

## BAA Fashion Design 12 Framework

**District Name:** Abbotsford  
**District Number:** SD #34  
**Developed by:** Paula Aquino  
**Date Developed:** January, 2005  
**School Name:** W. J. Mouat Secondary  
**Principal's Name:** Rob Comeau  
**Board/Authority Approval Date:** January, 2005 ~~JAN 11 2005~~ MAR - 7 2005  
**Board/Authority Signature:** \_\_\_\_\_  
**Course Name:** Fashion Design 12  
**Grade Level of Course:** Grade 12  
**Number of Course Credits:** 4 Credits  
**Number of Hours of Instruction:** 120 Hours  
**Prerequisite(s):** Textiles 11 and Textiles 12, or Teacher's Permission recommended

### Special Training, Facilities or Equipment Required:

Sewing machines (industrial if possible), sergers, computer(s) with pattern drafting computer software, drafting and sewing tools. Teacher will need to be experienced in using sewing machines and knowledgeable in flat-pattern drafting (traditional and computer-aided techniques).

### Course Synopsis:

This course has been developed to support and encourage students to express themselves creatively through the medium of textiles, in the realm of fashion design. The course will cover everything from concept to finished product. This means that the student will explore factors that have influenced fashion in the past and in the present, identify sources of inspiration, study and apply the principles and elements of design, draw, draft and construct original garments. Self and peer assessment play a major role throughout the process. Students may have the opportunity to showcase their garments in one of the many Grad functions (Annual Grad Fashion Show, Grad

Banquet, Prom Night) or Drama productions. Upon completion of this course, students will have a portfolio, which is essential for admission into any fashion design/merchandising post-secondary institution.

**Rationale:**

This course is intended for students who have a strong interest in fashion design and would like to further their study in fashion design, production, marketing, or other design/textile-related fields. The curriculum is designed to meet the expectations of Ministry Career Programs, which are directed towards success in school, transition to work, and transition to further education. Articulation between the high school and post-secondary instructors has resulted in a Draft entitled: “A Secondary to Post-Secondary Transition Program: Fashion Design and Technology” upon which this curriculum is based.

The learning outcomes for this course are as follows:

1. Students will have the opportunity to express themselves creatively through the medium of textiles.
2. Students will be able to relate the fashion trends throughout history to the political, economic, and social climate of each period.
3. Students will develop the skills required to create garments of their own design (draw, draft, and construct).
4. Students will develop a portfolio that meets post-secondary admission requirements for Fashion Design.
5. Students will become familiar with the career pathways and educational opportunities in the fashion and/or design fields.

In addition, students will develop a foundation of “design-thinking,” which can be used across the curriculum.

**Organizational Structure:**

Unit/Topic	Title	Time (hours)
Unit 1	Apparel Industry	10 hours
Unit 2	Apparel Design	25 hours
Unit 3	Pattern Development	30 hours
Unit 4	Garment Construction	55 hours
<b>Total Hours</b>		120 hours

## **Unit Descriptions:**

### **Unit 1: Apparel Industry**

#### Overview

Students will receive a brief introduction to the apparel industry with a focus on its status and current trends. They will be required to collect and share information from the newspaper, magazine or other sources, regarding the local (B.C.) fashion apparel industry. Eventually, these will be included in their portfolios as evidence of their interest and awareness in this area. Students will also become aware of the career possibilities and the required skills for each occupation. A possible fieldtrip to design studios and industrial facilities may give students a chance to compare and contrast the differences between large and small-scale “one-man” operations.

#### **Curriculum Organizer – Industry Status and Trends**

It is expected that students will:

- Explain the importance of the apparel industry, from local to international level
- Describe changes in industry operation and focus over the last century
- Identify key areas of growth and potential for the future
- Identify global issues in the apparel industry
- Describe career opportunities in the design, production, and marketing of apparel
- Compare skill sets required for careers in three components of industry: Design; Marketing/ Merchandising; Production
- Explore the fashion industry in Canada today
- Understand and use terminology of the industry

#### **Curriculum Organizer – Technology**

It is expected that students will:

- Identify uses of technology for various functions in industry

## **Unit 2: Apparel Design**

### Overview

In this unit, students will use the problem-solving process to design garments and/or a line of clothing for a specified target group. Ideas must be communicated visually by way of a storyboard, depicting 3-6 garments with a connecting theme or design. Some students may choose to demonstrate their ability to design to a target market by participating in the Skills Canada Apparel Design & Production Competition. These designs will be critiqued by peers and revised, if necessary, before proceeding to the next stage of development.

Prior to this, students will have studied the history of fashion, identified the various sources of inspiration, reviewed the principles and elements of design, and developed basic fashion illustration skills. Students will maintain a design journal to keep ongoing records of data and images; these may include notes, sketches, or photographs of inspirational sources for future designs.

### **Curriculum Organizer – History, Culture and Tradition**

It is expected that students will:

- Identify changes in fashion silhouettes and figures in various cultures and periods of history
- Describe the influence of fashion on the status and well-being of individuals
- Identify influential designers and their impact on the apparel industry

### **Curriculum Organizer – Design Fundamentals**

It is expected that students will:

- Identify and apply the principles and elements of design to textile garments
- Identify multiple design inspiration sources, including art history
- Demonstrate understanding of the elements of fit, ease, balance, and grain

### **Curriculum Organizer - Design Production**

It is expected that students will:

- Apply the five-step design process to the planning and development of a garment
- Illustrate ideas through manual sketches or computer-assisted design

### **Curriculum Organizer – Marketing and Consumerism**

It is expected that students will:

- Demonstrate ability to design to a target market

## **Curriculum Organizer – Technology**

It is expected that students will:

- Use computer-assisted design software to facilitate and enhance work
- Understand the technology used to connect design and production process

## **Unit 3: Pattern Development**

### Overview

Students will be exposed to the various methods of creating a pattern, with and without the use of a commercial pattern. Students will develop a pattern for each of their designs using the most effective and efficient method for the design. However, the flat-pattern method must be used for at least one design, as this is the most commonly utilized method in today's garment industry. Students may choose the traditional technique using paper and pencil while others may elect to use the computer-aided pattern-generating program.

For each design, students will need a project plan, which outlines their project and includes a guide sheet describing the method of construction to be used. These will serve only as a guideline and may require modification as the construction progresses. Throughout this unit, students will keep a daily log to track progress and to note any challenges encountered in their work.

### **Curriculum Organizer – Design Production**

It is expected that students will:

- Identify the various methods of creating a pattern
- Demonstrate basic flat-pattern drafting techniques
- Create patterns for original garment designs using the flat-pattern drafting method
- Alter a commercial pattern to create stylised garments
- Demonstrate understanding of pattern grading

### **Curriculum Organizer – Technology**

It is expected that students will:

- Describe technological changes in pattern drafting and their benefits and limitations
- Use computer-assisted design software to facilitate and enhance work

### **Curriculum Organizer – Textile Fundamentals**

It is expected that students will:

- Explain and use appropriate textile terminology as applied to commercial patterns and drafting
- Demonstrate the effective use of time

## **Unit 4: Garment Production**

### Overview

Students will be expected to produce a minimum of 3-6 garments, incorporating a specified range of construction skills. They will continue to keep a learning log to record progress and to note any adjustments made during the construction process. At this point, students will be “fine-tuning” their designs. Garments will be evaluated by themselves and their peers, on the basis of design, construction, cost, and function.

This unit may also involve a visit to a garment factory to observe mass-production methods of construction. From this experience, students will be able to compare and evaluate methods of construction used in the home and industry.

### **Curriculum Organizer – Textile Fundamentals**

It is expected that students will:

- Demonstrate safe and appropriate operation of sewing equipment and tools
- Use appropriate terminology as applied to garment construction and textiles
- Demonstrate an appreciation of the aesthetic and functional value of textiles
- Select appropriate fabric for the production of garments
- Demonstrate the effective use of time

### **Curriculum Organizer – Garment Construction**

It is expected that students will:

- Produce garments using suitable construction methods, techniques and equipment

### **Curriculum Organizer – Marketing and Consumerism**

It is expected that students will:

- Identify, compare and evaluate methods of construction used in the home and industry – this would include industry machines and assembly techniques.
- Describe factors that influence textile choices
- Develop a care label with instructions for garments

### **Curriculum Organizer – Technology**

It is expected that students will:

- Use computer-assisted software and computerized machines to facilitate and enhance work

### **Instructional Components:**

Instruction will take a variety of forms, including direct and indirect instruction, brainstorming, demonstrations, group work, self- and peer-assessment, analysis of designs, videos, and use of current resources including fashion magazines and the internet.

### Assessment Component:

<i>Formative:</i>	Sketchbook/Articles Collection Self and Peer Assessment Designer Research Report	15%
<i>Summative:</i>	Storyboards and Pattern Drafts	30%
	Garments and Design Line	55%
	<b>TOTAL</b>	<b>100%</b>

### Learning Resources:

#### Books:

- \_\_\_\_\_ (1979). *Reader's Digest Complete Guide to Sewing*. Montreal: The Reader's Digest Association, Inc.
- Abling, Bina (2004). *Fashion Sketchbook*, 4<sup>th</sup> Ed. New York: Fairchild Publications, Inc.
- Corbman, Dr. Bernard P. (1979). *Textiles: Fiber to Fabric – Canadian Edition, SI Metric*. Montreal: McGraw-Hill Ryerson, Ltd.
- Hollen, Norma & Kundel, Carolyn (1993) *Pattern Making by the Flat-Pattern Method*, 7<sup>th</sup> Ed. Toronto: Maxwell Macmillan Canada.
- Laver, James (1969). *A Concise History of Costume*. London: Thames and Hudson.
- Riegelman, Nancy (2003). *9Heads*, 2<sup>nd</sup> Ed. California: 9 Heads Media.
- Shaeffer, Claire B. (1997). *High Fashion Sewing Secrets from the World's Best Designers*. Emmaus, Pennsylvania: Rodale Press, Inc.
- Shaeffer, Claire B. (2001). *Sewing for the Apparel Industry*. New Jersey: Prentice Hall.
- Wolfe, Mary (1998). *Fashion!* Illinois: The Goodheart-Willcox Company, Inc.

#### Articles and information on fashion design and the Apparel Industry on the Internet:

- [www.designaccess.bc](http://www.designaccess.bc)
- [www.design-council.org.uk](http://www.design-council.org.uk)
- [www.apparel.org](http://www.apparel.org)
- [www.fashion-careers.com](http://www.fashion-careers.com)



Videos:

*The way we dress: The meaning of fashion*, Learning Seed, 1996.

Computer Software:

*CadTerns*, v. 4.1

*Garment Designer*, v. 2.0

Other:

Possible visitation to post-secondary Fashion Design and Merchandising Institutions (UCFV and/or Kwantlan College, for example)

Tour of Fashion Design and Production Centre(s)

Attendance at the UCFV and/or Kwantlan College-University's Fashion Design and Technology Program's Year-End Fashion Show (and viewing of graduates' portfolios)

Possible field trip to a Fashion Design Centre, such as New York City