

MODULE FAS2010: FASHION DYNAMICS

Level: Intermediate

Theme: Design

Prerequisite: None

Module Description: Students learn to recognize and apply the elements and principles of design to wardrobe planning.

Module Parameters: No specialized equipment or facilities.

Supporting Modules: FAS1030 Ready, Set, Sew!
FAS1050 Repair and Recycle

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the reasons for wearing clothing • identify fashion terms • describe the elements and principles of design and apply these to wardrobe planning 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • research in which the student: <ul style="list-style-type: none"> – defines and illustrates the elements and principles of design – completes a personal inventory – applies the elements and principles of design in planning a wardrobe – analyzes personal expression through a wardrobe plan. <p><i>Assessment Tool</i> <i>Research Report: Fashion Dynamics, FAS2010–1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	<p>90</p>
<ul style="list-style-type: none"> • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module 	<ul style="list-style-type: none"> • portfolio—including: <ul style="list-style-type: none"> – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. <p><i>Assessment Tool</i> <i>Portfolio Checklist–Intermediate, FAS-PFC–2</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT–2</i> <i>Career Research—Intermediate Level, FASCAR–2</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p>	<p>10</p>

MODULE FAS2010: FASHION DYNAMICS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Nature of Fashion</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> explain reasons for wearing clothing define terms related to fashion. 	<p>Physiological, social, psychological.</p> <p>Fads, fashions, personal expressions, trends, classics.</p>
<p>Elements and Principles</p>	<ul style="list-style-type: none"> define and illustrate the elements of design define and illustrate the principles of design apply the elements and principles of design to personal presentation describe the problems portrayed by the media related to the “ideal figure type” describe implications of first impression. 	<p>Line, colour, texture.</p> <p>Balance, proportion, rhythm, emphasis, harmony.</p>
<p>Skills, Techniques and Applications</p>	<ul style="list-style-type: none"> describe the characteristics of a well-planned wardrobe complete a personal clothing inventory apply the elements and principles of design and personal lifestyle in determining a well-planned wardrobe. 	<p>Possible activities:</p> <ul style="list-style-type: none"> experiment with colour and texture build a dress form to experiment with optical illusions. <p>Research choices for acquiring additional wardrobe needs; e.g.: sewing, discount stores, consignment outlets, sample rooms, home shopping, department stores, boutiques.</p>

MODULE FAS2010: FASHION DYNAMICS (continued)

Concept	Specific Learner Expectations	Notes
Portfolio/Career Exploration	<i>The student should:</i> <ul style="list-style-type: none">• produce a portfolio of ongoing work• identify and describe related careers and opportunities.	

