

BAA Fashion Merchandising 12

District Name: Coquitlam

District Number: SD #43

Developed by: Denise Nembhard

Date Developed: November 2004

School Name: Dr. Charles Best Secondary School

Principal's Name: Brian Fichter

Board/Authority Approval Date: February 22, 2005

Board/Authority Signature:

Course Name: Fashion Merchandising

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): None

Special Training, Facilities or Equipment Required: Home Economics—Textiles Specialty

Course Synopsis:

Fashion Merchandising 12 provides students with a detailed look at the Fashion and Apparel industry. It allows students to investigate why and how fashions are created and worn. Students will explore the creation, production, and marketing of fashion and apparel. They will use the elements and principles of design to understand how fashion and apparel can be used to create various looks and how those looks can be promoted and sold.

Rationale: This course is designed for those students who are interested in fashion, design, and related disciplines, but do not want to focus on garment construction. Fashion Merchandising 12 allows students to study all aspects of fashion, including design, fashion designers, and the marketing of fashion. Students are able to apply the elements and principles of design throughout the many aspects of the course.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Fashion and Human Behaviour	10 hours
Unit 2	Trends Throughout History	10 hours
Unit 3	Fashion Illustration	12 hours
Unit 4	Understanding Fabrics	20 hours
Unit 5	Designing and Manufacturing Apparel	38 hours
Unit 6	Merchandising and Marketing Fashion	30 hours
Total Hours		120 hours

Unit/Topic/Module Descriptions:

Unit 1: Fashion and Human Behaviour

Time: 10 hours

In this unit, students will investigate the various reasons why people wear clothing. They will evaluate a range of factors that influence fashion choices that they, as well as others, make. The impact of clothing from various cultures will be explored. Students will learn how fashion can be used as a method of communication to express one's personal and group identity.

Curriculum Organizers - Textile Fundamentals

It is expected that students will:

- Use correct vocabulary to discuss fashion
- Analyse how clothing satisfies certain physical, psychological, and social needs

Curriculum Organizers - Consumerism

It is expected that students will:

- Assess the relationship between individual clothing choices and an individual's sense of belonging

Curriculum Organizers - History, Culture, and Tradition

It is expected that students will:

- Identify the historical and cultural factors that influence the use of textiles
- Describe the role of textiles in the customs and traditions of various cultures
- Evaluate various reasons why people wear clothes

Unit 2: Trends Throughout History

Time: 10 hours

Students will develop a historical perspective of fashion and analyse the various factors (e.g. social, economics, political) that have an influence on fashion and fashion styles. Students will also examine how trends are developed over time and will begin to anticipate upcoming trends.

Curriculum Organizers - Textile Fundamentals

It is expected that students will:

- Use correct vocabulary to discuss fashion

Curriculum Organizers - History, Culture, and Tradition

It is expected that students will:

- Describe historical, political, and cultural influences on historical and contemporary clothing
- Identify and discuss the concept of fashion cycles
- Identify and discuss the concept of fashion trends

Unit 3: Fashion Illustration

Time: 12 hours

Students will be introduced to fashion illustration, and the use of croquis as a design tool. Throughout the course, students will create and sketch their own fashion concepts. They will create technical drawings that identify various design features of fashion and apparel.

Curriculum Organizers - Textile Fundamentals

It is expected that students will:

- Use correct vocabulary to discuss fashion

Curriculum Organizers - Textile Processes

It is expected that students will:

- Identify a croquis
- Explain how croquis are used to create designs
- Describe the role of technical drawings in the design of apparel items
- Sketch garment designs from a specific inspiration point

Unit 4: Understanding Fabrics

Time: 20 hours

In this unit, students will be able to describe the properties of fibres, as well as explain how fibres are turned into yarns and fabrics. Students will evaluate various fabrics, based on their intended uses. They will research various types of finishes that can affect the end look of a fabric. Students will also examine various methods by which fabrics can be manipulated

Curriculum Organizers - Textile Fundamentals

It is expected that students will:

- Explain and use appropriate textile terminology
- Identify different fabrics and their uses

Curriculum Organizers - Textile Processes

It is expected that students will:

- Describe the processes involved in producing fabric from a yarn
- Describe technological changes in textile production
- Evaluate the qualities of various fabrics
- Identify ways in which fabrics can be manipulated

Curriculum Organizers - Textile Products

It is expected that students will:

- Identify fibres by using a variety of testing processes

Unit 5: Designing and Manufacturing Apparel

Time: 38 hours

Students will investigate the various elements and principles of design as well as how designers use these in the design process. They will research the process by which apparel and accessories are designed and created, as well as the conditions under which apparel and accessories are created. In addition, students will examine how the principles of design can be used to produce varied effects in one's appearance.

Curriculum Organizers - Textile Fundamentals

It is expected that students will:

- Identify and apply the principles and elements of design used in textile products
- Describe how the principles and elements of design are used in textile products
- Evaluate garments for the application of the principles and elements of design
- Explain how colour and colour schemes are used as design elements
- Demonstrate an appreciation of the aesthetic and functional value of textiles
- Describe the effect that clothing shape has on appearance
- Evaluate how clothing design can be used to enhance and detract from body shapes
- Explain how the principles of design can be used to create harmony in clothing design

Curriculum Organizers - Textile Products

It is expected that students will:

- Describe techniques used in textile design and production
- Identify various neckline and collar styles for men's and women's apparel
- Identify skirt, pant, coat, and jacket styles for men's and women's apparel

Curriculum Organizers - Textile Processes

It is expected that students will:

- Describe the development of the Fashion Industry
- Describe career opportunities in the design, production, and marketing of textiles

Curriculum Organizers - Consumerism

It is expected that students will:

- Critique the conditions under which textile items are manufactured
- Assess the relationship between individual clothing choices and global issues

Unit 6: Merchandising and Marketing Fashion

Time: 30 hours

This unit shows students the process by which fashion is merchandised and marketed to customers. Canadian, as well as international fashion markets will be highlighted. Students will investigate the various careers available in the fashion industry. Using various marketing principles, they will demonstrate how fashions are promoted within the industry as well as to the general public.

Curriculum Organizers - Textile Fundamentals

It is expected that students will:

- Develop a plan to co-ordinate textile items in a wardrobe or interior design project

Curriculum Organizers - Textile Processes

It is expected that students will:

- Explain the role of accessories in the fashion industry
- Describe career opportunities in the design, production, and marketing of textiles
- Describe the role of the Canadian Fashion Industry

Curriculum Organizers – Marketing/Consumerism

It is expected that students will:

- Describe factors that influence textile choices
- Describe and evaluate customer service practices
- Identify factors that contribute to effective retail practice

Instructional Component:

- Lecture
- Discussion
- Individual and Group Work
- Field Trips
- Sketching
- Individual and Group Presentations
- Research Projects
- Brainstorming

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:

Textbooks:

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

The World of Fashion Merchandising: Mary Wolfe, The Goodheart-Wilcox Company, Inc. 2003

Video Resources:

The Way we Dress

A Stitch in Time

Understanding Fabrics

Secrets of Selling: How Stores turn Shoppers into Buyers

Clothing Design and Manufacture

The History of Blue Jeans

Colour in Everyday Life

Discovering Colour

Additional Information:

This course addresses at least 5 of the Graduation Portfolio Aspects: 1.2, 1.3, 2.3, 3.2, and 4.2.