

Lesson: Fashion Design Cumulative Project – Day 1 Basic Techniques
Class: Fashion/Interior/Culinary Design

Teacher: Sasha Gartin

Standards:

N16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparels.

N16.2 Evaluate fiber and textile products and materials

N16.3 Demonstrate fashion, apparel, and textile design skills.

N16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

Objectives:

1. The student will be able to explain the role of fashion designers in the apparel industry.
2. The student will be able to describe the design process.
3. The student will be able to distinguish between styles of necklines, collars, and sleeves.
4. The student will be able to identify styles of dresses, shirts, skirts, pants, jackets, and coats.
5. The student will be able to apply information of the design process into a realistic simulation project.

Introduction:

Have textbook charts of types of necklines, collars, sleeves, skirts, pants, jackets, etc. and professional design drawings out for the students to look at while coming into class.

State the agenda for the day.

Time: 5 minutes

Body:

Practice Design Exercise

1. Each student needs: a picture of an outfit from a magazine, a piece of trace paper, croquis.
2. Demo for the students giving them tips.

Do not “glue” the fabric to the model...create a look that the fabric drapes.

Add dimension to the fabric (sleeves are drawn like the top of a bottle/can).

Use irregular line and spacing to create flow and drape...clothes don't hang in straight lines.

Bottoms of skirts aren't straight...they are curved.

3. Have the student lay their trace paper over the croquis...and while looking at the mag pic...draw it.

Time: 20 minutes

Peer Evaluation

1. Have students lay out their work with a blank sheet of paper next to it that has a t-chart on it. The t-chart should be labeled with a + and – as the column headings.
2. Students walk around the room leaving + and – comments for their peers on how they can improve.
OR put them in small groups to do the same exercise.

Time: 15 minutes

Conclusion:

Introduce Project – show examples of past projects

Go over guidelines with them.

Assign Company Name/Logo, Target Market paragraph, Tag/label - due tomorrow.

Time: 10 minutes

Lesson: Fashion Design Cumulative Project – Day 2 Rendering
Class: Fashion/Interior/Culinary Design

Teacher: Sasha Gartin

Standards:

N16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparels.

N16.2 Evaluate fiber and textile products and materials

N16.3 Demonstrate fashion, apparel, and textile design skills.

N16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

Objectives:

1. The student will be able to explain the role of fashion designers in the apparel industry.
2. The student will be able to describe the design process.
3. The student will be able to distinguish between styles of necklines, collars, and sleeves.
4. The student will be able to identify styles of dresses, shirts, skirts, pants, jackets, and coats.
5. The student will be able to apply information of the design process into a realistic simulation project.

Introduction:

Collect company name/logo, target market paragraph, and tag/label.

Show Rendering Powerpoint of different mediums – colored pencil, marker, watercolor, etc. Show both interior design and fashion design photos.

Have textbook charts of types of necklines, collars, sleeves, skirts, pants, jackets, etc. and professional design drawings out for the students to look at while coming into class.

State the agenda for the day.

Time: 10 minutes

Body:

Practice Rendering

1. Each student needs their picture and drawing from the previous day.
2. Demo for the students giving them tips.

Colored pencils – soft, sheer fabrics

Color in little circular motions

Layers upon layers make a good effect...marker, pencil – mix mediums

Add highlights and shadows...put a sun source

You could even demo this...put a light on something for the students to see shadows

3. Have the student render their traced image while looking at the mag pic...color. The goal here is to have them try to match the coloring of the photo.

Time: 30 minutes

Peer Evaluation

1. Put students in groups of 3 and have them discuss ways to improve.

Time: 5 minutes

Conclusion:

Homework –

Render a picture (everyone should render the same picture so that they can use them the next day in class)

Find 5-10 inspiration pictures for the final project - due tomorrow.

Time: 5 minutes

Lesson: Fashion Design Cumulative Project – Day 3 Designing
Class: Fashion/Interior/Culinary Design

Teacher: Sasha Gartin

Standards:

N16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparels.

N16.2 Evaluate fiber and textile products and materials

N16.3 Demonstrate fashion, apparel, and textile design skills.

N16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

Objectives:

1. The student will be able to explain the role of fashion designers in the apparel industry.
2. The student will be able to describe the design process.
3. The student will be able to distinguish between styles of necklines, collars, and sleeves.
4. The student will be able to identify styles of dresses, shirts, skirts, pants, jackets, and coats.
5. The student will be able to apply information of the design process into a realistic simulation project.

Introduction:

Hand back graded company name/logo and target market paragraph.

Have students lay out their inspiration pictures. Give a quick completion grade for having them.

Have students tape their rendered picture up on the board.

Discuss the differences in rendering...ask students what they found that worked. Demonstrate that just by changing color...you change the entire design.

Time: 15 minutes

Body:

Workday on Final Project Sketches

1. Students will select croquis drawings they will be using and have trace paper/pencils.
2. Play a FIDM fashion show that has great music while they are sketching...if they get stuck they can look to it for inspiration.

Time: 35 minutes

Conclusion:

Homework – finish one design, find fabric samples

Lesson: Fashion Design Cumulative Project – Day 4 Designing
Class: Fashion/Interior/Culinary Design

Teacher: Sasha Gartin

Standards:

N16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparels.

N16.2 Evaluate fiber and textile products and materials

N16.3 Demonstrate fashion, apparel, and textile design skills.

N16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

Objectives:

1. The student will be able to explain the role of fashion designers in the apparel industry.
2. The student will be able to describe the design process.
3. The student will be able to distinguish between styles of necklines, collars, and sleeves.
4. The student will be able to identify styles of dresses, shirts, skirts, pants, jackets, and coats.
5. The student will be able to apply information of the design process into a realistic simulation project.

Introduction:

Open it up for discussion on what they are struggling with...see if other students can help give tips.

Time: 5 minutes

Body:

Workday on Final Project Sketches

1. Students will select croquis drawings they will be using and have trace paper/pencils.
2. Play a FIDM fashion show that has great music while they are sketching...if they get stuck they can look to it for inspiration.

Time: 45 minutes

Conclusion:

Homework – finish all three designs – due tomorrow

Find Fabric samples

Lesson: Fashion Design Cumulative Project – Day 5 Rendering
Class: Fashion/Interior/Culinary Design

Teacher: Sasha Gartin

Standards:

N16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparels.

N16.2 Evaluate fiber and textile products and materials

N16.3 Demonstrate fashion, apparel, and textile design skills.

N16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

Objectives:

1. The student will be able to explain the role of fashion designers in the apparel industry.
2. The student will be able to describe the design process.
3. The student will be able to distinguish between styles of necklines, collars, and sleeves.
4. The student will be able to identify styles of dresses, shirts, skirts, pants, jackets, and coats.
5. The student will be able to apply information of the design process into a realistic simulation project.

Introduction:

Make copies of designs so the students have blank “coloring worksheets.”

Time: 5 minutes

Body:

Workday on Rendering Final Sketches

1. Students will select colored pencils/markers/etc. to render.
2. Play a FIDM fashion show that has great music while they are sketching...if they get stuck they can look to it for inspiration.

Time: 45 minutes

Conclusion:

Homework – all rendered final designs due tomorrow

Find Fabric samples

Lesson: Fashion Design Cumulative Project – Day 6 Final Board Layouts
Class: Fashion/Interior/Culinary Design

Teacher: Sasha Gartin

Standards:

N16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparels.

N16.2 Evaluate fiber and textile products and materials

N16.3 Demonstrate fashion, apparel, and textile design skills.

N16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

Objectives:

1. The student will be able to explain the role of fashion designers in the apparel industry.
2. The student will be able to describe the design process.
3. The student will be able to distinguish between styles of necklines, collars, and sleeves.
4. The student will be able to identify styles of dresses, shirts, skirts, pants, jackets, and coats.
5. The student will be able to apply information of the design process into a realistic simulation project.

Introduction:

Demo how to layout a board...have a template drawn on the board.

Students can play with layout while teacher is giving suggestions/reminders.

Talk about the importance of having a plan/layout before gluing/mounting.

Time: 20 minutes

Body:

Workday on putting together the final board.

1. Students will select adhesives/glue/tape
2. Play music while they are working.

Time: 30 minutes

Conclusion:

Homework – Final board...it cannot be taken home. Students will have to come in on off periods.

Passion for Fashion - Design Project

Presentation Date: _____

Assignment: To show your understanding of the design process you will be creating a clothing line which you design for. Please read the following guidelines to help you with your project.

1. Select a company name and logo.

Computerized or hand drawn – you could use publisher to make a business card.

2. Identify your target market.

Write a paragraph including the age, gender, demographics, lifestyle, physical characteristics, social class, social behavior, values and attitudes, economic circumstances, and religion of the prospective customer (you do not have to include all of them...just give a well-rounded picture of who will be buying your clothes).

Ex. Teens, women age 40-60, kids, brides, men

3. Inspiration board.

1. Find 5-10 inspirational pictures/items that you will create your line from. These should not be pictures of clothes. Fashion designers get their inspiration from other sources.

4. Design 3 full body garments/outfits.

1. Select appropriate croquis models.
2. Using trace paper, design 3 outfits - IN PENCIL.
3. Trace over pencil with a fine tip black sharpie.
4. Have teacher make copies.
5. Render (color) the drawings.

5. Find fabric swatches.

Stores to look at: JoAnns, Walmart, Micheals, classroom. You will need at least 3.

6. Sample label/hang tag.

Made from cardstock.

Your final board will include the following:

Company Name/Logo
5 inspiration pictures
3 rendered designs
At least 3 fabric swatches
Sample label/tag

The target market paragraph can be glued to the back of the board.

Additional guidelines for your board...

Prepare all items for the board before determining the final arrangement on the board.

Arrange all items for the board before gluing/taping.

Be creative with the board – let it show your creativity as a designer.

Final Board Evaluation Rubric

Name: _____

Concept Board:

	Excellent	Good	Fair	Missing	Score
Company Name/Logo	Typed/computerized professional, creative +5	Typed/computerized, needed more creativity +3	Handwritten, creativity/professionalism lacked +1		/5
Target Market	Typed, 8-10 topics were addressed, thorough research +15	4-7 topics were addressed, some research +10	1-3 topics identified +5		/15
Inspiration Pictures	5-10 pictures – didn't use other fashion pictures +6	3-4 pictures - mostly got inspiration outside of the fashion world +4	1-2 pictures – used mainly pictures of clothes +2		/6
Design 1	Realistic, Clean Lines, Rendered, Creative, Original +20	Stiff looking on croquis, Clean Lines, Rendered, Needed more creativity +15	No clean lines, Not rendered, Significantly lacking in creativity/originality +10		/20
Design 2	Realistic, Clean Lines, Rendered, Creative, Original +20	Stiff looking on croquis, Clean Lines, Rendered, Needed more creativity +15	No clean lines, Not rendered, Significantly lacking in creativity/originality +10		/20
Design 3	Realistic, Clean Lines, Rendered, Creative, Original +20	Stiff looking on croquis, Clean Lines, Rendered, Needed more creativity +15	No clean lines, Not rendered, Significantly lacking in creativity/originality +10		/20
Fabric Swatches	3 or more swatches, accurate in color, appropriate in weight, clean cuts +9	2-3 swatches, close in color, appropriate in weight, clean cuts +6	Missing 1 or more swatch, color is off, did not choose appropriate weights, uneven cuts +3		/9
Label/Hang Tag	Typed/computerized professional, creative +5	Typed/computerized, needed more creativity +3	Handwritten, creativity & professionalism lacked +1		/5
Overall Board Design	Items mounted appropriately, no glue/tape, layout was planned, spacing even +20	Most items mounted appropriately, no glue/tape, layout lacked in flowing together, spacing problems +15	Items were not mounted appropriately, glue/tape showed, layout and spacing were unprofessional +10		/20
Presentation	On time, prepared, excited, smiled, good eye contact, enjoyed their project, explained thoroughly +20	On time, prepared, limited excitement, smiled, little eye contact, explained most things +15	Wasn't prepared, no excitement/smiles/eye contact, limited explanation +10		/20
				TOTAL:	/140

Comments: