

FASHION MERCHANDISING AND DESIGN

Description

This course offers students an introduction to the various aspects of the field of fashion. Components of the course will include an overview of fashion design elements, fashion promotion, fashion and visual merchandising. A variety of hands-on experiences will be provided including the creation of a personal style portfolio, and a final project of designing their own boutique. Students will be responsible to design, manufacture, and merchandise fashion items as well as incorporate the retail philosophies for the course's boutique. Career options in the fashion industry will be explored.

1 credit, semester course

Course Overview

Course Goals

Students should:

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Essential Questions

- How do we effectively utilize human, economic and environmental resources in our daily lives?
- What traits that contribute to positive and caring relationships are necessary to develop?
- How do consumers utilize the principles of design to make informed textile decisions?
- What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1](#) - Basic Fashion and Business Concepts
- II. [Unit 2](#) - Designing and Producing Apparel
- III. [Unit 3](#) - Retail Business Fundamentals
- IV. [Unit 4](#) - Fashion Promotion
- V. [Unit 5](#) - Implementation of Fashion Theories
- VI. [Unit 6](#) - Fashion Merchandising and Design Careers

Standards

[Family and Consumer Science Standards](#)

Connecticut State Standards are met in the following areas:

- *Textiles and Design*
- *Textiles, Apparel, Housing, Interiors, and Related Careers*
- *Consumer Science and Family Resource Management*
- *Interpersonal Relationships*

Grade Level Skills

Students will:

- Skills Matrix

Pacing Guide					
1st Marking Period			2nd Marking Period		
Month 1	Month 2	Month 3	Month 4	Month 5	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<u>Basic Fashion and Business Concepts</u>	<u>Designing and Producing Apparel</u>	<u>Retail Business Fundamentals</u>	<u>Fashion Promotion</u>	<u>Implementation of Fashion Theories</u>	<u>Fashion Merchandising and Design Careers</u>
3 weeks	2 weeks	2 weeks	2 weeks	7 weeks	2 weeks

Unit 1 - Basic Fashion and Business Concepts, 3 weeks [top](#)

Standards

Textiles and Design

Students will analyze the principles of design as they apply to textiles, apparel, housing, interiors, and furniture.

Students will:

- evaluate design decision in relation to available resources and options.

Unit Objectives

Students will be able to:

- examine the basic reasons people wear clothes and make various clothing choices.
- summarize economic and political influences on fashion.
- define basic fashion terms.
- evaluate the role of fashion followers, leaders, and theories in the fashion movement.
- compare and analyze the main principles and factors that speed up or slow down fashion movement.
- relate the importance of fashion change.
- distinguish between market growth, share, and segmentation.

Essential Question

- How do consumers utilize the principles of design to make informed textile decisions?

Focus Questions

- How is the market for fashion products affected by economic expansion and recessions?
- How does clothing fulfill physical and psychological needs?
- What determines the length of time that each style spends in any phase of the cycle?
- How do consumers show their acceptance or rejection of fashions?
- What is the difference between market growth and market share?

Assessment

- Fashion Trend Presentation

Skill Objectives

Students will:

- research a fashion trend from a previous era.
- show and describe a past popular fashion trend.
- interview an adult and discuss fashion trends from their teenage years.
- track fashion and trends using Women's Wear Daily.

Unit 2 – Designing and Producing Apparel, 2 weeks [top](#)

Standards

Textiles and Design

Students will analyze the principles of design as they apply to textiles, apparel, housing, interiors, and furniture.

Students will:

- evaluate fiber and textiles materials.
- become exposed to fashion history and elements of design.
- demonstrate design ideas through visual presentation.

Unit Objectives

Students will be able to:

- distinguish and apply the principles of design to apparel.
- choose design to create illusions that enhance appearances.
- analyze the process and methods of apparel production.

Essential Question

- How do consumers utilize the principles of design to make informed textile decisions?

Focus Question

- What are the elements and principals of design?
- How do you incorporate elements and principals of design into clothing?
- What is the difference between designer and ready-to-wear?

Assessment

- Portfolio

Skill Objective

Students will:

- develop an element of design portfolio.

Unit 3 - Retail Business Fundamentals, 2 weeks [top](#)

Standards

Textiles, Apparel, Housing, Interiors, and Related Careers

Students will demonstrate the integration of knowledge, skills, and practices required for careers in textile, apparel, housing, and interiors.

Students will:

- evaluate elements of textiles and apparel merchandising.
- evaluate the components of customer service.

Unit Objectives

Students will be able to:

- examine the main types of apparel retailers.
- evaluate the components of customer service.

Essential Question

- What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries?

Focus Questions

- What are the key functional areas of responsibility in the retail industry?
- How does catalog and electronic shopping affect retailing?
- How does retail positioning affect pricing?
- How does customer service affect retail sales?

Assessment

- Research paper and presentation on a retail/and or manufacturing establishment.

Skill Objectives

Students will:

- research and present information on a retail establishment.
- travel to a retail/manufacturing establishment.
- list the functional areas of retail firms.

Unit 4 – Fashion Promotion, 2 weeks [top](#)

Standards

Consumer Science and Family Resource Management

Students will evaluate management practices related to human, economic, and environmental resources.

Students will:

- demonstrate skills needed for product development, testing, and presentation.

Unit Objectives

Students will be able to:

- describe fashion promotion planning, follow through, budgeting, ethics.
- compare and contrast the types of fashion advertising and their purposes.
- analyze advertising strategy and media.

Essential Question

- How do we effectively utilize human, economic and environmental resources in our daily lives?

Focus Questions

- What are the goals of promotion?
- What are the purposes of retail advertising?
- What are the different forms of advertising?
- What should a print advertisement layout accomplish?

Assessment

- Advertisement layout for Boutique

Skill Objective

Students will:

- develop effective print advertisements.

Unit 5 – Implementation of Fashion Theories, 7 weeks [top](#)

Standards

Interpersonal Relationships

Students will demonstrate respectful and caring relationships in the family, school, workplace, and community.

Students will:

- compare personal needs and characteristics and their impact on interpersonal relationships.
- demonstrate communication skills that contribute to positive relationships.
- choose effective conflict prevention and management techniques.
- apply teamwork and leadership skills in the family, workplace, and community.

Textiles, Apparel, Housing, Interiors, and Related Careers

Students will demonstrate the integration of knowledge, skills, and practices required for careers in textile, apparel, housing, and interiors.

Students will:

- evaluate the components of customer service.
- demonstrate general operational procedures required for business profitability and career success.

Unit Objectives

Students will be able to:

- explain the importance of visual merchandising and presentation.
- compare advantages, disadvantages and types of window displays.
- manage specific departments required for running a retail establishment.
- analyze and calculate costing and pricing for profit.
- evaluate the boutiques success in terms of:
 - target market
 - merchandising
 - customer traffic
 - profit
 - advertising
 - customer service
 - visual merchandising

Essential Questions

- What traits that contribute to positive and caring relationships are necessary to develop?
- What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries?

Focus Questions

- What factors influence the type and quality of merchandise carried by a retail establishment?
- How does visual layout of the merchandise affect retail sales?
- How is pricing determined for retail merchandise profitability?
- How does the quality and satisfaction of service affect the retail establishment?

Assessment

- Boutique assessment

Skill Objectives

Students will:

- research and design product for class boutique.
- produce merchandise for the class boutique
- advertise and promote merchandise and boutique.
- inventory merchandise for retail sale in school boutique
- create and arrange in-store displays.

Unit 6 – Fashion Merchandising and Design Careers, 2 weeks [top](#)

Standards

Textiles, Apparel, Housing, Interiors, and Related Careers

Students will demonstrate the integration of knowledge, skills, and practices required for careers in textile, apparel, housing, and interiors.

Students will:

- demonstrate general procedures for business profitability and career success.

Unit Objectives

Students will be able to:

- assess popular views about fashion careers.
- describe how to select a career path.
- describe how to gain preliminary work experience.

Essential Question

- What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries?

Focus Question

- What interests, aptitudes and skills are best suited for various fashion and textile careers?

Assessment

- PowerPoint presentation of various fashion careers

Skill Objectives

Students will:

- compare and contrast future employment within the industry.
- research admissions information for secondary schooling in fashion.
- list educational requirements for fashion careers.
- create a fashion career visual.