

Technical Committee Report and Curriculum Guide

For

Idaho Family and Consumer Sciences

FASHION AND TEXTILES

Concentrator course for Fashion Design and Merchandising Pathway



**Idaho Division of
Professional-Technical
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 and Textiles curriculum the majority of the committee members were educators who have taught fashion and apparel classes. Industry personnel were included, as part of the committee to discover what they believe Fashion students should know upon leaving the class. State staff and university personnel, using the National Standards for Family and Consumer Sciences Education and the current Fashion guide, 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 and Textiles course. Students who complete this 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.

ACKNOWLEDGEMENTS

The curriculum committee process involved personnel from Idaho high schools, business and industry, Idaho State University, and the Idaho Division of Professional-Technical Education. These people serve with the approval of their employers. The Division of Professional-Technical Education provides reimbursement for travel and meal expenses. The Idaho Division of Professional-Technical Education is appreciative of the opportunity to meet with these committee members and to their employers for permitting them to do so. The following people gave their time, energy and expertise in the development of this curriculum framework:

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FASHION AND TEXTILES

Course Description

Fashion and Textiles explores a burgeoning industry where teens see themselves as active stakeholders. This course reflects on fashion history, exposes students to the science of textiles, and requires students to demonstrate knowledge and skill in various applications of basic design. Students examine the social and psychological aspects of fashion, understanding how acquisition of clothing has changed over time. While Fashion and Textiles provides the preliminary essential component of an occupational sequence in Fashion Design and Merchandising, course work is beneficial to students as consumers today and in the future.

IMPORTANT INFORMATION

Delivery of the Fashion and Textiles 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 concentrator course is a one semester/trimester experience at the 10th, 11th, or 12th grade level. The recommended program of study sequence of classes includes Career and Personal Development as a prerequisite to Fashion and Textiles, followed by the year long capstone course, Fashion Design and Merchandising. The capstone course 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.

Clothing: Fashion, Fabrics and Construction, Jeanette Weber, Glencoe Publishing Company. 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 and Textiles

IDAHO CODE NUMBER: FC0205

I. MAJOR CONCEPTS/CONTENT

The purpose of this course is to introduce students to the skills and knowledge required in the major career fields of the fashion industry. 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. While clothing construction is not a major part of this class, basic care and repair are, and construction may be included as time allows. The knowledge and skills gained through the completion of this class will provide consumer benefit to students who choose not to pursue the occupational sequence.

II. COURSE DESCRIPTION

Fashion and Textiles explores a burgeoning industry where teens see themselves as active stakeholders. This course reflects on fashion history, exposes students to the science of textiles, and requires students to demonstrate knowledge and skill in various applications of basic design. Students examine the social and psychological aspects of fashion, understanding how acquisition of clothing has changed over time. While Fashion and Textiles provides the preliminary essential component of an occupational sequence in Fashion Design and Merchandising, course work is also beneficial to students as consumers today and in the future.

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.

2.0 CONSUMER AND FAMILY RESOURCES

Evaluate management practices related to the human, economic, and environmental resources.

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. **Discuss 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**

SCOPE AND SEQUENCE

Fashion and Textiles

The suggested percentage of time should be adjusted to fit individual semester, trimester, and block schedules.

- (10%) 1. **EXAMINE THE SOCIAL AND PSYCHOLOGICAL IMPACTS OF CLOTHING**
- Discuss clothing as a need
 - Discuss factors in choosing clothing
 - Examine the impact of fashion on families
 - Determine clothing etiquette throughout the life span
 - Explore self expression in clothing
 - Research the role of clothing in different cultures
- (15%) 2. **DISCUSS FASHION HISTORY**
- Trace the evolution of clothes and fashion
 - Identify influential people and their impact on fashion history
 - Relate historical events and time periods to fashion history
 - Analyze societal, cultural, political, economical, and technical impacts on fashion
 - Associate current trends with styles throughout history
- (15%) 3. **EXPLORE THE RELATED FIELDS OF THE FASHION INDUSTRY**
- Identify current trends in fashion
 - Trace the fashion industry from concept to consumer
 - Identify careers directly and indirectly associated with the fashion industry
 - Explain the fashion cycle and its importance to the 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 the consumer's role in the success or failure of fashion
- (15%) 4. **DEMONSTRATE KNOWLEDGE AND SKILL USING DESIGN BASICS**
- Explain the importance of each element of design as it relates to fashion
 - Apply the principles of design to apparel
 - Use design basics to create illusions that enhance appearance
 - Identify common garment parts and styles
 - Combine common garment parts and styles to create personal designs
 - Complete an eight-heads fashion drawing
 - Identify fashion careers specifically related to design
 - Use design basics to practice visual merchandising

- (20%) 5. DEMONSTRATE KNOWLEDGE AND SKILL RELATED TO TEXTILES
- Differentiate between natural and synthetic fibers
 - Discover basic characteristics of common fibers
 - Trace fibers from origin to fabric
 - Differentiate between fibers and fabrics
 - Differentiate between knit, woven and felted fabrics
 - Identify common fabrics
 - Match fabric characteristics and garment applications
 - Discuss appropriate fabric care guidelines
 - Research textile technology
 - Address global issues related to textile waste
- (10%) 6. 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
- (15%) 7. DEMONSTRATE KNOWLEDGE AND SKILL RELATED TO CLOTHING MAINTENANCE AND CONSTRUCTION
- Demonstrate basic clothing repairs skills
 - Discuss the benefits of recycling/redesigning clothing
 - Use non-sewing skills to construct or redesign a garment or related product
 - Practice introductory skills related to clothing construction

CURRICULUM FRAMEWORK

Fashion and Textiles

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

1.01 Competency: EXAMINE THE SOCIAL AND PSYCHOLOGICAL IMPACTS OF CLOTHING

PERFORMANCE INDICATORS:

1. Discuss needs met by clothing
2. Determine clothing needs through the life span
3. Discuss factors for choosing clothing
4. Examine the impact of clothing on families
5. Discuss changing ways of acquiring clothing
6. Determine clothing etiquette throughout the life span
7. Explore self expression in clothing
8. Analyze how customs and cultures influence fashion
9. Discuss the impact of technology and media on clothing and fashion

2.01 Competency: RESEARCH FASHION HISTORY

PERFORMANCE INDICATORS:

1. Trace the evolution of clothes and fashion
2. Identify influential people and their impact on fashion history
3. Relate historical events and time periods to fashion history
4. Analyze societal, cultural, political, economical, and technical impacts on fashion
5. Connect specific styles of the 20th century with their time period
6. Associate current trends with styles throughout history

3.01 Competency: DEMONSTRATE UNDERSTANDING OF THE FASHION INDUSTRY

PERFORMANCE INDICATORS:

1. Identify current trends in fashion
2. Define vocabulary specific to the fashion industry
3. Trace the fashion industry from concept to consumer
4. Identify careers directly and indirectly associated with the fashion industry
5. Explain the fashion cycle and its importance to the industry
6. Recognize the names and achievements of famous designers
7. Research major fashion capitals and their impacts

8. Examine the importance of trade associations and publications
9. Discuss the consumer's role in the success or failure of fashion
10. Discuss how global trade, technology, and the media impact fashion
11. Examine consumer issues and strategies related to fashion
12. Compare purchasing options available to consumers

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

PERFORMANCE INDICATORS:

1. Explain the importance of each element and principle of design as it relates to fashion
2. 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. Combine common garment parts and styles to create personal designs
6. Complete an eight-heads fashion drawing
7. Identify fashion careers specifically related to design
8. Use design basics to practice visual merchandising
9. Apply the design basics to all project work

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

PERFORMANCE INDICATORS:

1. Differentiate between natural and synthetic fibers
2. Discover basic characteristics of common fibers
3. Trace fibers from origin to fabric
4. Differentiate between fibers and fabrics
5. Differentiate between knit, woven and felted fabrics
6. Identify common fabrics
7. Match fabric characteristics and garment applications
8. Discuss appropriate fabric care guidelines
9. Research textile technology
10. Address global issues related to textile waste

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

PERFORMANCE INDICATORS:

1. Demonstrate basic clothing repair skills
2. Discuss the benefits of recycling/redesigning clothing
3. Use non-sewing skills to construct or redesign a garment or related product
4. Practice introductory skills related to clothing construction

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