

# INTRO TO FASHION & INTERIOR DESIGN I

## Course Title

Intro to Fashion and Interior Design

Little Chute

Department: FCE

Grades 9-10, .5 Credits

## Course Overview/Description

Intro to Fashion and Interior Design is designed to introduce you to careers in the Visual Arts and Design Career Pathway. Basic elements and principles of design will be introduced and implemented throughout the course. Clothing and housing history, styles, future concepts as well as careers will be researched. You will also understand how to choose housing and home furnishing and fashion and apparel that will suit your future life-styles and budgets. Students will learn to use fabrics and materials with technology and apply it to their daily lives and future careers. **Students are required to bring materials and supplies for projects in this class.**

## Scope and Sequence

Timeframe	Unit	Instructional Topics	Formative Assessment Strategies
Weeks 1 - 2	Clothing & Society	<ol style="list-style-type: none"><li>1. Clothing and self-Expression</li><li>2. Evolution of fashion</li><li>3. Fashion designers</li><li>4. The design process &amp; creating croquis</li></ol>	<ol style="list-style-type: none"><li>1. Research project</li><li>2. Self-Reflection</li><li>3. Exit tickets</li><li>4. Presentation</li><li>5. Analyzing student work</li><li>6. Strategic questioning</li></ol>
Weeks 3 - 4	The Fashion World	<ol style="list-style-type: none"><li>1. The elements and principles of design</li><li>2. Applying the elements and principles.</li></ol>	<ol style="list-style-type: none"><li>1. Think Pair Share</li><li>2. Self-Reflection</li><li>3. Presentation</li></ol>
Weeks 5 - 6	Sewing Machine & Fabric Care	<ol style="list-style-type: none"><li>1. Fabric types</li><li>2. Sewing and care techniques for various fabrics</li><li>3. Sewing notions.</li><li>4. The sewing machine</li></ol>	<ol style="list-style-type: none"><li>1. Sewing practice projects</li><li>2. Analyzing student work</li><li>3. Strategic questioning</li></ol>
Weeks 7 - 8	Interior Design	<ol style="list-style-type: none"><li>1. Housing styles</li><li>2. Floor plans</li><li>3. Elements and principles of design in interior home fashion</li></ol>	<ol style="list-style-type: none"><li>1. Research project</li><li>2. Self-Reflection</li><li>3. Exit tickets</li><li>4. Presentation</li><li>5. Analyzing student work</li></ol>

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			6. Strategic questioning
Week 9	DIY	1. DIY Project Research and Plan	1. Project demonstration and presentation

## Course Essential Standards

Essential Standards & Learning Targets		Progress
<b>Clothing and Society</b>		
Student understand how clothing and self-Expression are related.		3 2 1
Understand and explain the evolution of fashion over time		3 2 1
Understand the role of industry fashion designers and the design process		3 2 1
<b>The Fashion World</b>		
I can identify and explain the elements and principles of design		3 2 1
I can use the elements and principles of design to create various projects.		3 2 1
<b>Fabric 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
I can identify the parts of sewing machine		3 2 1
<b>Interior Design</b>		
I can identify and describe various housing styles		3 2 1
I can identify and understand functional floor plans		3 2 1
I understand elements and principles of design as it relates to interior home fashion		3 2 1
<b>The Workplace</b>		
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

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	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.	3	2	1
	I can make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	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 aligned with the essential standards.

### Emerging (1)

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