

# Course Outline

Fashion and Interior Design

REVISED: August/2017

**Job Title**

Pattern Designer

**Career Pathway:**

Fashion Design and Merchandising

**Industry Sector:**

Fashion and Interior Design

**O\*NET-SOC CODE:**

27-1022.00

**CBEDS Title:**

Fashion Textiles and Apparel

**CBEDS No.:**

4331

**74-55-60**

**Fashion/2**

**Credits:** 5

**Hours:** 90

**Course Description:**

This competency-based course is the second in a sequence of four designed for fashion. It provides students with project-based experiences in apparel design, illustration and patternmaking as used in today's industry. Technical instruction includes an introduction and reviews of workplace safety policies and procedures, resource management, trade mathematics and employability skills. Emphasis is placed on advanced design and illustration techniques used for developing a line, sewing and garment construction techniques and manual patternmaking and draping techniques. The competencies in this course outline are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**Prerequisites:**

Enrollment requires the successful completion of the Fashion/1 (74-55-50) course.

**NOTE:** For Perkins purposes this course has been designated as a **concentrator** course.

This course **cannot** be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

pp. 7-13

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

**COURSE OUTLINE COMPONENTS**

**LOCATION**

**INSTRUCTIONAL STRATEGIES**

p. 16

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT**

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-13

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

**EVALUATION PROCEDURES**

p. 16

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

**REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT**

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

## ***ACKNOWLEDGMENTS***

Thanks to NAZELI ZELYAN for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

ANA MARTINEZ  
Specialist  
Career Technical Education

ROSARIO GALVAN  
Administrator  
Division of Adult and Career Education

APPROVED:

JOE STARK  
Executive Director  
Division of Adult and Career Education

# **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

## ***Fashion and Interior Design Industry Sector Knowledge and Performance Anchor Standards***

### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Fashion and Interior Design academic alignment matrix for identification of standards.

### **2.0 Communications**

Acquire and accurately use Fashion and Interior Design sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Fashion and Interior Design sector workplace environment.

### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Fashion and Interior Design sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

### **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Fashion and Interior Design sector workplace environment.

### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Fashion and Interior Design sector workplace environment and community settings.

### **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

### **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (such as FHA-HERO, the California Affiliate of FCCLA).

### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Fashion and Interior Design sector, following procedures when carrying out experiments or performing technical tasks.

### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Fashion and Interior Design anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings and through the career technical student organization (such as FHA-HERO, the California Affiliate of FCCLA).

## ***Fashion and Interior Design Pathway Standards***

### **A. Fashion Design and Merchandising Pathway**

The Fashion Design and Merchandising pathway focuses on the major aspects of the fashion industry and prepares students for careers and/or postsecondary education in this rapidly growing field. Students pursuing this career pathway have in-depth, hands-on experiences that focus on industry awareness, sustainable practices, elements and principles of design, history of fashion, fashion forecasting, textiles and textile products, product knowledge, apparel merchandising, and garment production.

Sample occupations associated with this pathway:

- ◆ Display or Sales Associate
- ◆ Merchandising Manager
- ◆ Fashion Designer

- A1.0 Understand various aspects of the fashion design, manufacturing, merchandising, and retail industry and the industry's role in local, state, national, and global economies.
- A2.0 Understand basic hiring practices, operational policies, procedures, and regulatory requirements in the fashion design, manufacturing, merchandising, and retail industry.
- A3.0 Understand the principles of organizational management, including the roles and responsibilities of management and employees.
- A4.0 Apply the elements and principles of design in various aspects of the fashion industry.
- A5.0 Understand how the history of social, cultural, political, economic, and technological changes influence fashion.
- A6.0 Understand the characteristics, production, and maintenance of textiles and the use of sustainable practices.
- A7.0 Understand how trends, color, and societal forecasting are used in the fashion industry.
- A8.0 Understand the principles and techniques used in fashion design and product development and manufacturing.
- A.9.0 Understand the skills and procedures necessary for sales, marketing, and branding in the fashion industry.
- A10.0 Understand visual merchandising and product styling.
- A11.0 Understand the current laws, work site policies, and systems for inventory control and loss prevention.
- A12.0 Understand important aspects of the beauty industry.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Fashion/2 Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p>	<ol style="list-style-type: none"> <li>1. Review the scope and purpose of the course.</li> <li>2. Review the overall course content as a part of the Linked Learning Initiative.</li> <li>3. Review classroom policies and procedures.</li> <li>4. Review classroom and workplace first aid and emergency procedures based on the American Red Cross (ARC) standards.</li> <li>5. Review the different occupations in the Information Technology Industry Sector which have an impact on the role of fashion designers and manufacturers.</li> <li>6. Review the opportunities available for promoting gender equity and the representation of non-traditional populations in fashion design and manufacturing.</li> <li>7. Review the impact of Environmental Protection Agency (EPA) legislation on the Fashion and Interior Design Industry Sector practices.</li> <li>8. Review and demonstrate the use of the Material Safety Data Sheet (MSDS) as it applies to fashion design and manufacturing.</li> <li>9. Review the purpose of the California Occupational Safety and Health Administration (CalOSHA) and its laws governing fashion designers and manufacturers.</li> <li>10. Review how each of the following insures a safe workplace:             <ol style="list-style-type: none"> <li>a. employees' rights as they apply to job safety</li> <li>b. employers' obligations as they apply to safety</li> <li>c. safety laws applying to electrical tools</li> </ol> </li> <li>11. Pass the safety test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.3, 3.5 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.6 Ethics and Legal Responsibilities: 8.2, 8.4, 8.6, 8.7 Technical Knowledge and Skills: 10.2, 10.14, 10.15 Demonstration and Application: 11.5</p> <p><b>CTE Pathway:</b> A1.1, A1.2, A1.3, A1.4, A1.5, A2.1, A2.3, A2.4, A2.5, A2.7, A3.2, A3.3, A4.2, A5.1, A5.3,</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		A6.2, A7.1, A8.1, A9.2, A9.3, A9.5, A9.6, A11.1, A11.3
<p>B. RESOURCE MANAGEMENT REVIEW</p> <p>Review, apply, and evaluate the basic principles of resource management used in fashion design and manufacturing.</p>	<ol style="list-style-type: none"> <li>1. Review the following: <ol style="list-style-type: none"> <li>a. resources</li> <li>b. management</li> <li>c. sustainability</li> </ol> </li> <li>2. Review the importance of proper management of the following resources in the fashion design and manufacturing business: <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> <li>3. Review specific examples of effective management of the following resources in the fashion design and manufacturing business: <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> <li>4. Review the benefits of effective resource management in the fashion design and manufacturing business: <ol style="list-style-type: none"> <li>a. profitability</li> <li>b. sustainability</li> <li>c. company growth</li> </ol> </li> </ol> <p>Review the economic benefits and liabilities of managing resources in an environmentally responsible way</p>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b>  Communications: 2.4, 2.5, 2.6  Career Planning and Management: 3.1, 3.2  Technology: 4.3, 4.6  Problem Solving and Critical Thinking: 5.1, 5.3, 5.4  Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8  Ethics and Legal Responsibilities: 8.3, 8.4, 8.5  Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4  Technical Knowledge and Skills: 10.8, 10.10</p> <p><b>CTE Pathway:</b> A2.1, A2.2, A3.1, A3.2, A3.3, A3.4, A3.5, A5.1, A5.3, A6.1, A6.2, A6.3, A6.5, A6.7</p>
(1 hour)		



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>C. TRADE MATHEMATICS REVIEW</p> <p>Review, apply, and evaluate the mathematical requirements in the fashion design and manufacturing industry.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> <li>1. Review the practical applications of math in the fashion design and manufacturing industry.</li> <li>2. Review and demonstrate problem-solving techniques involving whole number problems using arithmetic operations (addition, subtraction, multiplication, and division).</li> <li>3. Review and demonstrate problem-solving techniques involving various fraction problems using arithmetic operations.</li> <li>4. Review and demonstrate problem-solving techniques involving various decimal problems using addition, subtraction, multiplication, and division.</li> <li>5. Review and demonstrate techniques for changing fractions to decimals.</li> <li>6. Review and demonstrate techniques for changing decimals to fractions.</li> <li>7. Review the English and metric systems of measuring length.</li> <li>8. Review the English and metric systems of measuring weight.</li> <li>9. Review the English and metric systems of measuring volume or capacity.</li> <li>10. Review and demonstrate English and metric problem-solving techniques for various measuring problems using arithmetic operations.</li> <li>11. Review and demonstrate English and metric measuring techniques of objects by using tools common to the industry.</li> <li>12. Express metric units in ascending and descending powers of ten.</li> <li>13. Convert the English numbering system to metric system.</li> <li>14. Convert metric system to English numbering system.</li> <li>15. Calculate square roots of English numbers.</li> <li>16. Review and demonstrate problem-solving techniques for geometric problems.</li> <li>17. Review and demonstrate problem-solving techniques for algebraic problems.</li> <li>18. Review and demonstrate problem-solving techniques using percentages.</li> <li>19. Review and demonstrate techniques for reading and interpreting graphs.</li> <li>20. Review and demonstrate techniques for using a calculator.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 11</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.1, 7.2, 7.4, 7.6, 7.8 Technical Knowledge and Skills: 10.10 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A1.1, A1.3, A1.4, A2.3, A3.3, A4.1, A4.4, A4.3, A4.5, A8.5, A8.6, A9.1, A9.2, A11.4</p>
<p>D. DESIGN AND ILLUSTRATION II</p> <p>Understand, apply, and evaluate the design and illustration techniques used for developing a line.</p>	<ol style="list-style-type: none"> <li>1. Review the differences between a flat sketch and an illustration.</li> <li>2. Describe and demonstrate the following: <ol style="list-style-type: none"> <li>a. gesture drawing</li> <li>b. development of a fashion illustration using the gesture drawing method</li> <li>c. creation of a fashion croquis with movement</li> <li>d. development of a fashion illustration with personal style</li> <li>e. evaluation of drawing movement and details on garments to create interest</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 7, 8, 10, 11</p> <p><b>CTE Anchor:</b> Communications: 2.2, 2.3, 2.4, 2.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(27 hours)	<ol style="list-style-type: none"> <li>3. Define the following:               <ol style="list-style-type: none"> <li>a. textures</li> <li>b. shadows</li> <li>c. grid method</li> <li>d. balance</li> <li>e. layout</li> <li>f. composition</li> </ol> </li> <li>4. Describe the following:               <ol style="list-style-type: none"> <li>a. how textures and shadows are used to create depth on an illustration</li> <li>b. how balance, layout, and composition of artwork create visually pleasing work</li> <li>c. how to develop accurate line sheets and how they are used in the product development, selling and tracking process of garment manufacturing</li> </ol> </li> <li>5. Describe and demonstrate the following:               <ol style="list-style-type: none"> <li>a. enlarging and reducing sketches using the grid method</li> <li>b. drawing fabrics, trims and specialty items</li> <li>c. drawing various fabrics, trims and specialty items using all mediums</li> <li>d. designing and illustrating a group for a specific target market and season</li> <li>e. designing a group of fashion illustrations using various methods and all learned techniques to be used in portfolio</li> <li>f. beginning a portfolio to accompany a résumé</li> <li>g. writing a “90 Seconds About You” script to be used during an interview</li> <li>h. practicing for a mock interview</li> </ol> </li> </ol>	<p>Career Planning and Management: 3.5</p> <p>Ethics and Legal Responsibilities: 8.1, 8.4, 8.6</p> <p>Leadership and Teamwork: 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.6, 10.8, 10.9, 10.10, 10.16</p> <p><b>CTE Pathway:</b> A1.1, A4.1, A4.3, A4.4, A4.5, A5.1, A5.2, A5.4, A5.6, A6.1, A6.2, A6.3, A6.6, A7.3, A8.6, A8.7, A8.10, A8.11</p>
<p>E. SEWING AND CONSTRUCTION TECHNIQUES</p> <p>Understand, apply, and evaluate sewing and garment construction techniques.</p>	<ol style="list-style-type: none"> <li>1. Describe the following:               <ol style="list-style-type: none"> <li>a. steps in garment construction using trade terms and appropriate transition words (i.e., first, then, next, etc.) using a product development flow chart</li> <li>b. process of planning an apparel project from concept to finished product in a timely manner to meet deadlines and ensure quality garments</li> </ol> </li> <li>2. Describe and demonstrate the following:               <ol style="list-style-type: none"> <li>a. writing the steps in creating an apparel project</li> <li>b. editing written steps for logic, sequence, and clarity</li> <li>c. identifying criteria for evaluating process</li> <li>d. evaluating and modifying as needed</li> <li>e. participation in group evaluation and constructive critique of individual projects</li> <li>f. participation in group completion of sample garment to understand the team required in the design room</li> </ol> </li> <li>3. Review and demonstrate the following:               <ol style="list-style-type: none"> <li>a. sewing in a welt pocket</li> <li>b. cutting and sewing personal block</li> <li>c. cutting and sewing pant block</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.4, 2.5</p> <p>Career Planning and Management: 3.5, 3.6</p> <p>Health and Safety: 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Ethics and Legal Responsibilities: 8.1</p> <p>Leadership and Teamwork: 9.2, 9.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(27 hours)	<ul style="list-style-type: none"> <li>d. cutting and sewing a bustier</li> <li>e. cutting and sewing a jacket</li> <li>f. cutting and sewing various styles using special processes to ensure fit and quality</li> <li>g. concept of grain to ensure fit, style, nap and the look of the garment</li> </ul> <p>4. Define the following:</p> <ul style="list-style-type: none"> <li>a. marker</li> <li>b. spreading</li> <li>c. notching</li> <li>d. drilling</li> </ul> <p>5. Describe and demonstrate the following:</p> <ul style="list-style-type: none"> <li>a. making markers</li> <li>b. laying out the fabric for best utilization</li> <li>c. spreading the fabric and marker to cut garments</li> <li>d. cutting, notching, and drilling with the marker on the material</li> </ul>	<p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.8, 10.9, 10.13, 10.14, 10.16</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A2.3, A4.1, A4.3, A5.1, A5.2, A5.4, A6.4, A6.6, A8.6, A8.7, A8.10, A8.11</p>
<p>F. PATTERNMAKING AND DRAPING</p> <p>Understand, apply, and evaluate manual patternmaking and draping techniques.</p>	<p>1. Identify and describe the features and functions of the following:</p> <ul style="list-style-type: none"> <li>a. torso block</li> <li>b. princess block</li> <li>c. bustier</li> <li>d. A-line skirt</li> <li>e. circular skirt</li> <li>f. gathered skirt</li> <li>g. pleated skirt</li> <li>h. gore skirt</li> <li>i. pant block</li> <li>j. collars</li> <li>k. jackets</li> </ul> <p>2. Describe and demonstrate the drafting techniques for the following:</p> <ul style="list-style-type: none"> <li>a. torso block</li> <li>b. princess block</li> <li>c. bustier</li> <li>d. A-line skirt from basic block</li> <li>e. circular skirt from basic block</li> <li>f. gathered skirt from basic block</li> <li>g. pleated skirt from basic block</li> <li>h. gore skirt from basic block</li> <li>i. various collar types</li> <li>j. pant block</li> <li>k. jacket</li> </ul> <p>3. Review the basic figure types.</p> <p>4. Describe and demonstrate the following:</p> <ul style="list-style-type: none"> <li>a. measuring a dress form and human body</li> <li>b. completing personal measurements chart</li> <li>c. drafting personal block from measurements</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.4, 2.5 Technology: 4.4, 4.6 Health and Safety: 6.1, 6.3, 6.4, 6.6 Responsibility and Flexibility: 7.5, 7.6, 7.8 Leadership and Teamwork: 9.5 Technical Knowledge and Skills: 10.1, 10.10, 10.14, 10.16 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A1.1, A2.1, A2.2, A2.3, A2.4, A3.3, A4.1, A4.3, A5.3,</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(27 hours)	<ul style="list-style-type: none"> <li>d. fitting personal block and making any necessary changes</li> <li>e. integrating bodice, skirt, sleeve, pant and collar styles to create various personal designs</li> </ul> <ol style="list-style-type: none"> <li>5. Define draping.</li> <li>6. Describe and demonstrate the following: <ul style="list-style-type: none"> <li>a. preparation and marking of the muslin</li> <li>b. draping basic blocks on the mannequin</li> <li>c. transferring drape to pattern paper using ruler, tracing wheel, French and hip curve</li> <li>d. balancing and truing/walking the pattern</li> <li>e. fitting and evaluating the basic block pattern</li> </ul> </li> <li>7. Define grade.</li> <li>8. Describe grade rules.</li> <li>9. Describe and demonstrate how to grade a pattern.</li> <li>10. Define the following: <ul style="list-style-type: none"> <li>a. raw material</li> <li>b. labor cost</li> <li>c. send-out</li> <li>d. miscellaneous cost</li> <li>e. cost sheet</li> <li>f. bill of material (B.O.M.)</li> <li>g. specification sheet (a.k.a. spec sheet)</li> <li>h. technical design (tech pack)</li> </ul> </li> <li>11. Describe the following: <ul style="list-style-type: none"> <li>a. application of resource management in eliminating waste and damages that occur during the production of garments and send-outs</li> <li>b. development of a cost sheet for a style</li> <li>c. development of a selling prices for a style</li> <li>d. use of B.O.M. and spec sheet in garment manufacturing</li> <li>e. use of patternmaking in technical design</li> <li>f. use of tech packs to produce garments</li> <li>g. communication flow between factories overseas and domestic design manufacturers</li> </ul> </li> <li>12. Describe and demonstrate the following: <ul style="list-style-type: none"> <li>a. developing an accurate cost sheet complete with fabric, trim, send-outs, packaging (labels, hangtags and bags), labor and misc. costs for garments</li> <li>b. developing selling prices for garments</li> </ul> </li> </ol>	<p>A6.1, A6.7, A7.2, A8.1, A8.2, A8.3, A8.4, A8.5, A8.6, A8.7, A8.8, A8.9, A8.10, A8.11, A9.1, A9.2, A9.4, A11.4</p>
<p>G. EMPLOYABILITY SKILLS REVIEW</p> <p>Understand, apply, and evaluate employability skills required in the fashion design and manufacturing business.</p>	<ol style="list-style-type: none"> <li>1. Review employer requirements for the following: <ul style="list-style-type: none"> <li>a. punctuality</li> <li>b. attendance</li> <li>c. attitude toward work</li> <li>d. quality of work</li> <li>e. teamwork</li> <li>f. responsibility</li> <li>g. timeliness</li> <li>h. communication skills</li> </ul> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.4, 2.5, 2.6, 2.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ol style="list-style-type: none"> <li>2. Update list of potential employers through traditional and internet sources.</li> <li>3. Review the role of social media in job search.</li> <li>4. Update sample résumés.</li> <li>5. Review the importance of filling out a job application legibly, with accurate and complete information.</li> <li>6. Complete sample job application forms correctly.</li> <li>7. Review the importance of enthusiasm on a job.</li> <li>8. Review the importance of appropriate appearance on a job.</li> <li>9. Review the importance of the continuous upgrading of job skills.</li> <li>10. Review the importance of customer service as a method of building permanent relationships between the organization and the customer.</li> <li>11. Review and demonstrate appropriate interviewing techniques.</li> <li>12. Review the informational materials and resources needed to be successful in an interview.</li> <li>13. Review and demonstrate appropriate follow-up procedures.</li> </ol>	<p>Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9</p> <p>Technology: 4.1, 4.3, 4.4, 4.5, 4.6</p> <p>Problem Solving and Critical Thinking: 5.1</p> <p>Health and Safety: 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.2, 7.4, 7.5, 7.6, 7.7, 7.8</p> <p>Ethics and Legal Responsibilities: 8.3, 8.4, 8.5, 8.7</p> <p>Leadership and Teamwork: 9.2, 9.3, 9.4, 9.5, 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.16</p> <p>Demonstration and Application: 11.5</p> <p><b>CTE Pathway:</b> A1.1, A1.2, A1.3, A1.5, A2.1, A2.2, A2.3, A2.4, A3.1, A3.3, A4.3, A5.1, A5.3, A5.4, A7.1, A7.2, A7.3, A8.1, A8.4, A9.1, A9.2, A9.3, A9.4, A9.5, A9.6, A10.4</p>

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Abling, Bina. Fashion Sketchbook, 5<sup>th</sup> Edition. Fairchild Publications, 2007.

Armstrong, Jemi, Lorrie Ivas and Wynn Armstrong. From Pencil to Pen Tool: Understanding and Creating the Digital Fashion Image (plus CD-ROM). Fairchild Publications, 2005.

Arnold, Janet. Patterns of Fashion 4: The Cut and Construction of Linen Shirts, Smocks, Neckwear, Headwear and Accessories for Men and Women, c. 1540-1660. Costume and Fashion Pr, 2008.

Drudi, E. Figure Drawing for Fashion Design. Pepin Press, 2006.

Fischer, Anette. Basic Fashion Design: Construction. AVA Publishing, 2009.

Hagen, Kathryn. Fashion Illustration for Designers, 2<sup>nd</sup> Edition. Prentice Hall, 2010.

Handford, Jack. Professional Patternmaking for Designers: Women's Wear and Men's Casual Wear. Fairchild Publications, 2003.

Hunter, Victoria. The Ultimate Fashion Study Guide: The Design Process. Hunter Publishing, 2007.

Joseph-Armstrong, Helen. Patternmaking for Fashion Design, 5<sup>th</sup> Ed. Prentice Hall, 2009.

Knowles, Lori A. The Practical Guide To Patternmaking For Fashion Designers: Juniors, Misses, And Women. Fairchild Publications, 2005.

Knowles, Lori A. The Practical Guide To Patternmaking For Fashion Designers: Menswear. Fairchild Publications, 2006.

Koch, Kathryn E. and Tanya Domina. U4ia for Apparel Design (manual and CD-ROM). Fairchild Publications, 2005.

Riegelman, Nancy. 9 Heads: A Guide to Drawing Fashion, 3<sup>rd</sup> Edition. Prentice Hall, 2006.

Seivewright, Simon. Basics Fashion Design: Research and Design, 2<sup>nd</sup> Edition. AVA Publishing, 2012.

Sorger, Richard and Jenny Udale. The Fundamentals of Fashion Design. AVA Publishing, 2006.

Stipelman, Steven. Illustrating Fashion: Concept to Creation, 2<sup>nd</sup> Edition. Fairchild Publications, 2005.

Tain, Linda. Portfolio Presentation for Fashion Designers, 3<sup>rd</sup> Edition. Fairchild Publications, 2010.

Tatham, Caroline and Julian Seaman. Fashion Design Drawing Course. Barron's Educational Series, 2003.

Tiner, Ron. Figure Drawing Without A Model, 2<sup>nd</sup> Edition. David & Charles, 2008.

Travers-Spencer, Simon and Zarida Zaman. The Fashion Designer's Directory of Shape and Style: Over 500 Mix-and-Match Elements for Creative Clothing Design. Barron's Educational Series, 2008.

## **RESOURCES**

Employer Advisory Board members

### **CTE MODEL CURRICULUM STANDARDS**

**Fashion and Interior Design Industry Sector**

<http://www.cde.ca.gov/ci/ct/sf/documents/fashioninterior.pdf>

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Lecture and discussion
- B. Multimedia presentations
- C. Demonstrations and participation
- D. Individualized instruction
- E. Peer teaching
- F. Role-playing
- G. Guest speakers
- H. Field trips and field study experiences
- I. Projects

### **EVALUATION**

SECTION A – Introduction and Safety – Pass the safety test with 100% accuracy.

SECTION B – Resource Management Review – Pass all assignments and exams on resource management review with a minimum score of 80% or higher.

SECTION C – Trade Mathematics Review – Pass all assignments and exams on trade mathematics review with a minimum score of 80% or higher.

SECTION D – Design and Illustration II – Pass all assignments and exams on design and illustration II with a minimum score of 80% or higher.

SECTION E – Sewing and Construction Techniques – Pass all assignments and exams on sewing and construction techniques with a minimum score of 80% or higher.

SECTION F – Patternmaking and Draping – Pass all assignments and exams on patternmaking and draping with a minimum score of 80% or higher.

SECTION G – Employability Skills Review – Pass all assignments and exams on employability skills review with a minimum score of 80% or higher.



---

### Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

---