

Foundations For Fashion and Interior Design

**The Howard County Public School System
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Superintendent**

Ellicott City, Maryland
2009 Edition

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FOREWORD

Quality curriculum is basic to the educational program in The Howard County Public School System, providing the structure and the substance of what is taught to all students. The body of knowledge in any area is virtually infinite in that it is constantly changing and expanding as “new” knowledge is developed and “old” knowledge is refined. Thus, any attempt to set forth a definitive curriculum guide has inherent limitations. Nevertheless, it is important that a school system have a structure for the instructional program that provides direction, focus, flexibility, and state-of-the-art thinking about each content area.

We recognize that no body of knowledge in any subject area is discrete; knowledge is overlapping and interrelated. Thus, although there is a curriculum guide for each subject, curriculum is, and should be, interdisciplinary in focus. Students need to be taught to make connections between and among disciplines. They also need to understand the global nature of the world in which they live, respecting and drawing on the richness of a diverse society. Accordingly, curricula are written so that every child, in every classroom in The Howard County Public School System sees himself or herself in the materials used and the lessons taught. Each classroom must reflect its place as a multiethnic, multicultural microcosm of the world.

A team of teachers and other staff within the school system has developed this guide, drawing from the vast body of their collective experience in working with students. While they share both the pride and the responsibilities of authorship, it is our feeling that this guide and the others like it represent the essential elements of what education is in The Howard County Public School System.

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History of the Program

High school students who had an interest in and passion for design, whether fashion or interior, have traditionally enrolled in Art courses and in the Family and Consumer Sciences course, Fashion Technology. A single course in Fashion was not sufficient to provide students with a strong foundation of knowledge nor was this course sufficient preparation for admission to competitive postsecondary design programs.

Interest in Fashion Design field has grown but there is a small and stagnant labor market in Maryland for fashion designers. However, a related field, Interior Design, shows faster than average growth and employment opportunities in both commercial and residential design. The Foundations course will introduce high school students to both industries, Fashion and Interior Design, offer opportunity to develop an aesthetic sense as well as drawing skills, and provide a solid foundation in principles and elements of design.

The **Purpose of the Guide**

The Foundations for Fashion and Interior Design course will be an elective in Family and Consumer Sciences but will also satisfy the graduation requirement in Fine Arts. This guide will ensure that the Foundations course will meet the Maryland Outcomes and Indicators for Fine Arts.

The Foundations course must align with both Fashion and Interior design industries' standards and expectations. The curriculum has been reviewed and approved by an advisory board of industry professionals and postsecondary faculty, and will be revised and updated as necessary. This guide will reflect current industry expectations as well as standards for admission to postsecondary programs.

Finally, Fashion and Interior Design are two of six separate strands that constitute the Family and Consumer Science discipline. This guide will guide and inform professional development and best practices for all high school Family and Consumer Science teachers serving as instructors for Foundations for Fashion and Interior Design.

FOUNDATIONS FOR FASHION AND INTERIOR DESIGN ESSENTIAL CURRICULUM

UNIT I: Scope and History of the Fashion and Interior Design Industry

Goal 1: The student will demonstrate an understanding of the importance of and need for fashion and interior design in a changing world.

Objectives – The student will:

- a. Identify the importance of the fashion and interior design industry and describe how the industry is changing.
- b. Examine how individuals and families make clothing and shelter choices to satisfy needs and wants.
- c. Analyze how clothing and interior décor satisfies certain physical, psychological, and social needs.
- d. Discuss how values, attitudes, conformity, individuality, and personality affect clothing and housing selections.

Goal 2: The student will be able to use appropriate language of the industry.

Objectives – The student will:

- a. Apply vocabulary used in the industry to discuss clothing and interiors.
- b. Identify styles of dresses, necklines, sleeves, skirts, pants, and jackets.
- c. Identify and define basic interior design terminology.
- d. Discuss the concept of fashion and interior design cycles occurring over time.

Goal 3: The student will analyze how history has affected the development of fashion and interior design.

Objectives – The student will:

- a. Recognize and identify design elements characteristic of each of the major historical periods.
- b. Determine factors that influenced the creation of functional art during specific historic eras and geographical regions.
- c. Describe how modern fashion and interior design have evolved through the decades from 1900 to the present.
- d. Identify, analyze, describe and interpret works of influential fashion and interior designers.
- e. Discuss design capitals and their history.
- f. Understand how political, religious, and social movements affected styles of design, apparel, furnishing and architecture through history.
- g. Explore the development of new designs based on an historical artifact through research and reflection.

Goal 4: The student will explore the role of cultural and social factors in design choices.

Objectives – The student will:

- a. Identify the hierarchy of needs including safety and security to self-actualization and how they influence clothing and housing choices.
- b. Explain how clothing and housing differ in various geographical settings, families, and cultures.
- c. Analyze how the economy affects clothing and interior design choices.
- d. Identify factors to consider when designing clothing and interiors for people with special needs.

UNIT II: Elements and Principles of Design

Goal 1: The student will demonstrate an understanding of the elements of design as they pertain to fashion and interior design.

Objectives – The student will:

- a. Identify the elements of design and their effect on apparel and interiors.
- b. Demonstrate the effect of color as an element.
- c. Examine the psychology, symbolism and terms related to color.
- d. Apply basic and complex color schemes and color theory to develop and enhance visual effects.
- e. Examine the way in which fabric texture and pattern can affect visual characteristics.
- f. Demonstrate how line, space, and form affect the overall design of clothing and interiors.

Goal 2: The student will demonstrate an understanding of the principles of design as they pertain to fashion and interior design.

Objectives – The student will:

- a. Identify the principles of design including but not limited to balance, rhythm, proportion, emphasis and unity.
- b. Apply the principles of design to assist consumers in making decisions.
- c. Examine the illusions created by balance, emphasis, unity, repetition, rhythm and variety.
- d. Demonstrate how elements and principles are used in creating designs.
- e. Use evaluative criteria to examine the illusions created by the principals of design.

Goal 3: The student will represent form and space using a variety of techniques while incorporating the elements and principles of design.

Objectives – The student will:

- a. Use appropriate art vocabulary to describe, analyze, and interpret qualities of visual forms.
- b. Create a three dimensional illusion on a two dimensional surface.
- c. Draw contours, edges, perspective, light logic, proportion and point of view observed in subject matter.
- d. Sketch a basic figure.
- e. Illustrate a perspective drawing.
- f. Develop rendering skills using three different media, including but not limited to, charcoal, water color, pen and pastels.

UNIT III: Textiles

Goal 1: The student will demonstrate an understanding of characteristics and use of textile fibers.

Objectives – The student will:

- a. Introduce appropriate industry terminology for identifying, comparing, and analyzing the commonly used textile fibers.
- b. List the characteristics of natural and manufactured fibers.
- c. Discuss advantages and disadvantages related to the use of natural, manufactured, and recycled materials.

Goal 2: The student will explain the process of textile construction and describe finishes used on textiles.

Objectives – The student will:

- a. Describe the process of converting fibers into yarn.
- b. Examine methods of fabric construction including woven, knit, non-woven, and bonded fabrics.
- c. Explain how fabrics are given color and surface design.
- d. Describe various fabric finishes and their overall effect.
- e. Identify a variety of traditional and modern embellishments used on fabrics.
- f. Describe types of textile-based flooring and soft furnishings materials.

- g. Distinguish the similarities and differences between textiles for clothing and textiles for furnishings (residential and commercial).

UNIT IV: The Design Process, Production, and Merchandising

Goal 1: The student will demonstrate how design ideas can be represented through visual presentation.

Objectives – The student will:

- a. Construct a fashion or interior design piece by drawing inspiration from various sources such as memory, experience, music, literature and nature.
- b. Create a narrative that includes brainstorming and research to reflect future directions of apparel and interior production.
- c. Test various formats and materials, develop a proposal, plan, and make decisions to solve a representational design problem.
- d. Craft a interior design or clothing product that reflects knowledge of the design principles.
- e. Present the finished piece of functional art to an audience of peers for evaluation of and reflection on the design process.

Goal 2: The student will apply knowledge of the design process to create a product.

Objectives – The student will:

- a. Use sewing equipment to create a fashion or interior design product.
- b. Create a pattern for a final design product.
- c. Locate and evaluate product information for materials, including but not limited to, floor and wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath features, accessories and apparel.
- d. Use a variety of equipment, tools, and supplies for apparel and interior design and construction.
- e. Produce a textile product
- f. Re-design an existing textile product.
- g. Describe the production processes of ready-to-wear clothing.

Goal 3: The student will explain the merchandising process in the fashion and interior design industries.

Objectives – The student will:

- a. Identify the stages of fashion and interior design production and merchandising.
- b. Explore strategies of the retail market and determine concepts of successful selling.
- c. Describe fashion and interior design promotion in terms of advertising, publicity and visual merchandising.
- d. Describe selling methods used by apparel and furnishing manufactures.
- e. Outline the movement of a fashion or interior design product from design concept to final sale.
- f. Identify various career opportunities in marketing and merchandising for fashion and interior design.

UNIT V: Modernization of the Industry and Careers

Goal 1: The student will demonstrate knowledge of how the fashion and interior design industries are adapting to a changing world.

Objectives – The student will:

- a. Describe the impact of technology on the fashion and interior design industries.
- b. Explain how the process of research and sourcing materials has changed with the advent of modern technology.
- c. Discuss different technologies used within manufacturing and production.

- d. Analyze how technology has changed promotion techniques in the media.
- e. Examine the impact of the green movement on natural or recycled materials and environmentally safe products.
- f. Compare various viewpoints about overseas manufacturing.
- g. Explain the relationship between haute couture and the ready-to-wear industry.

Goal 2: The student will examine career opportunities related to the fashion and interior design industry.

Objectives – The student will:

- a. Analyze career paths and explore opportunities within the textile, apparel and interior design industries.
- b. Outline the requirements needed for various fashion and interior design careers.
- c. Identify and explain employment opportunities in the fashion and interior design industries.
- d. Describe the influence of interest and aptitude on career choice.
- e. Research entrepreneurial opportunities related to careers in the fashion and interior design industries.