

# FASHION & INTERIOR DESIGN II – Clothing/Fashion Pathway

## Course Title

Fashion and Interior Design II

Little Chute

Department: FCE

Grades - 11-12 Credits

## Course Overview/Description

Fashion and Interior Design II helps to further prepare students for occupations related to the Visual Arts and Design Career Pathway with a focus on housing & fashion related careers. This course will also work to improve their skills as consumers of clothing and home furnishings. Students become self-directed learners as they apply information learned from Intro to Fashion & Interior Design, choose a focus and develop, create, and evaluate student led projects. **Students are required to bring materials and supplies for their own projects in this class. Students taking this class, must have taken Intro to Fashion and Interior Design.**

## Scope and Sequence

Timeframe	Unit	Instructional Topics	Formative Assessment Strategies
Week 1	Fashion Design Careers	<ol style="list-style-type: none"><li>1. Explore career paths within the Fashion &amp; Design industry.</li><li>2. Research the roles and functions of individuals engaged in Fashion &amp; Design careers.</li><li>3. Assess employment opportunities and preparation requirements</li><li>4. Review education and training requirements for different levels of employment.</li><li>5. Assess how interests, education, personal priorities, and family responsibilities affect career choices in the area.</li></ol>	<ol style="list-style-type: none"><li>1. Career Research &amp; Presentation Project</li></ol>
Week	Clothing Construction - Daytime Wear	<ol style="list-style-type: none"><li>1. Identify types of daytime wear.</li><li>2. Research and understand the elements and principles of design that work best with daytime wear how to work them into a design.</li><li>3. Explore trends in daytime wear.</li><li>4. Research and select materials appropriate for daytime wear.</li><li>5. Design outfit using croquis.</li><li>6. Construct daytime outfit.</li></ol>	<ol style="list-style-type: none"><li>1. Daytime outfit research.</li><li>2. Daytime outfit design.</li><li>3. Daytime outfit construction.</li></ol>

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Week	Clothing Construction - Evening Wear	<ol style="list-style-type: none"> <li>1. Identify types of evening wear.</li> <li>2. Research and understand the elements and principles of design that work best with evening wear how to work them into a design.</li> <li>3. Explore trends in evening wear.</li> <li>4. Research and select materials appropriate for evening wear.</li> <li>5. Design outfit using croquis.</li> <li>6. Construct evening outfit.</li> </ol>	<ol style="list-style-type: none"> <li>1. Daytime outfit research.</li> <li>2. Daytime outfit design.</li> <li>3. Daytime outfit construction.</li> </ol>
Week	Clothing Construction - Activewear	<ol style="list-style-type: none"> <li>1. Identify types of activewear.</li> <li>2. Research and understand the elements and principles of design that work best with activewear how to work them into a design.</li> <li>3. Explore trends in activewear.</li> <li>4. Research and select materials appropriate for activewear wear.</li> <li>5. Design outfit using croquis.</li> <li>6. Construct activewear outfit.</li> </ol>	<ol style="list-style-type: none"> <li>1. Daytime outfit research.</li> <li>2. Daytime outfit design.</li> <li>3. Daytime outfit construction.</li> </ol>
Week 8 & 9	FCCLA Fashion Construction Challenge Final/Display	<p>Pick two of the construction projects and complete the following:</p> <ol style="list-style-type: none"> <li>1. The <i>display</i> <b>must contain</b> coordinates to complement the garment/ensemble/accessory, a fabric profile, cost itemization, and photo storyboard.</li> <li>2. <b>Fabric Profile:</b> A fabric profile should be prepared front side only on paper not larger than</li> <li>3. 11" x 17" and displayed. The fabric profile will contain a fabric swatch or swatches of each fabric used to make the project and all available information about <i>fiber content</i> and fabric type— construction, finishes, properties, performance, and care.</li> <li>4. <b>Cost itemization:</b> A detailed cost itemization should be prepared front side only on 8 1/2" x 11" paper and displayed. The cost itemization will show a list of all supplies/notions used to make the product with quantities, unit costs, and total costs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Display components</li> <li>2. Presentation garments</li> </ol>

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		<p>5. <b>Photo Storyboard:</b> A storyboard of photos telling the story of the project should be prepared front side only on paper not larger than 11" x 17" and displayed.</p> <p>6. <b>Coordinates:</b> Other garments/accessories that complement the project garment/ensemble or accessory should be arranged attractively in the <i>display</i> (may be placed on <i>mannequin</i>, if used).</p>	
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## Essential Standards

Essential Standards & Learning Targets	Progress
<b>Fashion &amp; Clothing Construction</b>	
I can design a croquis fashion design	3 2 1
I can identify and apply the elements and principles of designs to croquis sketches	3 2 1
I understand how to use/read/adjust a pattern.	3 2 1
I can layout, cut and mark patterns according to size	3 2 1
I can stitch and sew seams using the machine	3 2 1
I can hand stitch	3 2 1
I can choose and prepare the correct fabric for the task at hand	3 2 1
I can put in zippers	3 2 1
I can put in hems	3 2 1
I can finish waistbands	3 2 1
I can sew pockets, cuffs, and sleeves	3 2 1
I can sew in linings and interfacings	3 2 1
<b>Fabric &amp; Machine Care</b>	
I can identify various fabric types and understand sewing and care techniques for them.	3 2 1
I can identify sewing notions and can choose the appropriate notion for right task.	3 2 1

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I know how to use a sewing machine on my own and troubleshoot when problems arise.		3	2	1
<b>The Workplace</b>				
I can identify career options available in the clothing and fashion pathway.		3	2	1
Identify and demonstrate positive work behaviors needed to be employable.	I can demonstrate proper time management strategies to ensure efficiency within my group or individual work time.	3	2	1
	I can communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities.	3	2	1
	I can be accountable for my own academic success (attendance, preparation for class, completing assignments, using class time wisely).	3	2	1
<b>Cross Curricular</b>				
I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		3	2	1
I can gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.		3	2	1
I can present, information findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience (Death by PowerPoint Criteria).		3	2	1
I can make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations (Presentation Skills).		3	2	1
<b>Assessment Feedback</b>				

## Proficiency Criteria

### Proficient (3)

Student has demonstrated complete knowledge and skills aligned with the essential standards

### Approaching (2)

Student has demonstrated partial knowledge and skills

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aligned with the essential standards.

## **Emerging (1)**

Student has demonstrated beginning knowledge and skills aligned with the essential standard.