

# Advanced Fashion Design Merchandising (20.0326) (District)

District > 2016-2017 > Advanced > FACS > Advanced Fashion Design Merchandising (20.0326) (District) > Peoples, John; Sorenson, Ann; Wilson, Diane

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Unit	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
<p><b>Fashion Merchandising B-- Elements of Color</b> (Week 1, 3 Weeks)</p>	<p>What are the basic elements of color and how does color play into the fashion industry?</p>	<p>Students will understand the basic elements of color.</p>	<p>Students will be able to identify basic color schemes as well as elements of the color wheel and seasonal colors.</p>	<p>Color symbolism Hue Value Intensity Color schemes -monochromatic -analogous -complimentary -triad 4 elements of design -color -shape -line -texture Elements of Color -Primary colors -Secondary colors -Intermediate colors -Neutral colors -Accented neutral -analogous -cool colors -warm colors</p>	<p><b>Color Project</b> <b>Formative:</b> <b>Performance:</b> <b>Authentic Task</b> Students will prepare a report on a color and create a poster showing samples of the color, and listing symbolism and moods for that color. <b>Color scheme samples</b> <b>Formative:</b> <b>Performance:</b> <b>Authentic Task</b> Students will create a sample for each of the five basic color schemes. <b>Quiz</b> <b>Summative:</b> <b>Other: Quiz</b></p>
<p><b>Elements of Design</b> (Week 4, 2 Weeks)</p>	<p>How should the elements of design affect the clothes we choose to wear and how does design figure into fashion.</p>	<p>Students will understand the elements of design.</p>	<p>Students will be able to: 1) identify and provide a definition for each of four elements of design; 2) identify each of the following lines: straight, jagged, curved, horizontal, vertical, and diagonal;</p>	<p>Elements of Design -color -shape -line -texture Lines -straight -jagged</p>	<p><b>Design Element Project</b> <b>Formative:</b> <b>Performance:</b> <b>Authentic Task</b> Students will 1) find a picture of an outfit that</p>

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			3) identify four different textures and describe the visual effect of each; and 4) identify the following shapes: full, wide, trim, compact, straight, tubular, and form fitting.	-curved, -horizontal -vertical -diagonal Textures -rough -smooth -dull -shiny -firm -crisp -fuzzy -bulky -soft -shaggy -flat -harsh -sheer -loopy -furry -scratchy -pebbly -delicate -sparkling -fine Shapes -full -wide -trim -compact -straight -tubular -form fitting	would improve the way their figure or physique looks; 2) describe how the elements of color, shape, line, and texture are used in the outfit and how each element enhances their appearance. <b>Design Elements Quiz</b> <b>Summative: Other: Quiz</b>
<b>Principles of Design</b> <i>(Week 6, 2 Weeks)</i>	How can the principals of design be used in fashion to enhance a person's figure?	Students will: 1) learn how each design principle can be used to enhance	Students we will be able to recognize which principals of design are best suited to different body types from a fashion perspective.	Balance Proportion Emphasis Rhythm Body Types	<b>Design Principals Sample Project</b>

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		<p>a person's figure; and 2) identify five common body types and list two clothing items to avoid and two to choose when selecting clothing items.</p>		<p>-tall and thin -tall and heavy -short and thin -short and heavy -top heavy -hip heavy Gradation (progression)</p>	<p><b>Formative:</b> <b>Performance:</b> <b>Authentic Task</b> Prepare samples of the two types of balance, warm and cool colors, and apparel that make people look taller and thinner, and shorter and wider. <b>Design</b> <b>Principals Quiz</b> <b>Summative:</b> <b>Other: Quiz</b></p>
<p><b>The Design Process</b> (Week 8, 2 Weeks)</p>	<p>What are the basic steps of the design process?</p>	<p>Students will gain an understanding of the design process.</p>	<p>Students will be able to identify the steps of the design process.</p>	<p>Design Process Pattern making Grading Samples</p>	<p><b>Design Process Discussion and Appraisal</b> <b>Formative: Oral: Discussion</b> <b>End of Unit Assignment</b> <b>Summative: Project: Visual Arts</b></p>
<p><b>Planning a Wardrobe</b> (Week 10, 2 Weeks)</p>	<p>Why is the image one projects important? How does one determine clothing that is the "right fit" for them? How can one extend their wardrobe?</p>	<p>Students will understand how to choose clothes that are appropriate for them and the basics of planning a wardrobe.</p>	<p>Students will be able to plan a personal wardrobe that is appropriate for their needs.</p>	<p>Image Yin and Yang traits "Right fit" Accessory items Wardrobe extenders Basic apparel Investment dressing Wardrobe plan</p>	<p><b>Wardrobe planning assignment</b> <b>Formative:</b> <b>Performance:</b> <b>Authentic Task</b> Students will prepare a personal wardrobe consisting of eight</p>

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					<p>pieces of clothing.</p> <p><b>Quiz</b></p> <p><b>Summative:</b></p> <p><b>Other: Quiz</b></p>
<p><b>Types of Business Ownership/Basic Economic Terms</b> (Week 12, 2 Weeks)</p>	<p>What types of business ownership participate in the fashion industry? How does economics affect the marketing and sales of fashion and clothing within the industry?</p>	<p>Students will gain an understanding of types of business ownership as well as knowing basic economic terms and concepts.</p>	<p>Students will be able to identify countries where fashion items are produced and be able to identify various types of markets.</p>	<p>primary market secondary market tertiary market retailing sole proprietorship partnership corporation risk risk management globalization imports exports balance of trade supply demand law of supply and demand profit trade quotas</p>	<p><b>Where is it made activity</b></p> <p><b>Formative:</b></p> <p><b>Performance:</b></p> <p><b>Authentic Task</b> Using a map of the world, identify the location where 10 items of clothing were made.</p> <p><b>Economic Terms Exam</b></p> <p><b>Summative:</b></p> <p><b>Test: Common</b></p>
<p><b>Becoming a Smart Shopper</b> (Week 14, 2 Weeks)</p>	<p>How does one become a savvy shopper? What things should one look for when making a purchasing decision? What are some financial considerations that affect most customers/consumers?</p>	<p>Students will understand that basic skills required to help them become smart shoppers and to allow them to make smart buying decisions.</p>	<p>Students will be able to list the 10 items that they need to know in order to judge the quality of a garment and be able to explain them.</p>	<p>hang-tags labels packaging Permanent Care Labeling Rule Textile Fiber Products Identification comparison shopping value low-quality garments medium-quality garments</p>	<p><b>Apparel Purchasing Activity</b></p> <p><b>Formative:</b></p> <p><b>Performance:</b></p> <p><b>Authentic Task</b> Students will describe an apparel item they would like to purchase and list three places where they</p>

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				high-quality garments (including the 5 characteristics of high-quality garments) credit limit credit rating 30-day charge account revolving charge account installment plan	could buy the item comparing price, quality, and return policies for each location. <b>Quiz</b> <b>Summative:</b> <b>Other: Quiz</b>
<b>Size Categories</b> <i>(Week 16, 2 Weeks)</i>	Why is sizing important in clothing? What are major classifications for both women's and men's wear? How would one go about to create a line of clothing?	Students will understand 1)size categories for children, men, and women; 2) major classifications of both women's and men's wear; and 3) how to create a line of clothing using an existing designer, company, or brand.	Students will be able to create a line of licensed clothing using an existing designer, company or brand.	Sizing categories -infants -toddlers -children -women's -men's	<b>Clothing Line Assignment</b> <b>Summative:</b> <b>Performance:</b> <b>Authentic Task</b> Students will be able to create a line of licensed clothing using an existing designer, company or brand. <b>Unit Exam</b> <b>Summative:</b> <b>Test: Common</b>