

Introduction to Fashion

Media Type: Video

Duration: 35 minutes

Goal: To introduce basic fashion concepts and discuss the evolution, impact and spectrum of the fashion industry.

Description: Fashion is a global industry involving billions of people and affecting even more. This presentation introduces students to the concept of fashion and to the fashion industry. Fashion is defined and its purpose and impact are explained. The evolution of fashion is explored, the scope of the industry is discussed and the process of fashion development is summarized.

Objectives:

1. To define fashion.
2. To explain the purpose and impact of fashion.
3. To explore how fashion evolves and what factors influence its evolution.
4. To discuss the spectrum of businesses involved in and affected by fashion.
5. To summarize the process of developing and refining fashion styles.



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.
	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
	9-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
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.
	9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	9-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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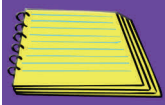
College & Career Readiness Anchor Standards for Writing

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.
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Production & Distribution of Writing	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.
	9-10.6 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.
	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Research to Build & Present Knowledge	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	9-12.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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™.
	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
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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Lesson Plan

Class 1: Begin class by asking students to define fashion. Allow students to discuss their ideas as a class. Pass out the *Introduction to Fashion Worksheet* and *Vocabulary Handout* for students to use as reference materials during the presentation. Show *Introduction to Fashion - Fashion Defined*. Follow the segment with its *Assessment*. Introduce the *What Is Fashion? Project* and allow students to begin brainstorming ideas for collecting interviews.



10 min.

Class 2: Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show *Introduction to Fashion - Evolution of Fashion*. Follow the segment with its *Assessment*. Introduce the *Fashion Timeline Project*, have students get into groups, and assign each group its time period. Then allow students to work on it for the remainder of class.



14 min.

Class 3: Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show *Introduction to Fashion - Fashion Terms & Styles*. Follow the segment with its *Assessment*. Have students complete the *Fashion Styles Activity*. Allow them to complete the last portion of the *Activity* for homework.



11 min.

Class 4: Review the previous days' material. Administer the *Introduction to Fashion Final Assessment*. Have students complete the *Fashion Glossary Activity*. If time allows, have each student share a few terms with the class.

Class 5: Allow the entire class period for students to finish the *Projects*.

Class 6: Have students present their *Fashion Timeline Projects*. If time allows, have students discuss their findings from the *What Is Fashion? Project*.



Lesson Links

The Fashion Group International

- <http://www.fgi.org>

Council of Fashion Designers of America

- <http://cfda.com>

WWD: Fashion Resources

- <http://www.wwd.com/fashion-resources>



Career & Technical Student Organizations

DECA

- Fashion Merchandising Promotion Plan

FCCLA

- Fashion Construction
- Fashion Design



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.

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

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Lab Activities

Fashion Styles

Directions:

Students will find images which fit each of the fashion styles discussed in the presentation. They should use the Internet, magazines and catalogs to search for garments and accessories for each style. They must find at least three garments, two accessories and one full outfit for each style and create a series of collages using the pages provided on the *Fashion Styles Activity*. Students will identify which styles they most often wear and create an additional collage of items in their own closet, each labeled with the style it most closely represents. Then students will write a paragraph or two explaining the elements of culture, why we need cultural diversity and how this diversity affects fashion.

Fashion Glossary

Directions:

Students will create a glossary of terms related to the fashion industry. They should first choose an area of fashion on which they will focus. A list of suggested fashion areas is provided. Then, they will identify and define terms relating to the area. Glossaries should include at least 20 terms or phrases not included on the *Introduction to Fashion Vocabulary Handout*. Each term should have a definition and an example of real-life usage in a fashion magazine, website or other publication. After students have created their glossaries, have each student share a few terms with the class.



Projects

What Is Fashion?

Directions:

Students will perform brief interviews with a variety of people to gain a perspective on what fashion means to different people. Students should ask at least eight subjects to define fashion and describe fashion's importance in their lives. They should also ask subjects to provide their names, ages and occupations. Interview forms to aid in the collection of information are provided on the *What Is Fashion? Project* sheet. Subjects should be of various ages and occupations to increase the variety in responses. It is recommended students record interviews for later reflection. After collecting responses, students should write a one-page essay describing what they learned from the experience and how they agreed or disagreed with subjects' responses. If time allows, have students share experiences with the class after turning in the *Project*.

Fashion Timeline

Directions:

Working in groups of three or four, students will create a fashion timeline. Each group should be assigned a twenty-year period. No two groups should be assigned the same time period. Each group will create a timeline which includes at least seven events which affected the fashion industry or the way fashion was viewed and used by society. For each event, students should find an image to represent it and write two to three paragraphs describing the event and its importance. Once timelines are complete, groups will present timelines to the class in chronological order and the timelines should be displayed in the classroom in chronological order.