

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

Wednesday, November 9, 2016, 2:03PM

Unit	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
Fashion Merchandising B-- Elements of Color <i>(Week 1, 3 Weeks)</i>	What are the basic elements of color and how does color play into the fashion industry?	Students will understand the basic elements of color.	Students will be able to identify basic color schemes as well as elements of the color wheel and seasonal colors.	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	Color Project Formative: Performance: Authentic Task 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. Color scheme samples Formative: Performance: Authentic Task Students will create a sample for each of the five basic color schemes. Quiz Summative: Other: Quiz
Elements of Design <i>(Week 4, 2 Weeks)</i>	How should the elements of design affect the clothes we choose to wear and how does design figure into fashion.	Students will understand the elements of design.	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;	Elements of Design -color -shape -line -texture Lines -straight -jagged	Design Element Project Formative: Performance: Authentic Task Students will 1) find a picture of an outfit that

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			<p>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.</p>	<p>-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</p>	<p>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. Design Elements Quiz Summative: Quiz Other: Quiz</p>
<p>Principles of Design <i>(Week 6, 2 Weeks)</i></p>	<p>How can the principals of design be used in fashion to enhance a person's figure?</p>	<p>Students will: 1) learn how each design principle can be used to enhance</p>	<p>Students we will be able to recognize which principals of design are best suited to different body types from a fashion perspective.</p>	<p>Balance Proportion Emphasis Rhythm Body Types</p>	<p>Design Principals Sample Project</p>

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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>Formative: Performance: Authentic Task 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. Design Principals Quiz Summative: Other: Quiz</p>
<p>The Design Process <i>(Week 8, 2 Weeks)</i></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>Design Process Discussion and Appraisal Formative: Oral: Discussion End of Unit Assignment Summative: Project: Visual Arts</p>
<p>Planning a Wardrobe <i>(Week 10, 2 Weeks)</i></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>Wardrobe planning assignment Formative: Performance: Authentic Task Students will prepare a personal wardrobe consisting of eight</p>

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					<p>pieces of clothing.</p> <p>Quiz</p> <p>Summative:</p> <p>Other: Quiz</p>
<p>Types of Business Ownership/Basic Economic Terms (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>Where is it made activity</p> <p>Formative:</p> <p>Performance:</p> <p>Authentic Task Using a map of the world, identify the location where 10 items of clothing were made.</p> <p>Economic Terms Exam</p> <p>Summative:</p> <p>Test: Common</p>
<p>Becoming a Smart Shopper (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>Apparel Purchasing Activity</p> <p>Formative:</p> <p>Performance:</p> <p>Authentic Task 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. Quiz Summative: Other: Quiz
Size Categories <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	Clothing Line Assignment Summative: Performance: Authentic Task Students will be able to create a line of licensed clothing using an existing designer, company or brand. Unit Exam Summative: Test: Common