraw-Hill	2002	[empty]	No

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
Fashion Illustration Gallery	FIG	FIG	www.fashionillustrationgallery.com/artists
Prepare a Fashion Design Portfolio	[empty]	wikiHow	www.wikihow.com/Prepare-a-Fashion-Design-Portfolio