

Technical Committee Report and Curriculum Guide

For

Idaho Family and Consumer Sciences

Fashion Design & Merchandising

Capstone Course for Fashion Design and Merchandising Pathway



**Idaho Division of
Professional-Technical
Education**

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Idaho State University
for the
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Family and Consumer Sciences Education
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INTRODUCTION

The curriculum development process undertaken by the Idaho Division of Professional-Technical Education involves active participation of industry representatives and educators. For development of the Fashion Design and Merchandising curriculum the majority of the committee members were educators who have taught Fashion Design. Industry personnel were included, as part of the committee to discover what they believe Fashion Design and Merchandising students should know upon completing the course. State staff and university personnel, using the National Standards for Family and Consumer Sciences Education and the current Idaho Content Standards, developed the framework. All of the current Idaho Achievement Standards for Family and Consumer Sciences are integrated throughout the curriculum framework. This report was prepared upon completion of the committee's assignment. The list of competencies and performance indicators prepared by committee members reflects the knowledge and skills currently recommended for students in the Fashion Design and Merchandising course. Students who complete the course will be better prepared to meet the challenges of living and working in today's society.

The result of the work of the curriculum committee members is this statewide curriculum guide. These individuals have written overall outcomes, competencies, and performance indicators. The committee prepared materials in a competency-based format to have an effective and efficient methodology for determining student progress. The statewide guides are designed as the primary determiner of the program content. It is not the intent of the State Division of Professional-Technical Education that all programs are designed exactly the same, but assurance is needed that the program meets the minimum standards. Schools offering Family and Consumer Sciences Education should use advisory committees to reflect local and community needs.

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Course Description

Fashion is a billion-dollar industry that shows no signs of slowing down or going away. As active stakeholders in the industry, students are drawn to this career field. Fashion Careers is a year-long class designed for students who want to explore careers in the fashion industry or related fields. It is a capstone course, which when taken with the prerequisites classes, Career and Personal Development and Fashion Design, provides a career sequence. This course follows the scope and sequence of the prerequisite Fashion Design class, however study will be more in-depth and focus on careers and work place skills. Students will explore a multitude of skill areas and have opportunities to discover and develop their area of expertise and passion. Course work and assessment will be project based with portfolio development strongly recommended. An internship component will provide students opportunity to further investigate careers, and learn and practice work place skills while gaining real-world job experience.

IMPORTANT INFORMATION

Delivery of the Fashion Design and Merchandising Curriculum

It is recommended that this course emphasize full-class participation, teamwork and individual projects and/or study. The teacher is the facilitator and the manager of the classroom environment. The focus is on problem-based instruction that is designed to enable and inspire students to plan and take actions for the well-being of self and others in the home, workplace, community and world. Students also practice action through participation in Family, Career, and Community Leaders of America (FCCLA), a co-curricular student leadership organization.

Teacher Qualifications

The teacher of this course must be certified in Family and Consumer Sciences Education. It is highly recommended that teachers have industry experience, a recent internship experience, and/or advisory board members to provide knowledge about career opportunities in the fashion industry.

Length and Level of this Course

This course is a one year experience at the 11th or 12th grade level. The recommended program sequence includes Career and Personal Development as a prerequisite to Fashion Design, followed by this one-year class, Fashion Design and Merchandising. The one-year class should include some component of interning or be followed by a semester/year internship at a site directly or indirectly related to the fashion industry.

Recommended Resources

Fashion!, Mary Wolf, Goodheart-Wilcox Company, Inc. ISBN: 13:978-1-59070-628-2.

The World of Fashion Merchandising, Goodheart-Wilcox Company, Inc. ISBN: 1-56637-891-5

Clothing, Fashion, Fabrics & Construction, Jeanette Weber, Glencoe McGraw-Hill, ISBN: 0-07-829006-6.

CURRICULUM FRAMEWORK

PROGRAM AREA: Family and Consumer Sciences

IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

EFFECTIVE DATE: June 2010

PROGRAM TITLE: Fashion Design and Merchandising

IDAHO CODE NUMBER: FC0205

I. *MAJOR CONCEPTS/CONTENT*

The purpose of this course is to allow students to explore and experience the skills and knowledge required in the major career fields of the fashion industry and related fields. The work of this course reflects these career areas, by exploring the social and psychological aspects of clothing, fashion history, design basics, textiles, and consumer issues. Fashion design, garment construction, merchandising, retail, entrepreneurship, and textile science are all part of this class. The knowledge and skills gained through the completion of this class will provide career benefit to students whether they choose to pursue the occupational sequence or not.

II. COURSE DESCRIPTION

Fashion is a billion-dollar industry that shows no signs of slowing down or going away. As active stakeholders in the industry, students are drawn to this career field. Fashion Careers is a year-long class designed for students who want to explore careers in the fashion industry or related fields. It is a year-long, capstone course, which when taken with the prerequisite classes, Career and Personal Development and Fashion Design, provides a career sequence. This course follows the scope and sequence of the prerequisite Fashion Design class; however study will be more in-depth and focus on careers and work place skills. Students will explore a multitude of skill areas and have opportunity to discover their area of expertise and passion. Course work and assessment will be project based with portfolio development strongly recommended. An internship component will provide students an opportunity to further investigate careers, and learn and practice work place skills while gaining real-world experience.

III. FAMILY AND CONSUMER SCIENCES NATIONAL STANDARDS:

The following comprehensive standards were used as a guide to provide the structure for identifying what learners should be able to do.

3.0 CONSUMER SERVICES

Integrate knowledge, skills, and practices required for careers in consumer services.

16.0 TEXTILES AND APPAREL

Integrate knowledge, skills, and practices required for careers in textiles and apparel.

IV. CONTENT STANDARDS:

After successfully completing this course, students will be able to:

1. **Explain social and psychological impacts of clothing**
2. **Explore fashion history**
3. **Connect the related fields of the fashion industry**
4. **Demonstrate knowledge and skill using design basics**
5. **Demonstrate knowledge and skill related to textiles**
6. **Demonstrate knowledge and skill related to clothing maintenance and construction**
7. **Identify careers in the fashion industry**

<p style="text-align: center;">SCOPE AND SEQUENCE Fashion Design & Merchandising</p>
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The suggested percentages of time are only suggestions and should be adjusted to fit individual semester, trimester, and block schedules. Also understand that there is flexibility in this course for units of study, concepts, projects, and assessment to overlap.

- (11%) 1. EXAMINE THE SOCIAL AND PSYCHOLOGICAL IMPACTS OF CLOTHING
- Examine economic impacts related to fashion
 - Explore environmental issues related to clothing and textiles
 - Research psychological strategies of fashion design and retail
 - Research the role of clothing in different cultures
- (5%) 2. DISCUSS FASHION HISTORY
- Identify influential people and their impact on fashion history
 - Relate historical events and time periods in fashion history to societal, cultural, political, economical, and technical influences on fashion
 - Associate current trends with styles throughout history
- (5%) 3. EXPLORE THE RELATED FIELDS OF THE FASHION INDUSTRY
- Identify the careers and their associated skills directly and indirectly related to the fashion industry
 - Recognize the names and achievements of famous designers
 - Research global fashion capitals and their impacts
 - Examine the importance of trade associations and publications -
 - Discuss Federal legislation related to clothing
- (22%) 4. DEMONSTRATE KNOWLEDGE AND SKILL USING DESIGN BASICS
- Use design basics to create illusions that enhance appearance
 - Identify common garment parts and styles
 - Utilize common garment parts and styles in designs
 - Utilize eight-heads fashion drawing techniques in designs
 - Use design basics to practice visual merchandising
 - Explore the use of computer assisted design

(14%) 5. DEMONSTRATE KNOWLEDGE AND SKILL RELATED TO TEXTILES

- Identify less-common fabrics
- Match fabric characteristics and garment applications
- Apply appropriate fabric care guidelines to design fabrics
- Conduct textile testing on common fibers
- Experiment with textile printing and dyeing
- Address global issues related to textile waste

(27%) 6. DEMONSTRATE KNOWLEDGE AND SKILL RELATED TO CLOTHING MAINTENANCE AND CONSTRUCTION

- Demonstrate understanding of measuring, measuring tools, and measurements
- Demonstrate knowledge and skill using basic sewing tools and equipment
- Demonstrate knowledge and basic skill related to basic clothing construction techniques
- Explore pattern making
- Discuss the benefits of recycling/redesigning clothing
- Use non-sewing skills to construct or redesign a garment or related product

(16%) 7. IDENTIFY CAREERS IN THE FASHION INDUSTRY

- Discover personal interests related to fashion industry
- Investigate careers in the textiles and fashion fields
- Examine entrepreneurship opportunities related to fashion
- Participate in an internship
- Create an effective portfolio of work

<p style="text-align: center;">CURRICULUM FRAMEWORK Fashion Design & Merchandising</p>

Content Standard: **EXAMINE THE SOCIAL AND PSYCHOLOGICAL IMPACTS OF CLOTHING**

1.01 Competency: EXAMINE THE SOCIAL AND PSYCHOLOGICAL IMPACTS OF CLOTHING

PERFORMANCE INDICATORS:

1. Examine age demographics and clothing needs
2. Research psychological strategies of fashion design and retail as they relate to consumer choice
3. Discuss changing ways of acquiring clothing
4. Discuss the impact of technology and media on clothing and fashion
5. Analyze how customs and cultures influence fashion

2.01 Competency: RESEARCH FASHION HISTORY

PERFORMANCE INDICATORS:

1. Identify influential people and their impact on fashion history
2. Relate historical events and time periods to fashion history
3. Associate current trends with styles throughout history

3.01 Competency: DEMONSTRATE UNDERSTANDING OF THE FASHION INDUSTRY

PERFORMANCE INDICATORS:

1. Identify the careers and their associated skills directly and indirectly associated with the fashion industry
2. Recognize the names and achievements of famous designers
3. Research global fashion capitals and their impacts
4. Review trade publications
5. Examine economic impacts related to fashion
6. Discuss how global trade, technology, and the media impact fashion
7. Discuss Federal legislation related to clothing

**4.01 Competency: DEMONSTRATE KNOWLEDGE AND SKILL
IN USING DESIGN BASICS**

PERFORMANCE INDICATORS:

1. Apply the elements and principles of design to apparel
3. Use design basics to create illusions that enhance appearance
4. Identify common garment parts and styles
5. Utilize common garment parts and styles in designs
6. Utilize eight-heads fashion drawing techniques in designs
8. Use design basics to practice visual merchandising
9. Apply the design basics to all project work
10. Explore the use of computer assisted design

**5.01 Competency: DEMONSTRATE KNOWLEDGE AND SKILL
RELATED TO TEXTILES**

PERFORMANCE INDICATORS:

1. Identify less-common fabrics
2. Match fabric characteristics and garment applications
3. Apply appropriate fabric care guidelines to design fabrics
4. Conduct textile testing on common fibers
5. Research new fiber technology
6. Experiment with textile printing and dyeing
7. Address global issues related to textile waste

**6.01 Competency: DEMONSTRATE KNOWLEDGE AND SKILL
RELATED TO CLOTHING MAINTENANCE AND
CONSTRUCTION**

PERFORMANCE INDICATORS:

1. Demonstrate understanding of measuring, measuring tools, and measurements
2. Demonstrate knowledge and skill using basic sewing tools and equipment
3. Demonstrate knowledge and basic skill related to basic clothing construction techniques
4. Explore pattern making
5. Discuss the benefits of recycling/redesigning clothing
6. Use non-sewing skills to construct or redesign a garment or related product

7.01 Competency: RESEARCH CAREERS RELATED TO THE APPAREL INDUSTRY

PERFORMANCE INDICATORS:

1. Discover personal interests related to fashion industry
2. Investigate careers in the textiles and fashion fields
3. Examine entrepreneurship opportunities related to fashion
4. Practice work-based skills in an internship setting
5. Create an effective portfolio of work