



EXAM INFORMATION

Exam Number

355

Items

59

Points

69

Prerequisites

NONE

Recommended Course Length

ONE SEMESTER

National Career Cluster

ARTS, A/V TECHNOLOGY &
COMMUNICATIONS
HUMAN SERVICES
MARKETING

Performance Standards

INCLUDED (OPTIONAL)

Certificate Available

YES

DESCRIPTION

This course explores how fashion influences everyday life and introduces students to the fashion industry. Topics covered include: fashion fundamentals, elements and principles of design, textiles, consumerism, and fashion related careers, with an emphasis on personal application. FCCLA and/or DECA may be an integral part of this course.

EXAM BLUEPRINT

STANDARD

PERCENTAGE OF EXAM

1 - Fashion Fundamentals	37%
2 - Principles & Elements	27%
3 - Textiles	16%
4 - Consumer Strategies	11%
5 - Personal Fashion Characteristics	9%



STANDARD I

STUDENTS WILL EXPLORE THE FUNDAMENTALS OF FASHION

Objective 1 Identify why we wear clothes.

1. Protection – clothing that provides physical safeguards to the body, preventing harm from climate and environment.
2. Identification – clothing that establishes who someone is, what they do, or to which group(s) they belong.
3. Modesty – covering the body according to the code of decency established by society.
4. Status – establishing one's position or rank in relation to others.
5. Adornment – using individual wardrobe to add decoration or ornamentation.

Objective 2 Define common terminology.

1. Common Terminology.
 1. Accessories – articles added to complete or enhance an outfit. Shoes, belts, handbags, jewelry, etc.
 2. Apparel – all men's, women's, and children's clothing.
 3. Avant-garde – wild and daring designs that are unconventional and startling. Usually disappear after a few years.
 4. Classic – item of clothing that satisfies a basic need and continues to be in fashion acceptance over an extended period of time. Timeless. (i.e. blazer, cardigan, denim, little black dress)
 5. Design detail – the various garment parts that distinguish styles. Necklines, collars, sleeves, bodice, lapels, hemlines, etc. (a T-shirt is a garment type, the neckline changes the style of that garment. i.e. crew neck, Henley, v-neck, etc.)
 6. Draped – wrapped or hung on the body and usually held in place with pins, toggles, buttons, sash or belt.
 7. Fad – a temporary, passing fashion. An item that has great appeal to many people for a short period of time. (silly bands, slap bracelets, etc.)
 8. Fashion – the currently accepted style. A prevailing type of clothing that is favored by a large segment of the public.
 9. Fashion cycle – a cycle of the rise, popularization, and decline of a particular style. Follows the sequence - introduction, rise, peak, decline, obsolescence. (study help - **I** Rarely **P**oke **D**ead **O**bjects)
 10. Fit – the right size or how tight or loose the clothing is on the person wearing it.
 11. Garment type – a category of clothing. Dress, coat, suit, sweater, pants, etc.
 12. Haute Couture – (oat-koo-TOUR) the French term that literally means fine sewing. The finest clothing from fashion houses by major designers.
 13. Ready to Wear – clothing mass produced in STRAND sizes and sold to customers without custom alterations.
 14. Silhouette - the shape of a clothing style shown by its outer lines.
 15. Style – a particular shape or type of apparel item. The style of a garment is determined by the distinct features that create its overall appearance. Specific design details create specific styles. (i.e. a sheath, shift and princess are all different styles of dresses)
 16. Tailored – a garment made by cutting fabric pieces and then sewing them together to fit the body.
 17. Trend – the movement of fashion into the through the market place. (Change in hemlines, waistlines, color, shoe style, etc.)
 18. Wardrobe – all the apparel a person owns including all garments and accessories.
2. Basic design details:
 1. Shirts – T-shirt, Henley, polo, button-down, tuxedo



2. Collars – shirt, button-down, peter pan, mandarin, notched
3. Sleeves – set-in, raglan, dolman, leg-o-mutton, shirt cuff, French cuff
4. Necklines – scoop, crew, boat, sweetheart, cowl
5. Dresses – sheath, shift, empire, dropped waist, shirtwaist, princess
6. Skirts – straight, A-line, yoke, gored, gathered, wrap
7. Pants/trousers – flared/bootcut, straight, tapered
8. Jackets/coats – blazer, double breasted, tuxedo, trench

Objective 3

Discuss the history of fashion and how it is influenced by culture.

1. Lines between historical eras are fluid. The looks below are quintessential of that decade.
2. Trends repeat every 20-30 years.
3. 1890's – Victorian Era. Gibson (ideal American Woman), corset, bustle, *hourglass silhouette*.
 1. Men – matching coat and vest with contrasting trousers.
4. 1900's – Industrial Revolution Era. Duster coat, shirtwaist, Leg O' Mutton sleeves, *s-curve silhouette*.
 1. Men – formal morning dress with top hats, or 3-piece 'lounge' suits with bowler hats.
5. 1910's – WWI Era. Hobble skirt, bathing suit, bloomers, *inverted triangle silhouette*.
 1. Men – military influence/trench coats.
6. 1920's – "Roaring '20's" Era. Flapper, costume jewelry, cloche' hat, dropped waistline, *rectangle silhouette*.
 1. Men – trousers creased with wider hemlines, introduction of the modern two-piece suit, wingtips.
7. 1930's – Depression Era, bias cut dresses, waistline restored, hemlines dropped, hand-me-downs, flour sack clothing, Hollywood glamour, *hourglass silhouette*.
 1. Men – introduction of the double-breasted suit, padded shoulders, glen plaid fabric.
8. 1940s – WWII Era. Convertible suit (mix and match pieces), slacks, no silk or nylon stockings, *inverted triangle silhouette*.
 1. Men – Military influence/bomber jacket, austere "Victory" suits with no vest, cuff or pocket flaps.
9. 1950s – Rock n' Roll era. Poodle skirts, saddle shoes, Capri pants, the new look (Christian Dior), teenagers become their own class and have money to spend, *hourglass silhouette*.
 1. Men – dark flannel suits, the 'Ivy League' look – khaki slacks, button down shirt, sweater.
10. 1960s – Civil rights Era. Miniskirts, pantsuits, Chanel suit, pillbox hat, *rectangle silhouette*.
 1. Men – tailored suits, the 'Mod' look, turtlenecks, colors.
11. 1970s – Hippy to Disco Era. Unisex, bold flower prints, platform shoes, *triangle silhouette*.
 1. Men – bell bottoms, wide ties and collars.
12. 1980s – Yuppie Era. Logo wear, designer jeans, exercise wear, *inverted triangle silhouette*.
 1. Men – business suits with narrow detailing, suspenders, pastels.
13. 1990s – The Dot Com Era. Bare midriff, rejection of fashion, grunge, *rectangle silhouette*.
 1. Men – baggy pants, big sneakers.
14. 2000s – Wired Generation. Skinny jeans, embellishments, hip-hop style.
15. 2010s – Social media. Leggings, jeggings, cutouts, hipster-style. (Look at what you're wearing today, what will people remember?)

Objective 4

Identify and discuss characteristics of fashion capitals and designers.

1. Major fashion capitals:
 1. Paris, France (First Fashion capital) – French fashion is chic and stylish. Defined by its sophistication, tailored cut, and smart accessories. Most designers based in other capitals have a boutique in Paris.
 2. New York City, New York, U.S.A. (Merchandising capital) American fashion is sophisticated, clean cut and casual. – use of separates, sportswear and natural fibers.
 3. Milan, Italy (Elegance and luxurious fabrics) – Italian fashion features casual elegance and luxurious textiles such as Merino wool and leather.



4. London, England (Modern British designers tend to favor a "rebel" street look); London is known for conservative cuts and traditional styles of the upper class (stores based in the Mayfield area, specifically Savile Row). The young embrace an individualistic style, and this is the real impact in modern fashion. The UK is the home of the punk movement.
5. Tokyo, Japan (Asian influence, loose and unstructured) – Typically considered somber subtle and richly textured, pattern added through complicated cutting and sewing and applique. The young Japanese are favoring the harajuku look inspired by anime.
2. Discuss designers of influence (Coco Chanel, Christian Dior).
 1. Charles Worth – the father of couture
 2. Coco Chanel – the little black dress, costume jewelry, unstructured
 3. Christian Dior – “the new look” hourglass silhouette with exaggerated lower half
 4. Ralph Lauren – designer for the “American West” – sophisticated and sellable
 5. There are many designers of influence throughout history. They are covered in more detail in Design Merchandising. (Pathway – Fashion, Apparel and Textiles)

Objective 5

Identify related careers.

1. Costume Designer – a person who designs costumes for film, stage production or television.
2. Museum Curator – one who manages or oversees as the administrative director of a museum, collection or library. Care for historical clothing includes light, temperature and humidity control.

Standard 1 Performance Evaluation included below (Optional)

STANDARD 2

STUDENTS WILL RECOGNIZE AND APPLY THE PRINCIPLES AND ELEMENTS OF FASHION DESIGN

Objective 1

Demonstrate knowledge of the elements (tools) of design.

1. Line (visual effects)
 1. Vertical – adds height and a creates a thinner, taller silhouette.
 2. Horizontal – adds width and make a person appear shorter and heavier.
 3. Curved – considered graceful and feminine, can re-emphasize and define the figure.
 4. Diagonal – produces excitement and energy and reflects illusion as the straight line they most resemble.
2. Shape/clothing silhouette (hourglass, tubular, triangle, inverted triangle)
3. Color
 1. Color basics:
 1. Hue – another term for color.
 2. Primary – basic pure hues that cannot be made from any other colors. Red, yellow, blue.
 3. Secondary – created by combining two primary colors. Orange, green, violet.
 4. Tertiary/intermediate – created by combining a primary and secondary color. Red-orange, red-violet, yellow-orange, yellow-green, blue-green, blue-violet.
 5. Cool – yellow green through violet. Remind of the sky or water.
 6. Warm - red violet through yellow. Appear to be hot like the sun.
 7. Know color location on a 12-color wheel.



2. Value: lightness or darkness

1. Tints – hue + white
2. Shades – hue + black



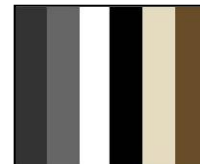
3. Intensity: brightness, dullness

1. Tones – add gray or complement

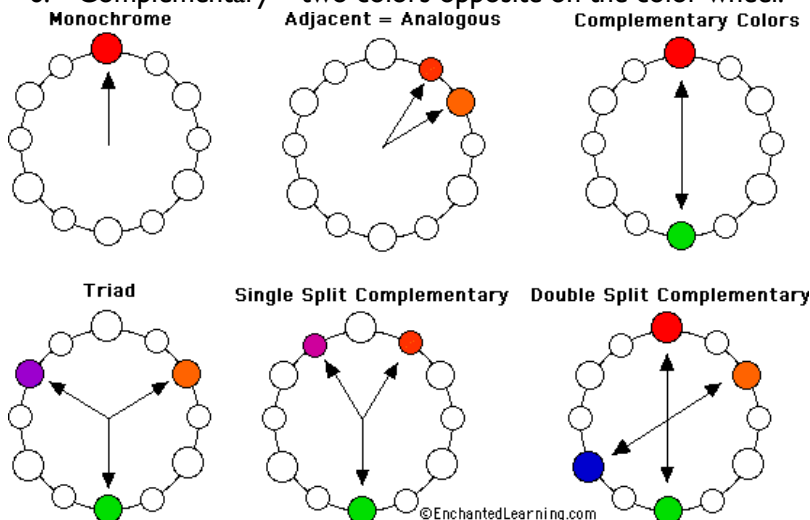


4. Schemes:

1. Neutral – the 'non-colors' black, white, tan, brown.



2. Accented neutral – mostly neutral with just a touch of color.
3. Monochromatic – tints and shade of one color.
4. Triadic – three colors evenly spaced on the wheel.
5. Analogous – 2-4 colors next to each other on the wheel.
6. Complementary – two colors opposite on the color wheel.



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5. Texture: (tactile, visual, audible)
6. Pattern:
 1. Naturalistic – realistic, appears as it would naturally.
 2. Conventional/stylized – can recognize the object but is not realistic in appearance.
 3. Geometric – based on lines and shapes.
 4. Abstract – separate from anything recognizable in the real world.

Naturalistic



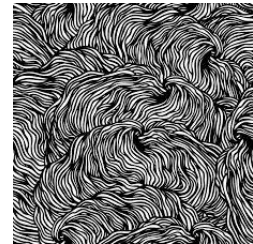
Conventional



Geometric



Abstract



Objective 2 Demonstrate knowledge of the principles (rules) of design.

1. Proportion/Scale: the relationship of size of parts or objects in a design
2. Balance:
 1. Formal/symmetrical – the two sides of the design are mirror image.
 2. Informal/asymmetrical – one side of the design does not reflect the other.
3. Emphasis: focal point
4. Rhythm:
 1. Gradation – gradual change in size or color.
 2. Opposition – direct contrast created by perpendicular lines, black and white or complementary colors placed next to each other.
 3. Radiation – lines extending from a central point.
 4. Repetition – line, color or pattern repeated.
 5. Transition – curved lines that lead from one area of a design to another.
5. Harmony: a relationship in which unity and variety exist together

Objective 3 Identify related careers

1. Fashion Designer – The art of applying design, aesthetics and natural beauty to clothing and its accessories.
2. Illustrator – a person who creates images of clothes for magazines, books, advertising, social media, etc.

Standard 2 Performance Evaluation included below (Optional)

STANDARD 3

STUDENTS WILL EXAMINE THE USE OF TEXTILES IN FASHION

Objective 1 Identify basic fibers, the characteristics, use and care of the following textiles.

1. Identify sources and characteristics of natural fibers: Source – plants and animals
 1. Cotton – comfortable, absorbent (hydrophilic), wrinkles easily.



2. Linen – from flax plant, strong, lint free, wrinkles excessively.
3. Silk – made from cocoon of silkworm, soft and smooth, lustrous.
4. Wool – from fleece of sheep, durable, warm, fire resistant.
2. Identify sources and characteristics of synthetic fibers: Source – industrial processes
 1. Nylon – strongest fiber, lightweight, heat sensitive.
 2. Polyester – most widely used, strong, resilient, retains oily stains, hydrophobic.
 3. Acrylic – wool substitute, resists wrinkling, pills.
 4. Rayon – first manufactured fiber, made from wood pulp (non-synthetic), soft, absorbent, wrinkles.
 5. Lyocell – third generation rayon. produced in a sustainable way, most like cotton. (non-synthetic)
 6. Spandex – elasticity, stretch, resistant to sun, perspiration and abrasion, heat sensitive.
 7. Acetate – absorbent, dries quickly, silky appearance and feel.

Objective 2 Recognize various types of fabric construction.

1. Identify basic weaves – two sets of yarns interlaced at right angles
 1. Plain – simplest weave, filling yarn passes over & under each warp yarn then alternates.
 2. Twill – strongest weave, recognized by obvious diagonal ridges, filling yarn passes over and under two or more warp yarns then shifts to the right or left each successive row.
 3. Satin – most lustrous weave, the filling yarn passes over 4-8 warp yarns.
2. Define knits – yarns are looped together
3. Identify non-woven fabrics – fabrics made directly from fibers melted together or bonded with glue (i.e. felt)

Objective 3 Identify textile production related careers.

1. Textile Designer – create design for woven, knitted or printed fabrics
2. Textile Chemist – research and development of fibers, yarns and dyeing through sustainable processes

Standard 3 Performance Evaluation included below (Optional)

STANDARD 4

STUDENTS WILL IDENTIFY CONSUMER STRATEGIES ASSOCIATED WITH FASHION

Objective 1 Identify consumer influences.

1. Cultural and social – ethnicity, religion, values, conformity, peer pressure, individuality
2. Economic conditions – affordability, availability, lifestyle, political climate
3. Media & advertising – commercials, movies, TV, magazines, social media, celebrities
4. Technology – new developments, research, environmental impact

Objective 2 Identify retail options:

1. Chain Store – a group of stores owned, managed, and controlled by a central office. Examples – Gap, Forever 21, American Eagle
2. Department Store – retail stores that offer large varieties of many types of merchandise placed in appropriate departments. Examples – Macy's, Dillard's, JCPenney
3. Specialty Store – stores that sell a specific type or limited line of goods. Examples – Victoria's Secret, Claire's, FootLocker
4. Discount Store – stores that sell mass market merchandise in large, simple buildings with low overhead. Examples - Target, Kohl's, Wal-Mart
5. Manufacturer-owned Store – stores that carry merchandise made specifically for that label or brand. Examples – Nike, Ralph Lauren, Lululemon
6. Outlet Store – Manufacturer owned discount stores which sell seconds and over-runs.



Objective 3

7. E-commerce – online purchasing alternative options for brick and mortar.
Identify consumer skills.

1. Judging quality (basic construction, seams, matching plaid, attachment of fasteners)
2. Cost per wear (price of garment/number of times worn)
3. Smart shopping (sales, comparison shop, coupons, membership clubs, calculating discounts)
4. Labels (required by law: fiber content, garment care, international care symbols, manufacturer number, country of origin)
5. Hang tags (optional: brand name, advertising, logo, etc.)

Objective 4

Identify related careers:

1. Buyer – purchase lines of clothing, shoes and fashion accessories to be sold at retail stores
2. Retail sales – assist the customer in a brick and mortar store to facilitate their purchase
3. Manufacturing sales representative – sell wholesale or manufactured goods to buyers
4. Marketing – oversee branding and advertising of a company’s products

Standard 4 Performance Evaluation included below (Optional)

STANDARD 5

STUDENTS WILL EVALUATE PERSONAL FASHION CHARACTERISTICS

Objective 1

Aspects of personal appearance.

1. Personal styles - yin/yang
 1. Yin – delicate, curved lines, rounded shapes, smaller scale, bows and ruffles
 2. Yang – sturdy, straight lines, angular shapes, larger scale, buttons and pleats



Yang ←—————→ Yin

2. Body types/silhouette:
 1. Hourglass – shoulders and hips similar width, narrow waist (greater than 7” variation)
 2. Triangle – narrow shoulders, wide hips
 3. Inverted Triangle – wide shoulders, narrow hips
 4. Rectangle – little variation between shoulders, waist and hips
3. Personal coloring (warm and cool)

Objective 2

Identify and analyze wardrobe needs for a personal lifestyle.

1. Basic 8 pieces – classic, well-constructed, cost per wear, neutral + a favorite color. (i.e. long sleeve T-shirt, short sleeve t-shirt, tank top, collared shirt, light weight cardigan, little black dress, jeans, dress pants)
2. Trendy – items that are currently in style based on design details and elements of design.

Objective 3

Identify related careers.



1. Fashion Stylist – consultant who selects the clothing and accessories for published editorial features, celebrities and other public figures.
2. Personal Shopper – help consumers select and purchase clothing and other merchandise.

Standard 5 Performance Evaluation included below (Optional)



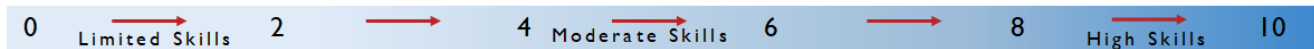
Fashion Design Studio Performance Standards (Optional)

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of **8 or higher** on the rating scale. Students may be encouraged to repeat the objectives until they average **8 or higher**.

Students Name _____

Class _____

PERFORMANCE RATING SCALE



STANDARD 1 Fashion Fundamentals

Score:

- Prepare an oral or written report on a fashion capital, historic era, or fashion career that has influenced fashion.

STANDARD 2 Principles & Elements

Score:

- Create a color wheel identifying the following:
 - Primary colors
 - Secondary colors
 - Tertiary/intermediate colors
 - Warm and cool colors
 - Tints and shades
- Create a fashion project or professional presentation incorporating the principles and elements of design; explain in writing:
 - Design
 - Portfolio
 - PowerPoint
 - Display
 - Etc.

STANDARD 3 Textiles

Score:

- Create a fabric reference guide consisting of natural/synthetic fibers and woven/knit fabrics.

STANDARD 4 Customer Strategies

Score:

- Student will demonstrate consumer math by calculating cost per wear and percentage discounts off retail price.
- Student will judge value of a clothing item by comparing quality to cost.

STANDARD 5 Personal Fashion Characteristics

Score:

- Plan a personal wardrobe using eight basic pieces and six trendy pieces.
 - Accessorize based on personal taste.
 - Create a visual representation and write a description that explains how this collection expresses your personal fashion characteristics.



Performance Standard

Score:

- Complete FCCLA Step One and/or introduce DECA
 - www.deca.org

PERFORMANCE STANDARD AVERAGE SCORE:

Evaluator Name _____

Evaluator Title _____

Evaluator Signature _____

Date _____