

Glendale Unified School District

High School

April 19, 2022

Department: Visual and Performing Arts

Course Title: Fashion 1-2: Fashion, Textiles, and Apparel

Course Code: 5267D/5268D

Grade Level(s): 9-12

School(s)

Course Offered: Crescenta Valley High School

UC/CSU Approved

(Y/N, Subject): Pending, Visual and performing arts (F)

Course Credits: 10

Recommended

Prerequisite: Art 1-2

Recommended

Textbook: Clothing: Fashion, Fabrics and Construction
Jeanette Weber – Glencoe/McGraw-Hill School Pub, 2008

Fashion!

Mary Wolfe – Goodheart-Willcox Pub, 2012

The Sewing Book

Alison Smith – Dorling Kindersley Publishing, 2009

Apparel: Design, Textiles & Construction, 10e

Nancy Henke-Konopasek, Carolee S. Samuels – Goodheart-Wilcox Pub

Course Overview: This introductory level course will provide students with a basic understanding of fashion, textiles, design, and construction. The course is based on the California Visual and Performing Arts framework, the National Core Art standards, as well as the CTE Fashion Design and Merchandising pathway. Emphasis of instruction will be placed on fashion history, fashion illustration, apparel construction, wardrobe, and budget. This course includes units on the elements of art and the principles of design and how these concepts are applied to the fashion design process from start to finish. The lessons in this course allow students to explore an interest in fashion and design, while providing them with the opportunity to gain the knowledge and skills necessary to work in the diverse global fashion industry. Students will apply their skills to construct a fashion portfolio and give them the opportunity to take further advanced fashion industry courses.

First Semester

Unit 1: **Introduction to the Course, Sewing Tool, Equipment and Safety** (3 weeks)

VAPA Visual Arts Standards – Performance Indicators

2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

3.4 Discuss the purposes of art in selected contemporary cultures.

5.4 Demonstrate an understanding of the various skills of an artist (including a fashion designer), art critic, art historian, art collector, art gallery owner, and philosopher of art.

Fashion Design and Merchandising Pathway

A1.1 Understand the different segments of the fashion industry from textile design to retail sales.

A8.2 Identify equipment, tools, supplies, and software to construct or manufacture garments.

National Core Arts Standards

VA: Cr2.2.la Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

A. For the first three weeks students will be introduced to the course, they will gain a basic understanding of the topics that will be covered and discuss fashion and how it functions in contemporary culture. Students will demonstrate an understanding of tools and equipment utilized in the course for the development of original fashion, textile and apparel design works; understand safety aspects and care of tools and equipment. Students will learn industry-standard practices in safely and effectively operating a sewing machine and other sewing equipment and tools.

Students will pass a safety test with a score of 85% or higher before students are allowed to move on and use the sewing equipment. Students will then complete sewing samples to demonstrate the techniques mastered. These will be kept in a cumulative portfolio. Students will learn to operate their sewing machine, participate in machine care, & practice safety procedures while completing.

- B. Basic sewing samples will be created for demonstration of techniques mastered; samples will be kept in the student's cumulative portfolio. Samples will demonstrate students' knowledge of properly threading and using the sewing machine. Students will create samples of different types of stitches and demonstrate different sewing techniques such as forward stitch, back stitch, buttonhole, sewing elastic, creating ruffles, etc.

Unit 2: Elements of Art and Principles of Design in Fashion

(4 weeks)

VAPA Visual Arts Standards- Performance Indicators

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. h
- 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination. Analyze Art Elements and Principles of Design
- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design. Impact of Media Choice
- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art
- 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthete).

Fashion Design and Merchandising Pathway

- A4.1 Apply the elements and principles of design to various tasks within the fashion industry (e.g., textiles design, fashion design, graphic design, visual merchandising).
- A5.4 Create a product describing fashion cycles and the adaptation of historical fashions to current trends.
- A7.2 Research trends that influence fashion and interior design.
- A8.11 Evaluate first-sample garments made from first patterns and make necessary adjustments.

National Core Arts Standards

VA: Cr3.1.la Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and designs in progress.

- A. Students will spend four weeks learning the elements of art and the principles of design. Students will then apply their understanding to analyze and evaluate works by a selection of major iconic fashion designers; create original design sketches inspired by iconic fashion designers. Students will apply the writing process as they learn about the life of a successful fashion designer, and in doing so will also learn more about the fashion industry, the requirements of the profession, the education and training needed, and the skills most needed to be successful in the field.
- B. Students will learn how to design their own fashion garments and accessories. Students will demonstrate their understanding of the elements of art and the principles of design by creating one original fashion design for each of the seven elements and the seven principles (14 designs in total). Students will then create one finished product based on their original design utilizing the proper sewing pattern. Students will be able to correctly identify a series of examples for each element of art. Students will then critique a variety of fashion designs based on the designer's use of the elements of art; they describe, analyze, interpret and judge using the Feldman Model of Art Criticism for each design in writing, following a prescribed format. Students will produce a minimum of one original garment or accessory design for contemporary wear (sketched or computer generated) for each element of art and principle of design incorporating that element or principle into their design. Students will finish by utilizing a pattern to create one finished garment or accessory item using their own original design as the basis.

Unit 3: **History of Fashion**

(4 weeks)

VAPA Visual Arts Standards – Performance Indicators

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.2 Prepare a portfolio of original two-dimensional works of art that reflect refined craftsmanship and technical skills.
- 2.4 Review and refine observational drawing skills.
- 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place and cultural influence are reflected in selected works of art.

4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

5.2 Create a work of art [costume design] that communicates a cross-cultural or universal theme taken from literature or history.

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Fashion Design and Merchandising Pathway

A4.1 Apply the elements and principles of design to various tasks within the fashion industry (e.g., textiles design, fashion design, graphic design, visual merchandising).

A4.4 Master skills needed to create presentation boards.

A5.1 Analyze how fashion and design have been influenced by politics, society, economics, culture, and aesthetics.

A5.4 Create a product describing fashion cycles and the adaptation of historical fashions to current trends.

A7.2 Research trends that influence fashion and interior design.

National Core Arts Standards

VA: Cr1.2.1a Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

VA: Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.

VA: Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and designs in progress.

VA: Cr4.1.1a Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

VA: Pr5.1.1a Analyze and evaluate the reasons and ways an exhibition is presented.

VA: Pr6.1.1a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

VA: Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences

VA: Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA: Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.

- A. Students will participate in a general fashion history lecture that briefly describes the major elements of fashion from each time period. Each student will then choose a time period to research and will conduct in depth research describing not only the major fashion trends of the time but also the social, political, cultural and economic influences on such trends. Students will present their time period to the class along with their own original designs based on the time period for contemporary wear. Students will spend four weeks conducting research on apparel and textile designs

of an assigned specific historical time period, such as Middle Ages, Renaissance, 17th Century, 18th Century, 19th Century, 1900-1920, 1920-1940, etc and write a report on their selected time period and its contributions to fashion history. Students will conduct research to gather information, and go through the entire writing process (rough draft, editing, etc.) This paper will require a bibliography of sources used for research. Students will apply the writing process as they learn about the history of fashion, and in doing so will also learn more about the fashion industry, the requirements of the profession, the education and training needed, and the skills most needed to be successful in the field. Students are expected to write a cohesive, well-researched paper (three to five pages in length).

- B. Students will spend four weeks completing a research project of a time period of choice that culminates in the creation of a PowerPoint presentation which demonstrates the analysis of the social, political, cultural and economical influence on the fashion of the time period. Included in the project will be the creation of original fashion drawings appropriate for current fashionable wear, using that time period as inspiration. Students present an oral presentation demonstrating their understanding of the influence of history and culture on the art of fashion during this time period and share their original fashion drawings with the audience. Students will draw a minimum of two original designs based upon the styles of their assigned period incorporating the elements of art and principles of design as used in that time period; complete a self-evaluation rubric, then write a reflection describing their design and analyzing their use of the elements of art and principles of design. Students will provide an oral presentation of their original designs to the class; each student will critique each presentation following a prescribed rubric.

Unit 4: **Textiles, Fibers, Fabrics, & Design**

(4 weeks)

VAPA Visual Arts Standards – Performance Indicators

1.5 Analyze the material used by a given artist or designer and describe how its use influences the meaning of the work.

3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place and cultural influence are reflected in selected works of art.

5.4 Demonstrate an understanding of the various skills of an artist or designer.

Fashion Design and Merchandising Pathway

A4.1 Apply the elements and principles of design to various tasks within the fashion industry (e.g., textiles design, fashion design, graphic design, visual merchandising).

A4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

A5.2 Compare how textiles and design have evolved throughout history.

A6.1 Identify general characteristics and maintenance of various fibers, fabrics, and finishes.

A6.2 Compare textile manufacturing methods for producing fabrics that are woven, nonwoven, and knit.

A6.5 Research how technology is used to create various textiles.

National Core Arts Standards

VA: Re8.1.1a Interpret an artwork or a collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA: Re9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.

VA: Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

- A. Students will gain knowledge of the sources and processing of natural fibers and explain how manufactured fibers are made. Students will be able to identify the characteristics and use of individual fibers and discuss how different types of yarns are made. Students will learn how fabrics are made from fibers and yarns and identify what fabrics characteristics result from the different types of fabric construction. Students will be able to explain how fabrics are given color and surface designs, discuss fabric finishes, how they are applied, and the effects they give. Students will spend the final four weeks of the semester gathering information on textiles, fibers, fabrics and how they are used in design and construction. Fabrics are the artistic medium of the fashion designer, developing an understanding of the types of textile and fabric choices is an important skill for this industry. They will conduct research and properly identify their chosen fabrics, giving the fabric name, it's characteristics (i.e. natural or synthetic, woven or knitted, type of weave, etc.) and then give examples of garments or uses for that type of fabric (i.e. car upholstery, furniture, evening gowns, bath towels, etc.) Students will develop their knowledge of fabrics and textiles, make appropriate textile choices, and apply this knowledge to the fashion design process. Students will also begin learning about synthetic and natural dyes and how these difference interact with different types of fabrics.
- B. Students will research 10 different fabric samples. Student will identify, classify, and explain the differences in the characteristics of each natural and manufactured swatch. Students will describe each with references to their knowledge of the elements of art and the principles of design. Students will then use a piece of each fabric sample to interact with their chosen natural dye and their chosen synthetic dye. Students will explain the characteristics of each original sample and how it interacts with each of the types of dyes. Students will list out the appropriate garments/ products for each swatch.

Second Semester

Unit 5: Wardrobe & Construction Budget

(4 weeks)

VAPA Visual Arts Standards – Performance Indicators:

2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Fashion Design and Merchandising Pathway

A1.1 Understand the different segments of the fashion industry from textile design to retail sales.

A1.4 Compare major legislative, economic, and social trends that affect the industry.

A3.2 Practice using common organizational procedures and tools, such as business plans, spreadsheets, recordkeeping, and communication with consumers.

A5.3 Define the ways in which economies, mass production, labor unions, globalization, and technology affect the fashion industry.

A8.5 Formulate cost sheets for garments, including manufacturer's costs, markup, and profit margin.

National Core Arts Standards

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors

VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.

VA: Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

- A. Students will begin working on their final project for the year. Students will analyze the requirements for a specific garment construction project(s). Students will learn how to calculate the cost of needed materials, generate a project budget, and evaluate the proposed budget compared to the actual project outcome. Students will apply the budgeting process to the sewing construction project(s). Developing and adhering to a budget within the workplace is an important skill in the fashion industry (and an important life skill in general). Students will understand the budget process, how to calculate cost on a sewing construction project, and evaluate the budgeted amount in relation to actual cost/outcome. Using a commercial pattern or an original design, students will create a "needs assessment," and a mood board (including sketches, pictures, fabric swatches, etc.), that includes their projected budget for the creation of their selected garment. Students will also be required to create a budget spreadsheet using Microsoft Excel.

- B. Student budgeting spreadsheet will be used to track estimated expenses based on a “needs assessment” and used to track the actual expenses as they complete the project. When creating the budget, students will learn skills such as cost estimation and calculating fabric yardage and cost per garment. They will also learn to source fabrics, notions and supplies from a variety of vendors (retail, wholesale, online, etc.). This will be an ongoing project throughout the duration of the semester.

Unit 6: **The Role of Fashion Designer and Merchandiser**

(5 weeks)

VAPA Visual Arts Standards – Performance Indicators

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

1.5 Analyze the material used by a given artist or designer and describe how its use influences the meaning of the work.

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

4.4 Articulate the process and rationale for refining and reworking one of their own works of art.

4.5 Employ the conventions of art criticism in writing and speaking about works of art

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Fashion Design and Merchandising Pathway

A1.1 Understand the different segments of the fashion industry from textile design to retail sales.

A4.3 Integrate various types of technology in the design process.

A4.4 Master the skills required to create presentation boards.

A8.2 Identify equipment, tools, supplies and software to construct or manufacture garments.

A8.7 Define flat patternmaking and draping techniques.

A8.11 Evaluate first-sample garments made from first patterns and make necessary adjustments.

A9.3 Analyze customer buying motives.

A9.4 Apply effective sales, marketing techniques, and presentation skills.

National Core Arts Standards

VA: Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA: Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.

VA: Re9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.

VA: Cn10.1.1a Document the process of developing ideas from early states to fully elaborated ideas.

- A. Students will continue to demonstrate developing skills in sewing and garment construction. They will demonstrate mastery of basic construction techniques, effectively read a sewing pattern, analyze pattern instructions and apply to construction projects. After constructing a garment, they will learn to conduct a fitting and make any needed alterations. Students will then market their garment using fashion merchandising knowledge that is foundational in the Fashion Design industry. Students will understand the roles and responsibilities required for a designer as well as a fashion merchandiser.
- B. Construction projects throughout the year will become increasingly more difficult as new skills are introduced and students' technical proficiency is developing. Students will be encouraged to select patterns and garments they would like to make (that feature a skill being highlighted, for example inserting a zipper, making a casing, etc.). Students will identify the different aspects of the fashion industry by creating a presentation board to market their garment as a Fashion Merchandiser and critique peer work as a Fashion Buyer.

Unit 7: **The Tools of Fashion Design & Illustration**

(4 weeks)

VAPA Visual Arts Standards – Performance Indicators

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.2 Prepare a portfolio of original two-dimensional works of art that reflect refined craftsmanship and technical skills.

2.4 Review and refine observational drawing skills.

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place and cultural influence are reflected in selected works of art.

4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

5.2 Create a work of art [costume design] that communicates a cross-cultural or universal theme taken from literature or history.

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Fashion Design and Merchandising Pathway

A4.1 Apply the elements and principles of design to various tasks within the fashion industry (e.g., textiles design, fashion design, graphic design, visual merchandising).

A4.4 Master skills needed to create presentation boards.

A5.1 Analyze how fashion and design have been influenced by politics, society, economics, culture, and aesthetics.

A5.4 Create a product describing fashion cycles and the adaptation of historical fashions to current trends.

A7.2 Research trends that influence fashion and interior design.

National Core Arts Standards

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors

VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.

VA: Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

- A. Students will begin the rigorous task of demonstrating their understanding of design principles through the medium of fashion illustration. Using the “croquis”, students will especially work to demonstrate their mastery of proportion/scale as it applies to the human body. As part of this process, students are exposed to industry standard fashion illustration examples, and the importance of sketching and illustration skills, through multimedia resources. Students will utilize resources available to the fashion industry regarding fashion trends, color and societal trends to serve as inspiration for their fashion sketches. Students will learn how to illustrate their own original fashion designs. Using the industry standard “croquis”, students will work to demonstrate their mastery of proportion and scale as it applies to the human body. Using traditional (pencil/ink/charcoal/watercolor), students will progress through the design process, from concept inception, to creating a publishable final product illustration.
- B. Using the Industry standard “9 Heads” method for manual sketching a fully proportionate body known as a “Croquis” for either the Male, Female or Child, sketch the human body in various positions or fashion poses. The croquis must illustrate the appropriate “drape” of fabric and accessories (jewelry, scarfs, hats, etc.) on the body/dress form representing accurate folds, movements and scale. Students will demonstrate through their illustration an understanding of human anatomy, proportion, and scale according to assigned criteria. Students will demonstrate through their illustration an understanding of the relationship between body position and the lay or position of clothing/fabric/accessories etc.

Students will demonstrate through their illustration an understanding of the behavior of different materials and textiles, in relationship to body position

Unit 8: **Fashion in the Real World**

(4 weeks)

VAPA Visual Arts Standards – Performance Indicators

1.3 Research and analyze the work of a designer and write about the designer’s distinctive style and its contribution to the meaning of the work.

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place and cultural influence are reflected in selected works of art.

5.3 Demonstrate an understanding of the various skills of an artist or designer.

Fashion Design and Merchandising Pathway

A1.1 Understand the different segments of the fashion industry from textile design to retail sales.

A1.6 Research postsecondary education options in the field of fashion design and merchandising.

A2.1 Identify what constitutes appropriate professional clothing, grooming, and personal hygiene for a variety of professions.

A7.2 Research trends that influence fashion and interior design.

- A. In this unit, students will begin their research of the wide variety of careers (many of them extremely lucrative) available within the fashion industry. In addition to researching various career pathways, students identify the breadth and depth of education required for various positions and roles. Industry professionals act as guest speakers, delivering valuable presentations to students, both on the actual discipline of fashion as well as the realities of careers in fashion. Students engage in Q and A sessions with these experts, receiving important mentoring and professional advice. Students further research career pathways of interest to them, create a professional art/design portfolio, and engage in mock and real interviews. Wherever possible, students are eligible to “shadow” professionals to get a better sense of the day-to-day operations of a fashion career. As a result of these experiences and research, students create a Career and Education Plan that articulates their goals and strategies for pursuing a career of their choice in the fashion industry.
- B. Students will research a variety of career paths in the fashion industry noting the advantages and disadvantages of each. Students will Identify connections and relationships between various career pathways, noting the transferability of skills and knowledge across diverse careers (i.e. fashion design experience transfers to toy design, movies, or animation. Students will have the ability to apply real-world learning (from field experiences) to future career goals. Students will Establish long-term and short-term career goals. Students will identify professional or

educational requirements for desired future career. Students will identify various career pathways that exists within the overarching field of fashion. Students will communicate their goals and research clearly and coherently in writing and will also create a PowerPoint or “Prezi” presentation to deliver a formal presentation on what they have come up with.

Unit 9: **Putting It All Together- Cumulative Portfolio**

(5 weeks)

VAPA Visual Arts Standards – Performance Indicators

- 1.1 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
- 2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 5.1 Design a [costume] for a theatre or dance production held at school, creating images that represent characters in the production.
- 5.3 Demonstrate an understanding of the various skills of an artist or designer.

Fashion Design and Merchandising Pathway

- A1.1 Understand the different segments of the fashion industry from textile design to retail sales.
- A2.1 Identify what constitutes appropriate professional clothing, grooming, and personal hygiene for a variety of professions.
- A3.2 Practice using common organizational procedures and tools, such as business plans, spreadsheets, recordkeeping, and communication with consumers.
- A4.1 Apply the elements and principles of design to various tasks within the fashion industry (e.g., textiles design, fashion design, graphic design, visual merchandising).
- A4.3 Integrate various types of technology in the design process.
- A4.4 Master skills needed to create presentation boards.
- A4.5 Create a portfolio to showcase design ideas and mastery.
- A7.1 Identify the resources available to the fashion industry that provide information on fashion trends, color, and societal trend forecasting.
- A7.2 Research trends that influence fashion and interior design.
- A8.5 Formulate cost sheets for garments, including manufacturer’s costs, markup, and profit margin.
- A8.11 Evaluate first-sample garments made from first patterns and make necessary adjustments.
- A9.4 Apply effective sales, marketing techniques, and presentation skills.

National Core Arts Standards

VA:Cr2.3.1a Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

- A. As the culminating experience of the year, students will work to produce a production, (performance, fashion show, gallery exhibition or visual display)– using it as a context to

demonstrate the practical application all they have learned. Throughout the year students will work to develop a theme, a workable budget (including ways to raise additional capital if necessary), design and construct an effective floor plan, work with other departments and administration to address facility needs, scheduling conflicts, resource procurement, media and publicity, etc. Students will collaborate to create and assemble decorations and various accouterments that are functional, aesthetic, and thematically relevant. Students will further collaborate with the drama/theater/CTE department and vendors and industry resources to ensure proper lighting and stage direction, arrange photography/videography. Students will create posters, pamphlets, fliers, tickets, etc. to publicize the show and engage in mini-units on make-up design, stage presence / modeling, etc. Students will manage the final post-production work of clean up, returning rental equipment/resources, thank you notes, and more. Students will collect evidence of their work for their culminating portfolio. Finally, students will engage in a evaluation of the production to analyze successes, challenges, and determine next steps for future productions.

- B. The portfolio should be a representation of students' best work. Students will need to go through a self-selection process and engage in reflections about their work and their accountability and responsibility in fulfilling personal, and workplace roles. They need to gather illustrations, photographs, fabric samples and other visual examples that showcase their design aesthetic and the process they engaged in. The manner in which the portfolio is done is open – it can be done in a book format, or it may be organized digitally. The final result will be a highly individualized expression of student work.

Additional Recommended Materials - Sewing machines for student use, computer lab for internet research, PowerPoint presentations, portfolio development, etc.