Verona Public School District
Curriculum Overview

<u>Introduction to Fashion Design</u>

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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

In this class students will learn the basics of fashion illustrations, creating mood boards, design research and history of fashion designers and styles.

Prerequisite(s):

Prerequisite: Students must have received at least a B in the following classes: Graphic Design - Digital Illustration or General Graphics or Advanced Graphics I, II

Standard 8: Technology Standards

8.1: Educational Technology: *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.*	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: *All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.*

x A. Technology Operations and Concepts
x B. Creativity and Innovation
x C. Communication and Collaboration
x D. Digital Citizenship
x E. Research and Information Fluency
x F. Critical thinking, problem solving, and decision making
	x A. The Nature of Technology: Creativity and Innovation
	x B. Technology and Society
	x C. Design
	   D. Abilities for a Technological World
	   E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: *These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities*	Career Ready Practices: *These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.*
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	x CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. x CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	x CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. x CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	CRP5. Consider the environmental, social, and economic impact of decisions. x CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21ˢᵗ Century Life and Careers

9.1: Personal Financial Literacy: *This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.*	9.2: Career Awareness, Exploration & Preparation: *This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.*	9.3: Career and Technical Education: *This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.*
A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting	A. Career Awareness (K-4) B. Career Exploration (5-8) **x** C. Career Preparation (9-12)	A. Agriculture, Food & Natural Res. B. Architecture & Construction **x** C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: *These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.*	Differentiated Resources: *These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.*
● Adobe Photoshop, Illustrator	● Teacher created tutorials ● Youtube

Curriculum Scope & Sequence

Subject/Grade Level: FINE ARTS/9-12   Course: INTRO TO FASHION DESIGN

Unit	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
Capitals, Designers & Common Fashion Terms	2 wks	1.2.12.A.1 1.4.12.A.3 1.4.12.A.4	*Students will be able to independently use their learning to:* ● demonstrate their knowledge of the impact of fashion on society and critique the value of a fashion designer utilizing appropriate fashion terminology	There is a connection between the fashion industry and popular culture Fashion is an evolving art that is constantly responding and contributing to society. Fashion has many roles in society, a practical and functional role but also an experimental and impractical role.	What role does fashion design have in society? Is it vital? Does fashion need to be practical? What would the world be like without fashion? Does fashion impact popular culture or does popular culture impact fashion? Would you consider fashion to be art? Why? Why not?
Introduction to Illustrator *	4 wks	8.1.12.A.2	*Students will be able to independently use their learning to:* ● organize their files in a way that allows them to work in a more efficient manner and collaborate easily with other students. ● use Adobe Illustrator (tools, palettes and features) as a	Technology can be effectively utilized to create and/or enhance their creative ideas. Proper file organization will allow a more productive and efficient working environment.	How does technology help or hinder your creativity? Can project management skills translate to any other part of your life?

			tool to create polished professional fashion illustrations.		
Communicating Fashion Design ideas*	6 wks	1.3.12.D.2 1.4.12.A.3 1.4.12.A.4	*Students will be able to independently use their learning to:* ● research historical and contemporary fashion illustrations in order to identify fashion figure proportions and accurately draw figures in various poses.	Research is essential in the design process. It is necessary for designers to have knowledge of the human figure when clothing.	Do designers consider body type when designing? Is there one ideal body type? Does the fashion industry have a moral/ethical responsibility to show the human body in a realistic way?
Introduction to Photoshop ^	4 wks	8.1.12.A.2	*Students will be able to independently use their learning to:* ● organize their files in a way that allows them to work in a more efficient manner and collaborate easily with other students. ● use Adobe Photoshop (tools, palettes and features) as a tool to create polished professional presentation boards.	Technology can be effectively utilized to create and/or enhance their creative ideas. Proper file organization will allow a more productive and efficient working environment.	How does technology help or hinder your creativity? Can project management skills translate to any other part of your life?
Costume Design/History ^	3 wks	1.1.12.D.2 1.2.12.A.1 1.3.12.D.2 1.4.12.A.3 1.4.12.A.4	*Students will be able to independently use their learning to:*	Costumes need to accurately reflect the time and place of a play/movie/TV show/etc. while also communicating	What is the most important thing a costume designer must consider?

			• develop costume drawings and mood boards for characters that are appropriate for the place, time and personality by analyzing readings/scripts.	the individual personality and complexity of a character. Costume design and designers have a vital role in entertainment and theater. Theatrical costuming problems are solved through script analysis and theatrical costume design processes and techniques Costume design is planned out and intentional.	What makes a movie/play/TV show realistic? Entertaining? Why is research and understanding of the script important for a costume designer? Do costumes help tell a story? How?
Contemporary Fashion and ^	5 wks	1.3.12.D.2 1.4.12.A.3 1.4.12.A.4	*Students will be able to independently use their learning to:* • create polished professional fashion illustrations that carefully consider target audience and design goals. • research inspiration for their ideas and create a mood board that helps demonstrate their thought process and idea.	Cultural and world issues influence fashion trends and design. The fashion market is driven by many factors – manufacturing, economy, etc. Couture and mainstream fashion have different price points and target audiences.	What drives the fashion market? Why do people invest so much of their income on fashion? Does what you wear define you as a person? Where does inspiration come from? What is the allure of couture?

Careers in Fashion	1 wks	9.3.4.A.4 9.3.4.A.5 9.3.8.B.3	*Students will be able to independently use their learning to* ● utilize various resources to research occupation relating to the Fashion Industry.	Increase their awareness and understanding of jobs in the Fashion Industry. College education and/or experience is necessary to have a career in the fashion industry.	What skills are needed to be successful in the Fashion Industry? Is the Fashion Industry fulfilling to work in?
Portfolio	2 wks	8.1.12.A.2 1.3.12.D.1 1.2.12.A.1	*Students will be able to independently use their learning to:* ● create a portfolio that accurately reflects their progress, learning and skills developed throughout this class.	Presenting oneself and one's work in a professional manner is essential in order to demonstrate the designers ability to work at a high level of excellence.	Are first impressions important when presenting yourself and your work to a potential employer? What can we do to ensure success when presenting our self and our design work?

* Runs at the same time

^ Runs at the same time