

# The Fashion Industry

**Media Type:** Video

**Duration:** 28 min.

**Goal:** To introduce students to the fashion industry.

**Description:** Fashion is a diverse industry and involves many facets. From designers to consumers and advertisers to textile workers everyone plays a role in the fashion industry. This presentation provides student with an overview of the fashion industry, the fashion product life cycle, fashion marketing strategies and careers in the fashion industry.

**Objectives:**

1. To examine the fashion industry.
2. To identify the fashion product life cycle.
3. To demonstrate marketing techniques used for fashion products.
4. To explore careers in the fashion industry.



Arts, A/V Technology & Communications Career Cluster (AR)

Cluster	Standard
	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster™.
	Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
	Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster™.
Visual Arts Career Pathway (AR-VIS)	Describe the history and evolution of the visual arts and its role in and impact on society.
	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
	Analyze and create two and three-dimensional visual art forms using various media.

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## College & Career Readiness Anchor Standards for Speaking and Listening

### Speaking & Listening Standards

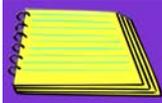
Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## College & Career Readiness Anchor Standards for Writing

### Writing Standards

Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
	9-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	9-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
	9-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build & Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	9-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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## Lesson Plan

**Class 1:** Begin the class by passing out *The Fashion Industry Vocabulary Handout* and *Worksheet*. Students should use these as reference materials while viewing the presentation. Show *The Fashion Industry: Overview* segment. Follow the segment with its *Assessment*. Have students begin the *Fashion Industry Summary Activity*. Distribute the *Fashion Entrepreneurial Adventure Project* for students to begin as homework.



8 min.

**Class 2:** Allow students time to complete their *Fashion Industry Summary Activity*. Have a class discussion talking about all of the *Activities*.

**Class 3:** Remind students to continue using the *Vocabulary Handout* and *Worksheet*. Handout the *Price Point Student Handout* for students to use as a reference. Show *The Fashion Industry: Fashion Cycle & Marketing* segment. Follow the segment with its *Assessment*. Have students begin the *Fashion Marketing Plan Project*.



12 min.

**Class 4:** Have students continue working on their *Fashion Marketing Plan Project*. If students do not complete their *Project*, have them finish it for homework.

**Class 5:** Students will present their *Fashion Marketing Plan Projects* to the class.

**Class 6:** Remind students to continue using the *Vocabulary Handout* and *Worksheet*. Show *The Fashion Industry: Careers in the Fashion Industry* segment. Follow the segment with its *Assessment*. Have students begin the *Fashion Career Profile Project*.



8 min.

**Class 7:** Have students complete the *Fashion Career Profile Project*. Remind students to study for the *Final Assessment*, which will be administered in the next class.

**Class 8:** Review the concepts covered in *The Fashion Industry*. Administer the *Final Assessment*. Have students present their *Fashion Career Profile Project*.



## Lesson Links

### VOGUE

- [www.style.com](http://www.style.com)

### Mood Designer Fabrics

- [www.moodfabrics.com](http://www.moodfabrics.com)

### Sew True

- [www.sewtrue.com](http://www.sewtrue.com)

### Monster

- [www.monster.com](http://www.monster.com)

### FASHIONNET

- [www.fashion.net](http://www.fashion.net)



## Career & Technical Student Organizations

### Family, Career & Community Leaders of America

- Fashion Design
- Fashion Construction



## Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50431, Robin Buerger, Wardrobe/Costume Manager, Fireside Theatre
- iCEV51134, Katy Birk, Women's Buyer, Malouf's
- iCEV50791, Stan Wasielewski, General Manager, Justin Boots Outlet Store, Fort Worth, TX

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## Lab Activities

### Fashion Industry Summary

#### Directions:

In groups of two or three, students will create a poster detailing the different facets of the fashion industry. The poster should explain the value and the spectrum of the fashion industry as well as identify prominent fashion publications and provide examples of how fashion is a global industry. You will need to provide or have students bring a poster board (if needed), scissors, glue/tape and any sources they would like to use for their posters.



## Projects

### Fashion Entrepreneurial Adventures

#### Directions:

Using all available resources, students will research possible entrepreneurial options available within the fashion industry. Students will choose a company, designer or fashion entrepreneur and notify you prior to conducting additional research to make sure no two students select the same topic. Students will use their research to develop a Microsoft® PowerPoint® presentation detailing at least the following information: name of company; company description; date founded; founder(s); number of employees; estimated yearly gross profit; facts on how the company has grown from foundation to present (e.g., profit, number of employees, product offerings, etc.) and any other information you deem necessary. Remind students to include a citation slide listing all sources used. Students should share their presentations with the class and be prepared to answer questions.

### Fashion Marketing Plan

#### Directions:

Students will choose a fashion product. Based on the fashion product life cycle detailed in *The Fashion Industry: Fashion Cycle & Marketing* segment, students will research their product and determine which stage of the life cycle they think it is in and explain the marketing and advertising of the product up to the point it is in the life cycle. Additionally, students should propose marketing and advertising techniques for the product in the remaining life cycle stages. Students should develop the plan and be prepared to present it to the class.

### Fashion Career Profile

#### Directions:

Students will create a profile which details a career in the fashion industry. Each student should choose a unique career so there are no duplicate careers. The profile the students create should be designed like a social media page. Once students complete the profile containing the career profile, you should compile all of the profiles into one notebook or location so students can have a copy or be able to view it for future reference. Additionally, students should present their profiles to the class to provide students with an understanding of the breadth of career options in fashion.