

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Fashion Design	Art	9-12 BAIMS	0.5
Course Description:			
<p>Fashion Design is intended to introduce students to the basics of fashion design. This course is designed to provide students insight on the history of fashion and its place in the modern world and to help them understand terms and concepts related to fashion. Topics covered will include: Theories & functions of clothing, brief history of fashion, Consumer demands and fashion, Fashion change and consumer acceptance, raw materials for fashion, International fashion centers and designers, product and design development, introduction to apparel production and accessory designing.</p>			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
		<p>Meaningfully contribute to a global society EMPATHY</p> <ul style="list-style-type: none"> • Demonstrating understanding of others perspectives and needs • Listen with an open mind to understand others' situations • Understand the concept of community as a means for supporting others in need <p>GLOBAL AWARENESS</p> <ul style="list-style-type: none"> • Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts • Understand other nations and cultures including the use of non-English language <p>Demonstrate Academic Knowledge and Skills CONTENT MASTERY</p> <ul style="list-style-type: none"> • Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum <p>CRITICAL THINKING AND PROBLEM SOLVING</p> <ul style="list-style-type: none"> • Collect, assess and analyze relevant information • Reason effectively. Use systems thinking • Make sound judgments and decisions. Identify, define and solve authentic problems and essential questions. • Reflect critically on learning experience, processes and solutions • Transfer knowledge to other situations 	
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to Completed Equity Audit	

Standard Matrix

District Learning Expectations and Standards	Intro to Fashion and Design	Fashion Illustration	Fibers and Textiles	Fashion Construction	Careers in Fashion	A Fashion Line/Selling the Fashion
Creating						
VA:Cr1.1 Investigate, Plan, Make		x	x	x		
VA:Cr2.1 Organize and develop artistic ideas and work		x	x	x		x
VA:Cr3.1 Refine and complete artistic work.		x		x		
Presenting						
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.		x	x			x
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.						x
VA:Pr6.1 Convey meaning through the presentation of artistic work.			x			
Responding						
VA:Re7.1 Perceive and analyze artistic work.	x					
VA:Re8.1 Interpret intent and meaning in artistic work.	x				x	
VA:Re9.1 Apply criteria to evaluate artistic work.						
Connecting						
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.						
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	x				x	

Unit Links

Fashion Illustration	4
Fibers and Textiles	6
Fashion Construction	8
Careers in Fashion	10
A Fashion Line/ Selling the Fashion	11

Unit Title:

Intro to Fashion and Design

Relevant Standards: Bold indicates priority

- **VA:Cn11.1** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- **VA:Re.7.2.Ia** Analyze how one’s understanding of the world is affected by experiencing visual imagery.
- **VA: Re7.1** Perceive and analyze artistic work.
- **VA:Cn11.1.HSI** Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- **Va: Re8.1** Interpret intent and meaning in artistic work.

Essential Question(s):

- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Enduring Understanding(s):

- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Demonstration of Learning:

Collection of design renderings, history of design timeline, material selection study guides, wardrobe analysis creations.

Pacing for Unit

5 Classes

Family Overview (link below)	Integration of Technology:
	Digital integration on Ipad/laptop, CAD software and digital cameras
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> • Deconstruction • Garment • Couture • High Fashion • Texture • Relaxed Rendering • Pret-a-Porter • Principles of Design 	<ul style="list-style-type: none"> • Copies of the Lesson Fashion Design: Definition & Types • Images of different types of clothing, including haute couture and pret-a-porter • Measuring tapes • Access to technology and the internet • Fashion magazines
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations.	<ul style="list-style-type: none"> • Sheer handwork • All runway production work • Must know how to sew
Connections to Prior Units:	Connections to Future Units:
	Historical Contexts and References Design Timeline Progression
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Perception 1.1 Offer ways of customizing the display of information</p> <p>Language and Symbols 2.5 Illustrate through multiple media</p> <p>Physical Action 4.1 - Vary the methods for response and navigation.</p> <p>Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p>Recruiting Interest 7.1 Optimize individual choice and autonomy</p> <p>Sustaining Effort and Persistence 8.3 - Foster Collaboration and community</p>	<ul style="list-style-type: none"> - Provide student choice of creativity and presentation
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:

<p>9-12.2</p> <ul style="list-style-type: none"> actively listen to others present information and ideas respond to simple questions <p>9-12.3</p> <ul style="list-style-type: none"> Use academic and domain specific vocabulary Integrate graphics or multimedia, when useful <p>9-12.5</p> <ul style="list-style-type: none"> Conduct short individual or shared research projects to answer a question 	<ul style="list-style-type: none"> Utilize the four steps of art criticism and art vocabulary to evaluate fashion designs and drawings in class discussions. Examine a variety of fashion designs and drawings in different styles and subjects. Identify specific cultural symbolism and subject matter. Apply knowledge of the elements and principles of design when creating fashion compositions. Recognize how the principles of design are used to organize the elements of art. Record ideas and information in a sketchbook for finished fashion designs. Examine how other world cultures communicate ideas and/or utilize symbols in their fashion. Use common fashion design terminology to communicate my design ideas. Make decisions on which historical fashion designs will influence your original design. Utilize a variety of drawing media and tools safely and maintain a neat work area.
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Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
<p>Fashion History Timeline</p> <p>Renderings and Outline Of New Creations Based off of the Principles of Design</p>	<p>Students will</p> <ul style="list-style-type: none"> learn how fashion has progressed throughout the years and what elements in each time period influenced the fashion of that day. Students will understand how to create loose renderings of textured clothing, shoes and accessories to show fashion design and a clear understanding of the principles of design. 	<p>Does the student show clear understanding of the fashion history timeline?</p> <p>Does the student show evidence of learning how to utilize the principles of design in a work of art?</p>	<p>Materials:</p> <p>Chromebook Handouts Paper Drawing Materials Magazines Drawing Mannequins (12)</p>

Unit Title:
Fashion Illustration
Relevant Standards: Bold indicates priority
<ul style="list-style-type: none"> VA:Cr1.1 Generate and conceptualize artistic ideas and work

- **VA:Cr2.1** Organize and develop artistic ideas and work
- **VA:Cr3.1** Refine and complete artistic work
- **VA:Pr4.1** Select, analyze, and interpret artistic work for presentation

Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> ● What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? ● What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? ● How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? ● How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? 	<ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be developed. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. ● People evaluate art based on various criteria. ● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Demonstration of Learning:	Pacing for Unit
Portfolio of themed fashion renderings, collage of designs, fabrics and accessory examples, defined figure drawing finals.	8 Classes
Family Overview (link below)	Integration of Technology:
	Digital integration on Ipad/laptop, CAD software and digital cameras
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> ● Croquis (Figure) Drawing ● Fabric/Garment Drawing ● Principles of Design ● Silhouette ● Embroidery ● Texture ● Muslin ● Handicraft ● Stitching 	<ul style="list-style-type: none"> ● Fabrics/Textiles ● Clothing examples ● Measuring tapes ● Access to technology and the internet ● Fashion magazines ● Notions

Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations		<ul style="list-style-type: none"> • Sheer handwork • All runway production work • Must know how to sew • Must be good at drawing 	
Connections to Prior Units:		Connections to Future Units:	
Historical Contexts and References Design Timeline Progression		Knowledge of fabrics and textiles, constructing fashion using plans and sewing techniques	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Perception 1.1 Offer ways of customizing the display of information</p> <p>Language and Symbols 2.5 Illustrate through multiple media</p> <p>Physical Action 4.1 - Vary the methods for response and navigation.</p> <p>Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p>Recruiting Interest 7.1 Optimize individual choice and autonomy</p> <p>Sustaining Effort and Persistence 8.3 - Foster Collaboration and community</p>		<ul style="list-style-type: none"> - Provide student choice of creativity and presentation 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<p>9-12.2</p> <ul style="list-style-type: none"> • actively listen to others • present information and ideas • respond to simple questions <p>9-12.3</p> <ul style="list-style-type: none"> • Use academic and domain specific vocabulary • Integrate graphics or multimedia, when useful <p>9-12.5</p> <ul style="list-style-type: none"> • Conduct short individual or shared research projects to answer a question 		<ul style="list-style-type: none"> • Utilize the four steps of art criticism and art vocabulary to evaluate fashion designs and drawings in class discussions. • Create gesture drawings of the human figure that express a pose and/or movement. • Apply knowledge of the elements and principles of design when creating fashion compositions. • Use common fashion design terminology to communicate my design ideas. • Record ideas and information in a sketchbook for finished fashion designs. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Themed Fashion Illustration Line Up	<p>Students Will:</p> <ul style="list-style-type: none"> • learn how to illustrate created fashions using learned technique and models/mannequins. • understand the necessity behind 	Does the student show a clear understanding of the fashion illustration drawing style?	<p>Materials:</p> <p>Sketchbooks Texture Example Wks Illustrator Markers Drawing Mannequins (12)</p>

Collage Style Fashion Illustration with Texture	<ul style="list-style-type: none"> creating a fashion line. explore collage in fashion design to create more real world ideas of how to incorporate the principles of design into fashion. 	Does the student demonstrate knowledge of incorporating texture into fashion designs to show a realistic image?	Drawing Pencils Drafting Paper

Unit Title:

Fibers and Textiles

Relevant Standards: Bold indicates priority

- **VA:Cr1.1** Generate and conceptualize artistic ideas and work
- **VA:Cr2.1** Organize and develop artistic ideas and work
- **VA:PR4.1** Select, analyze and interpret artistic work for presentation
- **VA:Pr6.1** Convey meaning through the presentation of artistic work.

Essential Question(s):

- What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Enduring Understanding(s):

- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Demonstration of Learning:

Fabric swatch/textiles book, small garment and accessory builds, fabric advertisement brochure or poster.

Pacing for Unit

8 Classes

Family Overview (link below)	Integration of Technology:
	Digital integration on Ipad/laptop, CAD software and digital cameras
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Fabric Sample Textiles Garment Principles of Design Swatch Collage Texture Fiber Embroidery	<ul style="list-style-type: none"> • Fabrics/Textiles • Clothing examples • Measuring tapes • Access to technology and the internet • Fashion magazines • Notions
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations	<ul style="list-style-type: none"> • Sheer handwork • All runway production work • Must know how to sew • Must be good at drawing
Connections to Prior Units:	Connections to Future Units:
Fashion illustration techniques and knowledge of fashion history	Constructing fashion design ideas and collage building
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Perception 1.1 Offer ways of customizing the display of information Language and Symbols 2.5 Illustrate through multiple media Physical Action 4.1 - Vary the methods for response and navigation. Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition Recruiting Interest 7.1 Optimize individual choice and autonomy Sustaining Effort and Persistence 8.3 - Foster Collaboration and community	<ul style="list-style-type: none"> - Provide student choice of creativity and presentation
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
9-12.2 <ul style="list-style-type: none"> • actively listen to others • present information and ideas • respond to simple questions 	<ul style="list-style-type: none"> • Use common fashion design terminology to communicate my design ideas. • I can demonstrate fashion, apparel and textile design skills.

9-12.3 <ul style="list-style-type: none"> Use academic and domain specific vocabulary Integrate graphics or multimedia, when useful 9-12.5 <ul style="list-style-type: none"> Conduct short individual or shared research projects to answer a question 		<ul style="list-style-type: none"> I can describe the characteristics of fibers and how to care for items of clothing. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Fabric swatch boards/ textile sample books. Garment and accessories styles and features display board. Fiber advertising promotion brochure or poster	Student will: <ul style="list-style-type: none"> learn how to design swatch boards and sample books through exploration and demonstration. discover how to sew and put together collage style fabrics and parts of garments and accessories to create feature boards. craft advertisements and learn how to piece color schemes, textures and styles to show appealing designs. 	Does the student show evidence of learning garment styles and features? Does the student have a clear understanding of putting together fabrics to create design styles and other appealing designs?	Materials: Fabrics and Textiles Display Board Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Scissors Cardboard Iron (4) Iron Boards (4)

Unit Title:	
<h1>Fashion Construction</h1>	
Relevant Standards: Bold indicates priority	
<ul style="list-style-type: none"> VA: Cr1.1 Generate and conceptualize artistic ideas and work. VA: Cr2.1 Organize and develop artistic ideas and work. VA: Cr3.1 Refine and complete artistic work. VA: Cr1.1.HSI Use multiple approaches to begin creative endeavors. 	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? What role does persistence play in revising, refining, and developing work? How do artists 	<ul style="list-style-type: none"> Creativity and innovative thinking are essential life skills that can be developed. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. People evaluate art based on various criteria.

<p>grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <ul style="list-style-type: none"> • How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? • How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? 	<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Demonstration of Learning:	Pacing for Unit
Hand stitched accessories and small outfit samples, pattern builds with final creations, small costume build using large fabric clips.	15 Classes
Family Overview (link below)	Integration of Technology:
	Digital integration on Ipad/laptop, CAD software and digital cameras
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>Fabric Neckline A-line Pant Wraparound Pleating Waistline Stitching Texture Weft Flare Embroidery Garment Principles of Design</p>	<p>Materials: Fabrics and Textiles Display Board Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Scissors Cardboard Iron (4)</p>
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations	<ul style="list-style-type: none"> • Sheer handwork • All runway production work • Must know how to sew • Must be good at drawing
Connections to Prior Units:	Connections to Future Units:
Fashion illustration techniques, textiles and fabrics, knowledge of fashion history	Knowledge of fabrics and textiles, constructing fashion using plans and sewing techniques
Differentiation through Universal Design for Learning	

UDL Indicator		Teacher Actions:	
Perception 1.1 Offer ways of customizing the display of information Language and Symbols 2.5 Illustrate through multiple media Physical Action 4.1 - Vary the methods for response and navigation. Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition Recruiting Interest 7.1 Optimize individual choice and autonomy Sustaining Effort and Persistence 8.3 - Foster Collaboration and community		<ul style="list-style-type: none"> - Provide student choice of creativity and presentation 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.2 <ul style="list-style-type: none"> • actively listen to others • present information and ideas • respond to simple questions 9-12.3 <ul style="list-style-type: none"> • Use academic and domain specific vocabulary • Integrate graphics or multimedia, when useful 9-12.5 <ul style="list-style-type: none"> • Conduct short individual or shared research projects to answer a question 		<ul style="list-style-type: none"> • Utilize the four steps of art criticism and art vocabulary to evaluate fashion designs and drawings in class discussions. • Create a flat pattern design to communicate my design ideas. • Use common fashion design terminology to communicate my design ideas. • Record ideas and information in a sketchbook for finished fashion designs. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Adding embroidery to an original piece Create a sewn design from a pattern Repurpose material to create a fashion piece	Students will: <ul style="list-style-type: none"> • learn hand stitching techniques • learn how to use patterns or flats to sew an accessory • explore recycle/repurposing to create original designs 	Does the student show a clear understanding of sewing fundamentals? Does the student possess skills to create and utilize patterns for accessory making? Does the student show evidence of learning the importance and benefits of recycling and repurposing material?	Materials: Fabrics and Textiles Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Paper Mat Board Glue

Unit Title:

Careers in Fashion

Relevant Standards: Bold indicates priority

- **VA:Cn11.1** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- **VA:Cn11.1.HSI** Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- **Va: Re8.1** Interpret intent and meaning in artistic work.
- **VA:Cn11.1.IIa** Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
- **VA:Cn11.1.IIIa** Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Essential Question(s):

- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Enduring Understanding(s):

- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Demonstration of Learning:

Portfolio building, branding write up, fashion industry career

Pacing for Unit

6 Classes

Family Overview (link below)**Integration of Technology:**

Digital integration on Ipad/laptop, CAD software and digital cameras

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> ● Garment ● Deconstruction ● Couture ● High Fashion ● Color Scheme ● Relaxed Rendering ● Pret-a-Porter ● Principles of Design 	Materials: Fabrics and Textiles Display Board Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Scissors Cardboard
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations	<ul style="list-style-type: none"> ● Sheer handwork ● All runway production work ● Must know how to sew ● Must be good at drawing
Connections to Prior Units:	Connections to Future Units:
Constructing garments, fashion illustration techniques, textiles and fabrics, knowledge of fashion design history	Branding a fashion line, careers in fashion design
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Perception 1.1 Offer ways of customizing the display of information Language and Symbols 2.5 Illustrate through multiple media Physical Action 4.1 - Vary the methods for response and navigation. Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition Recruiting Interest 7.1 Optimize individual choice and autonomy Sustaining Effort and Persistence 8.3 - Foster Collaboration and community	<ul style="list-style-type: none"> - Provide student choice of creativity and presentation
Supporting Multilingual/English Learners	
Related CELP standards :	Learning Targets:
9-12.2 <ul style="list-style-type: none"> ● actively listen to others ● present information and ideas ● respond to simple questions 9-12.3 <ul style="list-style-type: none"> ● Use academic and domain specific vocabulary 	<ul style="list-style-type: none"> ● Examine a variety of fashion designs and drawings in different styles and subjects. ● Identify specific cultural symbolism and subject matter. ● Use common fashion design terminology to communicate my design ideas.

<ul style="list-style-type: none"> Integrate graphics or multimedia, when useful 9-12.5 Conduct short individual or shared research projects to answer a question 		<ul style="list-style-type: none"> Recognize how a variety of issues influence artists and their fashion designs. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
<p>Create presentation: education and requirements, different careers in the fashion industry, fashion various designers</p> <p>Create a fashion career brand through advertisement write up</p> <p>Complete design portfolio</p>	<p>Students will:</p> <ul style="list-style-type: none"> show evidence of learning by compiling fashion design elements into a presentation demonstrate a self branding through written presentation complete final portfolio 	<p>Does the student have a clear understanding of how to present fashion design elements and ideas through presentation?</p> <p>Does the student show evidence of learning in how to create a brand for themselves?</p>	<p>Materials:</p> <p>Mac Lab Chipboard Illustrator Markers</p> <p>Drawing Pencils and Erasers Fibers and Textiles Glue Sticks</p>

Unit Title:	
<h1>A Fashion Line/ Selling the Fashion</h1>	
Relevant Standards: Bold indicates priority	
<ul style="list-style-type: none"> Va:Cr2.2 Organize and develop artistic ideas and work. Va:Pr4.1 Select, analyze and interpret artistic work for presentation. Va:Pr5.1 Develop and refine artistic techniques and work for presentation. VA:Pr.4.1.HSII Analyze, select, and critique personal artwork for a collection or portfolio presentation. VA:Pr5.1.HSI Analyze and evaluate the reasons and ways an exhibition is presented. 	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? 	<ul style="list-style-type: none"> Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and

<ul style="list-style-type: none"> How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? 	<p>political experiences resulting in the cultivating of appreciation and understanding.</p> <ul style="list-style-type: none"> Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
Demonstration of Learning:	Pacing for Unit
Plan a fashion show, create a themed fashion storyboard, build a 3-D fashion prototype	11 Classes
Family Overview (link below)	Integration of Technology:
	Digital integration on Ipad/laptop, CAD software and digital cameras
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> Garment Deconstruction Couture High Fashion Color Scheme Relaxed Rendering Pret-a-Porter Principles of Design 	Materials: Fabrics and Textiles Display Board Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Scissors Cardboard
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Decor and textiles industry, mathematics and measuring mastery, humanity and environmental benefits, including bio-community and community relations	<ul style="list-style-type: none"> Sheer handwork All runway production work Must know how to sew Must be good at drawing
Connections to Prior Units:	Connections to Future Units:
Constructing garments, fashion illustration techniques, textiles and fabrics, branding yourself	
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Perception 1.1 Offer ways of customizing the display of information Language and Symbols 2.5 Illustrate through multiple media Physical Action	<ul style="list-style-type: none"> Provide student choice of creativity and presentation

<p>4.1 - Vary the methods for response and navigation.</p> <p>Expression and Communication</p> <p>5.1 Use multiple media for communication</p> <p>5.2 Use multiple tools for construction and composition</p> <p>Recruiting Interest</p> <p>7.1 Optimize individual choice and autonomy</p> <p>Sustaining Effort and Persistence</p> <p>8.3 - Foster Collaboration and community</p>			
<p>Supporting Multilingual/English Learners</p>			
<p>Related CELP standards:</p>		<p>Learning Targets:</p>	
<p>9-12.2</p> <ul style="list-style-type: none"> ● actively listen to others ● present information and ideas ● respond to simple questions <p>9-12.3</p> <ul style="list-style-type: none"> ● Use academic and domain specific vocabulary ● Integrate graphics or multimedia, when useful <p>9-12.5</p> <ul style="list-style-type: none"> ● Conduct short individual or shared research projects to answer a question 		<ul style="list-style-type: none"> ● Use common fashion design terminology to communicate my design ideas. ● Record ideas and information in a sketchbook for finished fashion designs. ● I can analyze how culture, family, society, institutions and peers influence clothing choices ● I can apply fashion design knowledge, skills and processes to meet worldly design needs. ● I can demonstrate design, construction document reading, and space planning skills required for fashion design. 	
<p>Lesson Sequence</p>	<p>Learning Target</p>	<p>Success Criteria/ Assessment</p>	<p>Resources</p>
<p>Create a fashion show:</p> <p>-Draw fashion collections</p> <p>-For each piece created in the fashion line, create a fashion storyboard for each design (fabrics and textiles, models, hair, makeup)</p> <p>-Create a prototype for one design in the fashion line</p> <p>-Environment for the fashion show (music, runway layout)</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● learn how to design show worthy fashions, including outfits and accessories ● work in small or large group and bring ideas together to create appeal ● understand how to put together working parts of a show ● explore show building including environment and atmospheric elements. 	<p>Did the student show a clear understanding of how to build and perform a fashion show?</p> <p>Did the student work well together in a group?</p> <p>Did the student show evidence of learning to research and build a pieces and parts of a fashion show?</p>	<p>Materials:</p> <p>Fabrics and Textiles Pinking Shears Notions of Fabric Tape Measure Patterns Muslin Paper Scissors Cardboard Iron (4) Ironing Boards (4)</p>

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