

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.

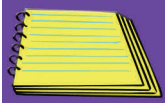
Objectives:

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.

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Language Arts	<i>Application of Writing Skills</i>	<ul style="list-style-type: none"> • Editing/proofreading • Descriptive, informative, creative and persuasive writing • Organizing logical arguments • Brainstorming • Analyzing audiences • Utilizing reference materials • Enhancing grammatical mechanics • Vocabulary enhancement
	<i>Analysis of Text & Information</i>	<ul style="list-style-type: none"> • Drawing inferences and generalizations • Reading/content literacy • Critical thinking • Creative thinking • Expression of thoughts and ideas • Communication skills • Correlating text events with personal experiences • Developing listening and comprehension skills • Literary interpretation • Creating visual representations
	<i>Technology Applications in Literature</i>	<ul style="list-style-type: none"> • Utilizing document processing software • Utilizing presentation processing software • Internet-based research
Social Studies	<i>Impacts of History, Government & Economics</i>	<ul style="list-style-type: none"> • Chronological sequencing • Compare/contrast today and history • Describe cause/effect relationships
	<i>Historical Referencing & Writing</i>	<ul style="list-style-type: none"> • Accumulating, reading and analyzing data • Utilizing reference materials • Evaluating the validity of a source

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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.