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# FASHION STUDIES

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## B. STRAND RATIONALE AND PHILOSOPHY

Fashion affects all aspects of our daily lives—in the home, in the workplace and in the environment. According to the *Apparel Industry Development Study*:★

The apparel industry is the second largest employer of Alberta's consumer products industry, after processed foods. The industry comprises about 150 firms, employs over 3 000 people and generates annual wholesale revenues in the vicinity of \$150 million. The retailers employ approximately 4 500 full-time workers and generate annual retail revenues of approximately \$750 million.

The fashion garment industry itself is a growing economic link between Canada and other nations. Canadian designers are thriving in the international fashion industry.

Fashion Studies, a strand in Career and Technology Studies, involves the study of clothing and textiles in a variety of contexts. It is concerned with the design, production and merchandising of clothing, textiles and accessories.

The Fashion Studies curriculum provides opportunities for students to increase their knowledge of the fashion industry, and provides them with important daily living skills. The curriculum prepares students for their roles as

consumers, enables them to explore and prepare for fashion-related careers, and enhances their personal lives by providing a creative outlet.

Fashion Studies may use student-centred or teacher-directed approaches, combining the development of thinking processes and practical skills in concrete, realistic learning situations. Throughout Fashion Studies, students are encouraged to solve problems, make decisions and develop the flexibility needed to adapt quickly to new situations.

Within the philosophy of Career and Technology Studies, *students* in Fashion Studies *will*:

- develop an understanding of the role fashion plays in society and its impact on the individual and family in daily living, in the workplace and on the environment
- practise and achieve competencies in designing, constructing and/or merchandising fashion projects
- develop a greater awareness of the role of fashion-related businesses and industries in society, and the potential for enterprise and innovation within the broad area of fashion

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★ Alberta Economic Development and Trade, Industry Development Division, 1988.

- assess personal interests, abilities and aptitudes relevant to making realistic and satisfying career choices in the fashion industry and auxiliary areas.

# STRAND ORGANIZATION

## DEVELOPMENT MODEL

The model below identifies the major dimensions of Fashion Studies:

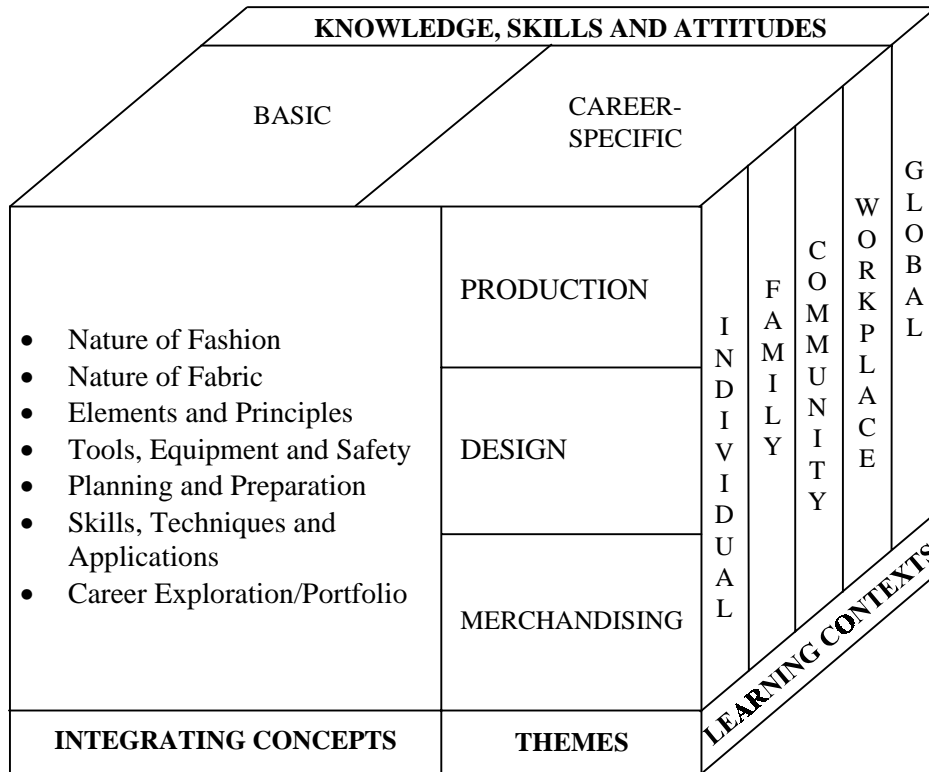
- learner expectations (knowledge, skills and attitudes)
- integrating concepts
- learning contexts
- themes.

## Learner Expectations

Learner expectations are described in Sections D, E and F.

## Integrating Concepts

Certain concepts important in the Fashion Studies strand are integrated throughout the modules. Emphasis varies, depending on module content and context. These concepts are listed on the front face of the model below.



## **Learning Contexts**

The personal learning contexts focus on the development of competencies appropriate to meet individual and family needs.

The career awareness learning context focuses on the development of competencies related to becoming more aware of trends, issues and fashion-related opportunities available in the community and workplace.

The career preparation learning context focuses on the development of competencies required to pursue work and/or further education or training in the fashion industry.

## **Themes**

Themes provide the settings in which learner expectations are linked together into meaningful activities.

Themes describe the areas of Fashion Studies to which the learner expectations relate. They are:

- production
- design
- merchandising.

## **LEVELS**

Introductory modules within Fashion Studies encourage exploration and establish a foundation of related knowledge, skills and attitudes. Learning experiences begin at a concrete level and help students to understand the impact of fashion on daily living. Intermediate level modules emphasize career awareness and job exploration, and provide opportunities for students to further develop their knowledge and skills in fashion areas. Advanced level modules emphasize career preparation and provide opportunities for students to develop more specialized knowledge, skills and attitudes relevant to fashion and auxiliary careers and to further education and training.