

BAA Fashion Merchandising 11

District Name: Coquitlam

District Number: SD #43

Developed by: Norma Favelle

Date Developed: March 2004

School Name: Pinetree Secondary

Principal's Name: John McCullough

Board/Authority Approval Date: April 20, 2004

Board/Authority Signature:



Course Name: Fashion Merchandising (formerly Image 2000)

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): none

Special Training, Facilities or Equipment Required:

Home Economics -Textiles Speciality

Course Synopsis:

Fashion Merchandising 11 brings the exciting world of fashion to life through an in depth look at how the apparel industries work. It also helps students understand their own fashion image better by teaching them to use the elements and principles of design to their advantage in selecting and planning their wardrobe needs.

Rationale:

This course is intended for students who are interested in fashion, design and the related fashion industry but who are not necessarily interested in garment construction which is more typical in Textiles 11 courses. There is emphasis on learning and applying the elements and principles of design throughout all units of the course as the students study design, fashion designers and merchandising.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Introduction and Sketch Books	12 hours
Unit 2	Elements and Principles of Design	24 hours
Unit3	Fashion Analysis	24 hours
Unit 4	Fashion Designers	24 hours
Unit 5	Garment Industry Working Conditions	6 hours
Unit6	Merchandising	18 hours
Unit 7	Fashion Journalism	12 hours
Total Hours		120 hours

Unit/Topic/Module Descriptions:**Unit 1: Course Introduction and Sketch Books****Time: 12 hrs**

In the introductory unit students will learn about the concept of fashion cycles that occur over time, develop a historical perspective of fashion and analyse the influence that social, economic and political factors have on fashion. They will also begin to sketch their own fashion ideas and recognise the connection between their inspiration and their drawings.

Curriculum Organizers	Learning Outcomes <i>It is expected that students will be able to:</i>
Textile Fundamentals	<ul style="list-style-type: none">• Use correct vocabulary to discuss fashion• Analyse how clothing satisfies certain physical, psychological and social needs.
History, Culture and Tradition	<ul style="list-style-type: none">• Identify and discuss the concept of fashion cycles• Explain the various reasons why people wear clothes
Textile Processes	<ul style="list-style-type: none">• Sketch garment designs from a specific inspiration point

Unit 2: The Elements and Principles of Design**Time: 24 hrs.**

This unit will help the students understand that fashion designers combine the elements of design in various ways to produce various garment styles. The principles of design are the guidelines for the use of the elements of design and when the design elements are combined according to the principles of design, harmony is created.

Curriculum Organizers	Learning Outcomes <i>It is expected that students will be able to:</i>
Textile Fundamentals	<ul style="list-style-type: none">• Identify color as a design element• Explain the symbolism and terms related to color• Discuss how to use color schemes and illusions effectively in apparel• Identify the principles and elements of design used in textile products• Describe the effect that clothing shape has on appearance• List line types, directions and applications• Discuss what texture is and how to use it effectively to improve appearance through clothing• Provide examples of the use of each of the principles of design• Explain how the principles of design can be used to produce harmony in clothing design• Describe apparel outfits that have the best design for the assets and liabilities of various body shapes• Demonstrate an appreciation of the aesthetic and functional value of textiles• Analyse and describe fibres, yarns and types of fabric construction• Identify different fabrics and their uses

Unit 3: Fashion Analysis**Time: 24 hrs**

In unit 3 students will learn that garments are comprised of a combination of parts and as different garment parts are put together, new designs are created. They will also understand how basic clothing styles are constantly being revived and modified to become current fashions. They will also learn about how fibres and fabrics are constructed and finished.

Curriculum Organizers	Learning Outcomes <i>It is expected that students will be able to:</i>
Textile Products	<ul style="list-style-type: none">• Describe the many styles of dresses• Identify the neckline and collar styles for men's and women's apparel• Describe sleeve, skirt, pants, coat and jacket styles• Analyse and describe fibres, yarns and types of fabric construction• Identify different fabrics and their uses• Identify fabric finishes and their purposes
Textile Processes	<ul style="list-style-type: none">• Describe the techniques used in textile design and production
Consumerism	<ul style="list-style-type: none">• Describe factors that influence textile choices

Unit 4: Fashion Designers**Time: 24 hrs**

In this unit students will research the careers of famous fashion designers and create a report to share with the other members of the class that illustrates the designers work.

Curriculum Organizers	Learning Outcomes <i>It is expected that students will be able to:</i>
History Culture Tradition	<ul style="list-style-type: none">• Demonstrate a recognition of cultural influences on textiles and clothing
Textile Processes	<ul style="list-style-type: none">• Describe career opportunities in the design, production and marketing of textiles• Describe the development of haute couture• Discuss the importance of the designer ready to wear industry

Unit 5: Garment Industry Working Conditions

Time: 6 hrs.

In this unit students will examine the factory production of garments and all the steps needed to turn fabrics into finished wearing apparel. They will also become aware of "sweatshop" production and the dilemma of purchasing imports vs. domestically produced garments.

Curriculum Organizers	Learning Outcomes <i>It is expected that students will be able to:</i>
Consumerism	<ul style="list-style-type: none">• Analyze the relationship between individual clothing choices and global issues• Critique the conditions under which textile items are manufactured• Compare various viewpoints about overseas manufacturing

Unit 6: Merchandising**Time: 18 hrs.**

Students will learn that merchandising is the process through which products are designed , developed and promoted to the point of sale. They will create a window display which demonstrated their knowledge of AIDA principles and examine careers related to the promotion and marketing of apparel.

Curriculum Organizers	Learning Outcomes <i>It is expected that students will be able to:</i>
Textile Processes	<ul style="list-style-type: none">• Describe career opportunities in design, production and marketing• Describe fashion promotion in terms of advertising, publicity, visual merchandising and video merchandising
Fundamentals	<ul style="list-style-type: none">• Develop a plan to co-ordinate textile items in a wardrobe or interior design project

Unit 7 Fashion Journalism**Time: 12 hrs.**

In this unit students will summarise their knowledge and demonstrate their designing ability by creating a fashion magazine that consists of a series of articles about the topics covered earlier in the course.

Curriculum Organizers	Learning Outcomes <i>It is expected that students will be able to:</i>
Textile Processes	<ul style="list-style-type: none">• Describe techniques used in textile design and production
Textile Fundamentals	<ul style="list-style-type: none">• Explain and use appropriate textile terminology
Consumerism	<ul style="list-style-type: none">• Describe the implications of clothing decisions for individuals, families and society• Analyze the relationship between individual clothing choices and global issues

Instructional Component:

Lecture
Discussion
Brainstorming
Individual and Group Work
Guest Presentations
Field Trips
Viewing
Sketching
Student Demonstration / Presentations
Research Projects
Creative Projects

Assessment Component:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Learning Resources

Text Book:

Fashion: Mary Wolfe, The Goodheart-Wilcox Company, Inc. 1993

Videos Resources :

A Stitch in Time

How Clothing is Sold

A&E Top 10 Fashion Designers

Why Shirts Have Buttons

The History of Clothing

The Way We Dress

Fabrics

Additional Information:

Currently Fashion Merchandising meets the learning outcomes for both the Applied Skills and the Fine Arts Curriculum. This course has been offered in this district since 1997, it was formerly called Image 2000.