

# Perris Union High School District Course of Study

A. COURSE INFORMATION		
<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">CTE Art of Fashion</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input checked="" type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<b>Grade Level</b> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<b>Is this classified as a Career Technical Education course?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Credential Required to teach this course:</b> <i>Single Subject: Fashion and Interior Design</i> <i>Designated Subjects: Career Technical Education: Fashion and Interior Design</i> <u>To be completed by Human Resources only:</u>	
<b>Was this course previously approved by UC for PUHSD?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between;"> <div style="font-family: cursive; font-size: 1.2em;">Nicholas D. Allen</div> <div style="text-align: right;">1/13/19</div> </div> <p style="text-align: center; margin-top: 5px;">Signature <span style="margin-left: 150px;">Date</span></p>	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Submitted by: J Gahre</b> <b>Site: PVHS</b> <b>Date: 11/9/18</b>	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		1/17/19
Asst. Superintendent of Educational Services		1/17/19
Governing Board		

[\(/dashboard\)](#)

# RCOE Art of Fashion (ROP)

Riverside County Office of Ed. ROP

Submitted: Feb 5, 2015

Decision: Mar 5, 2015

## Submission Feedback

### APPROVED\*

#### Modifications from the review

Title changed from "RCOE Art of Fashion" to "RCOE Art of Fashion (ROP)".

Retained ROP at the end for UC database purposes.

## Basic Course Information

<b>Title:</b>	RCOE Art of Fashion (ROP)
<b>Transcript abbreviations:</b>	Art of Fashion
<b>Length of course:</b>	Full Year
<b>Subject area:</b>	Visual & Performing Arts ("f") / Visual Arts
<b>UC honors designation?</b>	No
<b>Prerequisites:</b>	Introduction to Art (Recommended) Introductory class in the Fashion Sector (Recommended)
<b>Co-requisites:</b>	None
<b>Integrated (Academics / CTE)?</b>	Yes
<b>Grade levels:</b>	11th, 12th

**Course learning environment:**

Classroom Based

## Course Description

**Course overview:**

In this course the student will understand the importance of the creative aspects of the fashion industry and how creative expression along with historical and cultural context work together in the industry. The students will not only create projects but will be able to tie them back to cultural and historical influences. They will be able to use and identify the principles and elements of design in both pieces of art and fashion. The units of study that tie the fashion industry to the visual and performing arts are fashion design, trend forecasting, history of fashion, textiles and yarns, marketing, advertising, promotion, and visual merchandising. The students will examine and differentiate the historical and economic significance of fashion on our society and discuss the role of art in the fashion industry. They will identify and use the principles and elements of design to discuss, analyze and write about the works of fashion designers and various aspects of the fashion industry. They will investigate and analyze past and current trends in fashion design and discuss how the issues of time, place, and cultural influence are reflected in selected works of fashion.

The purpose of this course is to have the student understand the importance of the creative aspects of the Fashion Industry and how creative expression along with historical and cultural context work together in the industry. The students will not only create projects but will be able to tie them back to cultural and historical influences. They will be able to use and identify the principles and elements of design in both pieces of art and fashion. The students will build a portfolio along the way with the completion of key assignments and will present their work as a culminating project. The students will be able to use the skills and knowledge of art to analyze and assess others creative work samples.

**Course content:**

*The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.*

**Unit 1 Key Assignments**

1. Students will gather information from a variety of sources which include a survey of the current fashion trends and cultural influences on fashion decisions. Students will then take the information and write a two page report. Sharing the skills and knowledge that are necessary in terms of applicability to careers are in

fashion design, writing, and merchandising. (VPA Standards 3.3 & 5.4)

2. Select a popular piece of classic art. Then analyze in a written paper how you believe it has influenced a look in the fashion industry. Then create an analysis using color terminology of how color scheme was used in the piece of art reproduce what you think the color scheme would look like for an upcoming fashion collection and will presented on a design board (VPA Standards 1.4 & 2.1).

### **Unit 2 Key Assignments**

1. Students will select a fashion designer and conduct research to identify the designer's aesthetic style and uses of the elements and principles of design to create a distinctive look, story, meaning and/or collection of the work.

2. Students will create portfolio pages the demonstrate the use of garment styles and parts to enhance face shapes and body types through appropriate application of the design elements and principles. Using magazines, books, and the internet, students will find 3 examples of figure flattering looks and 3 examples of improper use of the design elements and principles. Students will write a synopsis defending their analysis and present their findings to the class.

3. Choose one item from your wardrobe to redesign for yourself or for another family member that incorporates new uses of the elements and principles of design. Take a photo of the original garment. Explain what steps or techniques you would use to redesign it, redesign it and take a photo of the redesigned garment. Mount both photos and explanation on portfolio page. Present your garment to the class and explain your process and use of the elements and principles of design.

4. Students will create 3 original fashion drawings using the design elements and principles and prepare a written critique about their own aesthetic, distinctive style and meaning and how elements and principles are used in each sketch, using visual art terminology in an oral presentation.

Analyze and interpret student and others' work through critiques and rubrics.

### **Unit 3 Key Assignments**

1. With a partner, students will research an assigned period of history. A 2-3 pages written report to include influences of politics, economics, social customs and practices, fabrics, garment names and parts, jewelry, footwear, headdresses and special occasion clothing (weddings, royalty, uniforms). Also selecting a specific piece, art collection and or artist that would be reflective of the period of history and connect how it fits in with the rest of the collection. Include a collection of 7-10 pictures or illustrations of the fashions for each time period. Explain the evidences found and used for each time period that prove the fashions during the period. Complete an overview and analysis of fashion from various time periods.

2. Fashion History Portfolio Report-

A collaborative effort will be used to create a fashion history summary to be included in fashion portfolio. Students work in groups, each group covers one of six time periods; The ancient world 3000 BC to 600 BC, the middle ages 300-1500, the renaissance 1400-1600, baroque and rococo 1600-1800, the Nineteenth century 1800-1900, the twentieth century 1900-1996 (20th century may be broken up into decades). 2-3 page report will include influences of politics, religion and culture, fabrics of the period, garment names, hair, headdresses, jewelry, footwear and special occasion clothing. List the significant contributions to the world of fashion during

this time period (dyeing methods, production methods, standardized sizing, etc). 6-10 illustrations of time period fashions. After oral reports all materials will be copied, shared and included in all student portfolios.

(VPA Standards 1.5, 2.2, 3.1, 3.2, 3.3, 3.4;4.1, 4.2, & 4.5)

### 3. Garment Fashion History Timeline

Each student group is assigned an apparel item (dresses, hats, shoes, etc.) to research through the 6 fashion history time periods. A timeline poster or PowerPoint is created with apparel item pictures/illustrations from each time period. Each picture to include captions that contain style names, purpose, and cultural meaning if any. (Fashion History Timeline Project from Woodbury University)

### Unit 4 Key Assignments

1. Students will research the historical development and composition of textiles and yarns. Students will select a work of art to serve as inspiration for the creation of their own original textile. Students will examine the artist's work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work. Students will write an analysis of how the art served as inspiration and guided their textile development and choices. Students will justify their uses of fibers, construction and use of the design principles. When complete, students will draw an original fashion design using sound elements of design in addition to their fabric design in the illustration. Then they will present the art piece and their design to the class and describe how their fabric design was inspired by the art piece.

2. Students will identify basic fibers, the characteristics, use, and care of each textile. They will identify by collecting fabric samples, mounting, identifying and listing characteristics for each: Natural fibers: cotton, linen, silk, wool. Synthetic fibers: nylon, polyester, acrylic, rayon, spandex, acetate. Students will identify: basic weaves; plain, twill, satin, and basket, knits and non-woven fabrics. Students will determine performance characteristics of fibers, construction, care, use, and maintenance of products.

3. The students will find 5 fabric swatches that exemplify different structural and visual textures. Explain each fabric's textural features and how texture would affect garments made with it. Select garment styles and parts appropriate for each fabric swatch. Mount next to fabric swatch for portfolio.

### Unit 5 Key Assignments

1. Students will use magazines, newspapers and the internet as well as trips to local retail centers to locate examples of fashion promotion, Students will cut out or print examples and mount them to portfolio pages and determine what type of promotion each example is (advertising, publicity, visual merchandising, special

events, or video merchandising) and write a short analysis to defend their determination.

2. Students will gather 3 examples of promotion for a similar fashion product (i.e. jeans, wedding dress, etc.) and mount them on portfolio pages. Working in small collaborative groups, students will discuss the audience for each promotional example, the artistic elements used, and evaluate its effectiveness. Students will then compare and contrast the use of each form of promotion, discussing the advantages and disadvantages of each.

3. Students will create an original advertisement campaign, effectively utilizing technology and digital media for a theatre or dance production held at a school, creating images that represent characters and major events in the production. Students will present to the visual arts department/students to compete for the use of their campaign.

### **Unit 6 Key Assignments**

1. The students will evaluate current visual displays using a rubric to identify; the message, design principles, effectiveness.

2. The students will research an existing retail company to determine the organizations; target market, store images and aesthetics, and profile. Create a visual design concept using the appropriate elements of art and principles of design that compliments the business's image. Components include: slogan, theme, window displays, interior displays, all other supporting marketing materials.

**Final Key Assignment** - Portfolio and presentation.

In all units the students will analyzing either their own work, doing peer reviews, or analyzing artists or designers work. Below is exactly how it is woven into various assignments.

-Students will examine the artist's work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work. Students will write an analysis of how the art served as inspiration and guided their textile development and choices. Students will justify their uses of fibers, construction and use of the design principles.

-Students will select a popular piece of classic art. Then analyze in a written paper how you believe it has influenced a look in the fashion industry. Then create an analysis using color terminology of how color scheme was used in the piece of art reproduce what you think the color scheme would look like for an upcoming fashion collection and will presented on a design board

-Students will create portfolio pages the demonstrate the use of garment styles and parts to enhance face shapes and body types through appropriate application of the design elements and principles. Using magazines, books, and the internet, students will find 3 examples of figure flattering looks and 3 examples of

improper use of the design elements and principles. Students will write a synopsis defending their analysis and present their findings to the class.

-Students will create 3 original fashion drawings using the design elements and principles and prepare a written critique about their own aesthetic, distinctive style and meaning and how elements and principles are used in each sketch, using visual art terminology in an oral presentation.

-Analyze and interpret student and others' work through critiques and rubrics.

-With a partner, students will research an assigned period of history. A 2-3 pages written report to include influences of politics, economics, social customs and practices, fabrics, garment names and parts, jewelry, footwear, headdresses and special occasion clothing (weddings, royalty, uniforms). Also selecting a specific piece, art collection and or artist that would be reflective of the period of history and connect how it fits in with the rest of the collection. Include a collection of 7-10 pictures or illustrations of the fashions for each time period. Explain the evidences found and used for each time period that prove the fashions during the period. Complete an overview and analysis of fashion from various time periods.

-Students will research the historical development and composition of textiles and yarns. Students will select a work of art to serve as inspiration for the creation of their own original textile. Students will examine the artist's work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work. Students will write an analysis of how the art served as inspiration and guided their textile development and choices. Students will justify their uses of fibers, construction and use of the design principles. When complete, students will draw an original fashion design using sound elements of design in addition to their fabric design in the illustration. Then they will present the art piece and their design to the class and describe how their fabric design was inspired by the art piece.

-Students will use magazines, newspapers and the internet as well as trips to local retail centers to locate examples of fashion promotion. Students will cut out or print examples and mount them to portfolio pages and determine what type of promotion each example is (advertising, publicity, visual merchandising, special events, or video merchandising) and write a short analysis to defend their determination.

-Students will gather 3 examples of promotion for a similar fashion product (i.e. jeans, wedding dress, etc.) and mount them on portfolio pages. Working in small collaborative groups, students will discuss the audience for each promotional example, the artistic elements used, and evaluate its effectiveness. Students will then compare and contrast the use of each form of promotion, discussing the advantages and disadvantages of each.

-The students will evaluate current visual displays using a rubric to identify; the message, design principles, effectiveness.

This is a perfect match that ties fashion and visual arts together. Neither of these subjects would exist without historical and cultural influences and throughout history it is not clear on whether or not the arts influenced fashion or fashion influenced the arts. Historical and cultural context is used in the textile unit where students will research the historical development and composition of textiles and yarns. In the history of fashion unit

the students will research an assigned period of history. A 2-3 pages written report to include influences of politics, economics, social customs and practices, fabrics, garment names and parts, jewelry, footwear, headdresses and special occasion clothing. Also selecting a specific piece, art collection and or artist that would be reflective of the period of history and connect how it fits in with the rest of the collection. Include a collection of 7-10 pictures or illustrations of the fashions for each time period. Explain the evidences found and used for each time period that prove the fashions during the period. Complete an overview and analysis of fashion from various time periods. A collaborative effort will be used to create a fashion history summary to be included in fashion portfolio. Students work in groups, each group covers one of six time periods; The ancient world 3000 BC to 600 BC, the middle ages 300-1500, the renaissance 1400-1600, baroque and rococo 1600-1800, the Nineteenth century 1800-1900, the twentieth century 1900-1996 (20th century may be broken up into decades). 2-3 page report will include influences of politics, religion and culture, fabrics of the period, garment names, hair, headdresses, jewelry, footwear and special occasion clothing. List the significant contributions to the world of fashion during this time period (dyeing methods, production methods, standardized sizing, etc). 6-10 illustrations of time period fashions. After oral reports all materials will be copied, shared and included in all student portfolios. Finally, in unit one, students will gather information from a variety of sources which include a survey of the current fashion trends and cultural influences on fashion decisions.

#### Instructional Methods/Strategies

1. Lecture
2. PowerPoint Presentations
3. Discussion Groups/Cooperative Learning Activities
4. Interviews
5. Project-based learning
6. Library research
7. Internet research
8. Fashion Portfolio

In unit one the students will share the skills and knowledge that are necessary in terms of applicability to careers are in fashion design, writing, visual arts and merchandising. They will develop relationships through a variety of guest speakers, interviews, and partnerships with the art department on campus. They will use their other academic areas of study to complete many of the assignments such as; art history, art, English, math, and economics.



Students will use creative expression in a number of assignments in every unit. See below

### **Unit 1 Key Assignments**

Select a popular piece of classic art. Then analyze in a written paper how you believe it has influenced a look in the fashion industry. Then create an analysis using color terminology of how color scheme was used in the piece of art reproduce what you think the color scheme would look like for an upcoming fashion collection and will presented on a design board (VPA Standards 1.4 & 2.1).

### **Unit 2 Key Assignments**

Students will create portfolio pages the demonstrate the use of garment styles and parts to enhance face shapes and body types through appropriate application of the design elements and principles. Using magazines, books, and the internet, students will find 3 examples of figure flattering looks and 3 examples of improper use of the design elements and principles. Students will write a synopsis defending their analysis and present their findings to the class.

Choose one item from your wardrobe to redesign for yourself or for another family member that incorporates new uses of the elements and principles of design. Take a photo of the original garment. Explain what steps or techniques you would use to redesign it, redesign it and take a photo of the redesigned garment. Mount both photos and explanation on portfolio page. Present your garment to the class and explain your process and use of the elements and principles of design.

Students will create 3 original fashion drawings using the design elements and principles and prepare a written critique about their own aesthetic, distinctive style and meaning and how elements and principles are used in each sketch, using visual art terminology in an oral presentation.

### **Unit 3 Key Assignments**

With a partner, students will research an assigned period of history. A 2-3 pages written report to include influences of politics, economics, social customs and practices, fabrics, garment names and parts, jewelry, footwear, headdresses and special occasion clothing (weddings, royalty, uniforms). Also selecting a specific piece, art collection and or artist that would be reflective of the period of history and connect how it fits in with the rest of the collection. Include a collection of 7-10 pictures or illustrations of the fashions for each time period. Explain the evidences found and used for each time period that prove the fashions during the period. Complete an overview and analysis of fashion from various time periods.

### **Unit 4 Key Assignments**

Students will research the historical development and composition of textiles and yarns. Students will select a work of art to serve as inspiration for the creation of their own original textile. Students will examine the artist's work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work. Students will write an analysis of how the art served as inspiration and guided their textile development and choices. Students will justify their uses of fibers, construction and use of the design principles. When

complete, students will draw an original fashion design using sound elements of design in addition to their fabric design in the illustration. Then they will present the art piece and their design to the class and describe how their fabric design was inspired by the art piece.

The students will find 5 fabric swatches that exemplify different structural and visual textures. Explain each fabric's textural features and how texture would affect garments made with it. Select garment styles and parts appropriate for each fabric swatch. Mount next to fabric swatch for portfolio.

### **Unit 5 Key Assignments**

Students will create an original advertisement campaign, effectively utilizing technology and digital media for a theatre or dance production held at a school, creating images that represent characters and major events in the production. Students will present to the visual arts department/students to compete for the use of their campaign.

### **Unit 6 Key Assignments**

The students will research an existing retail company to determine the organizations; target market, store images and aesthetics, and profile. Create a visual design concept using the appropriate elements of art and principles of design that compliments the business's image. Components include: slogan, theme, window displays, interior displays, all other supporting marketing materials.

## **Unit One- Introduction to Fashion, Organization and Forecasting**

### **Unit Overview**

Students will examine and differentiate the historical and economic significance of fashion on our society and discuss the role of art in the fashion industry. They will interpret and predict how trends, color and societal forecasting are used in the fashion industry. Through research, they will be able to discuss how the elements and principals of design in art have influenced fashion trends in the past and predict how they will impact current or future trends. (Including color, line, texture, silhouette, etc.)

### **Unit 1 Key Topics**

A. Understand how current and future trends in the industry are created. Including the concept of design, manufacturing and the displaying of the finished product to the public. The student will learn and apply the influences of the arts and entertainment industry; which include music, television, film and written media.

B. Discuss how an item is influenced developed and designed using the visual composition as it is based on art, nature and color. The basic theories of fashion including perspectives on the nature of fashion and the fashion process, fashion life cycles, fashion leadership, and fashion adoption cycles. These processes are influenced by a variety of factors from art; paintings, drawings, composition of items to other current art mediums of the times.

C. The impact of fashion/appearance on human behavior and the role of fashion as an art form of communication are studied. Theories of Fashion and Art affect how people respond to the medium through psychology, social psychology; sociology and anthropology are incorporated to assist in the understanding of

how individuals express themselves through their appearance. Musical influences may include a from Elvis, Beatles, Beach Boys, Kiss, Fleetwood Mac to Madonna, Cindy Lauper, Nirvana, Britney Spears, Christina Aguilera, Eminem, Lady Antebellum, Keith Urban to Lady Gaga .

D. Evaluate the how an individual's appearance is influenced by the art, design and concepts. Topics include non-verbal communication aspects of appearance, cultural appearance, the inherent sexism, lookism, ageism, and ethnocentricity of fashion; and the impact of sociological/religious/political/economic systems on dress and adornment.

## **Unit Two- Design Principles and Elements**

### **Unit Overview**

Students will identify and use the principles and elements of design to discuss, analyze and write about the works of fashion designers and various aspects of the fashion industry. Through research, students will write about the designer's distinctive style and the overall meaning of the work. Students will analyze and describe how the composition of the design is affected by the use of a particular principle of design. Students will write about their own aesthetic and distinctive style and create a sketch that embodies their style, incorporating contributions to the meaning of their work. Students will determine suitable garment styles and parts to enhance face shapes and body types through appropriate application of the design elements and principles.

### **Key Topics:**

- A. Describe the elements and principles of design as used in fashion design and various aspects of the fashion industry.
- B. Apply the elements of fashion design to various tasks within the fashion industry.
- C. Research and analyze how the composition of the design is affected by the use of a particular principle or element of design.
- D. Modify designs to enhance the parts of the body appropriately using the elements and principles of design to create the necessary illusions.

## **Unit Three- Historical Influences on Fashion**

### **Unit Overview**

Students will investigate and analyze past and current trends in fashion design and discuss how the issues of time, place, and cultural influence are reflected in selected works of fashion. Hypothesize the purpose of fashion in selected contemporary cultures. The students will examine the history of fashion and how historical and cultural influences have shaped the fashion of the times; in addition they will see how fashion repeats itself and identify the elements that have become popular in another time period.

### **Key Topics**

- A. Analyze how fashion and design have been influenced by politics, society, economics, culture and aesthetics.
- B. Compare how textile and design have evolved throughout history
- C. Create a product describing fashion cycles and the adaptation of historical fashion to current trends

## **Unit Four- Textiles and Yarns**

### **Unit Overview**

Students will identify the various properties of natural and synthetic fibers and be able to select the correct textile for the type of garment construction. Through research, the student will be able to analysis and communication how art and textiles have connected during history along with predicting future textiles and influences. Students will analyze and describe the construction and use of different textiles. Finally, the student will create their own textile with inspiration from a work of art and then use that textile to design an original fashion design.

### **Key Topics**

- A. General characteristics and maintenance of various fibers, yarns, fabrics, and finishes.
- B. Textile Manufacturing and construction methods for producing woven, non woven and knit fabrics.
- C. Create and produce textile products using the principles of design.
- D. Analyze principles of standard print design (e.g, abstract and geometric) and color designs) e.g., tone on tone, positive/negative, and monotone).
- E. Research how technology and current innovations have impacted the textile industry.

## **Unit Five- Marketing, Advertising and Promotion**

### **Unit Overview**

Students will describe fashion promotion in terms of advertising, publicity, visual merchandising, special events and video merchandising. Students will compare and contrast, analyze and critique ways in which different forms of media are used in similar promotional campaigns. Students will identify methods and techniques for creating print media projects. Students will design and present an advertising campaign that incorporates print and mixed media for a theatre or dance production held at a school, creating images that represent characters and major events in the production.

### **Key Topics**

- A. Describe fashion promotion in terms of advertising, publicity, visual merchandising, special events and video merchandising.
- B. Compare and contrast, analyze and critique ways in which different forms of media are used in similar promotional campaigns.
- C. Identify methods and techniques for creating print media projects.
- D. Design and present an advertising campaign that incorporates print and mixed media for a theatre or dance production held at a school, creating images that represent characters and major events in the production.

## **Unit Six -Visual Merchandising**

### **Unit Overview**

Students will research and analyze the uses of the design elements and principles in visual merchandising displays. They will create a window display applying the design elements and principles. Students will understand the importance of visual merchandising as a promotional strategy to attract potential customers and achieve sales goals. Through research, the students learn the concepts of visual merchandising and display and identify ways in which cultural and ethnic differences can impact visual merchandising.

### **Key Topics**

- A. Purpose of promotional and institutional displays to help sell merchandise and promote the store's image.
- B. Design principles that are applied to develop an appealing and effective displays; including balance, emphasis, rhythm, harmony, and proportion.
- C. Elements such as mannequins, props, lighting, color, signage, and graphics are used as enhancements in a display.
- D. Differentiate between symmetrical and asymmetrical balance.
- E. Explain how artistic elements function in display design

### Assessments

1. Projects
2. Quizzes and written tests
3. Critique by peers and teacher
4. Research projects
5. Oral presentations

Students will be processing and analyzing in each unit on how it ties back to visual arts. For example, in the history of fashion the student will be research time periods and comparing the art of time with the textiles, designers, and cultural influences of the time period. In the textile unit the students will research the historical development and composition of textiles and yarns. Students will select a work of art to serve as inspiration for the creation of their own original textile. Students will examine the artist's work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work. Students will write an analysis of how the art served as inspiration and guided their textile development and choices. Students will justify their uses of fibers, construction and use of the design principles.

## Course Materials

### Textbooks

Title	Author	Publisher	Edition	Website	Primary
Fashion	Mary Wolfe	Goodheart - Wilcox	Edition 2012	978-1-60525-463-0	Yes

## Supplemental Materials

Title	Content
Supplemental Materials	<b>Unit 2</b>
	Fashion! Chapter 10, 11, 12
	DVD's: Design 1: The Elements, 2006
	Design 2: The Principles, 2006
	Fashion drawing/illustration reference books
	<a href="http://www.slideshare.net/mohi_t/elements-of-design-14334177">http://www.slideshare.net/mohi_t/elements-of-design-14334177</a>
	<b>Unit 3</b>
	DVD-"Fashion through the Ages".
	Internet Search on fashion history or
	Supplemental text: Survey of Historic Costume
<a href="http://www.sidewalksarerunways.com/comprehensive-article-providing.html">http://www.sidewalksarerunways.com/comprehensive-article-providing.html</a>	
<a href="http://www.shmoop.com/history-american-fashion/timeline.html">http://www.shmoop.com/history-american-fashion/timeline.html</a>	
Visual Merchandising and Display 6th Edition	
By: Martin M. Pegler	
ISBN: 9781609010843	
As long as there are shoppers, there will be a need for visual merchandising. Zeroing in on all aspects of the craft—from classic techniques to the most avant-garde developments, Visual Merchandising and Display, 6th Edition, teaches readers to present products at their best: color-coordinated, accessorized, and self-explanatory. Hundreds of examples from around the world demonstrate how retailers can reach their target markets by adding interest to window and interior displays.	
<b>Unit 4</b>	
Textiles and Fashion: Exploring Printed Textile, Knitwear, Embroidery, Menswear, and Womenswear 2nd Edition	
Jenny Udale	
ISBN: 9782940447688	
Textiles and Fashion explores the integration of textile design with fashion. It begins with a brief history of textiles, showing the links with technical innovation and social developments. It then focuses on the processes of textile design, including the ethical and sustainable issues around	

textiles today. The book also provides practical information on fibre production, dyeing and finishing techniques. Various surface treatments are explored, as well as the way in which colour and trend influences fashion and textiles. Through case studies and interviews, fashion and textile designers discuss their production processes and how they use textiles in their work.

#### **The Fairchild Dictionary of Textiles 8th Edition**

Phyllis G Tortora

Ingrid Johnson

ISBN 9781609019501

The eighth edition of this industry standard for textile terminology is fully revised and expanded featuring over 14,000 definitions of fibers, fabrics, laws and regulations affecting textile materials and processing, inventors of textile technology, and business and trade terms relevant to textiles. Fully illustrated with over 500 photographs and line drawings, entries include pronunciation, derivation, definition and industry uses.

#### **Unit 5**

##### **Fashion! Chapter 7 - Fashion Promotion and Retailing**

Designing for Print, 2nd edition, by Charles Conover is informative, with illustrated examples and demonstrates methods and techniques for creating top-quality print media projects. Carefully chosen real-world design exercises and problem-solving projects offer hands-on practice to help readers achieve strong designs.

#### **Unit 6**

##### **Visual Merchandising and Display 6th Edition**

By: Martin M. Pegler

ISBN: 9781609010843

As long as there are shoppers, there will be a need for visual merchandising. Zeroing in on all aspects of the craft—from classic techniques to the most avant-garde developments, Visual Merchandising and Display, 6th Edition, teaches readers to present products at their best: color-coordinated, accessorized, and self-explanatory. Hundreds of examples from around the world demonstrate how retailers can reach their target markets by adding interest to window and interior displays.

## **Additional Information**

7/20/2018

Program Director/Coordinator

lfry@rcoe.us

9518266804 ext.

---

© 2018 Regents of the University of California