



Fashion & Interior Design 11

Course Outline

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Course Overview

Do you have a flair for fashion? Are you constantly redecorating your room? If so, the design industry might just be for you! In this course, you'll explore what it is like to work in the industry by exploring career possibilities and the background that you need to pursue them. Get ready to try your hand at designing as you learn the basics of color and design then test your skills through hands-on projects. In addition, you'll develop the essential communication skills that build success in any business. By the end of the course, you'll be well on your way to developing the portfolio you need to get your stylishly clad foot in the door of this exciting field.

Course Content

The course consists of a midterm based on information from the first three units. There is no final exam nor do students need to be invigilated during the course. At the point in the course where students write the mid-term exam, there is a short course evaluation in which students are encouraged to give constructive feedback on the course. This feedback will be used to guide future changes and identify areas where students' needs could be met better. Similarly, feedback serves the purpose of identifying parts of the course that are most effective and creates opportunities to identify students who require additional support for the remainder of the course.

Although there are 10 units in the course, after Units 1-3 are completed, students will decide which area of design they wish to delve deeper into: Fashion (clothing) or Interior Design (furniture and house design). They will then complete the units that relate to that particular area of interest (Fashion: Units 4 – 6; and Interior Design: Units 7 – 9). All students will complete Unit 10, "Presenting as a Professional".

Each unit is comprised of a similar framework in which students are first introduced to the learning outcomes for the unit and then proceed to read through several short lessons on-line. Each lesson includes graphics to support understanding and wherever possible, will include media such as a

short video. The teacher is available to support students through the learning platform (Moodle), email, or the telephone.

Throughout each unit, there will be lessons with assignments, quizzes, and discussion forums.

Each lesson consists of information both in print and in images with self-reflective questions and websites to learn more about that topic. Students submit work by uploading Word files and photos from their camera.

Upon the completion of each unit, understanding is assessed by means of a unit quiz. Leading up to each quiz is a “Quiz Review” and a “Quiz Game” to help students prepare for the quiz. The quiz will assess students’ mastery of the learning outcomes for the unit. Two discussion questions will be posted to that unit’s forum, allowing students to interact and engage with the ideas of others on the current topics. The teacher will monitor and should also engage in the discussion board. A Podcast at the end of each unit ties the information all together.

Course Materials

Some assignments are hands-on activities that could involve paper, pencils, pencil crayons, etc. These assignments can also be completed using images or drawing programs on the computer, if the student chooses this route. If students choose to focus on fashion, they will need a sewing machine and have some basic sewing skills. If students choose to focus on interior design, they will make designs either on paper or using the computer. All students need a camera. There is no text book for the course – all information is in the course.

Getting help

I am happy to work with students via email, phone, and face-to-face, when possible. The best way to reach me is through email. Students are expected to provide meaningful, thoughtful, and mature/appropriate responses in their work. Communication with me should be the same, and they should expect the same from me.

Evaluation

Although the focus of the course is fashion and interior design, this doesn’t mean that errors in mechanics aren’t important in written work. When you work in either of these industries, you are expected to be professional in both your ideas and your communication. Minor marks are deducted for mechanical errors (punctuation, word usage, sentence structure).

Assignments are marked using rubrics and other formats that are included in the assignments or on the assignment page. Students are permitted to revise work, if desired, for a better understanding of the material and a better mark.

Invigilation

Although there is no formal invigilation/supervision of student work for this course, I will set one up if I’m concerned that what I’m seeing may not be the student’s *own* work.

Course Format and Timeline

Unit/Topic	Title	Suggested Timeline for	Suggested Timeline for the
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		the Fashion Focus	Interior Design Focus
Unit 1	<p>Introduction to Fashion and Interior Design</p> <p>If students have always had a flare for fashion or decorating, there are several ways for them to turn this into a career. While staying on top of trends and having a knack for putting together that killer outfit are definitely a part of a career in fashion design, there is a lot more to it than that. Similarly, interior design is a lot more than selecting the couch cushion that pulls together a room. While these talents help, most careers in fashion and interior design require great communication skills as well as a strong sense of style because helping people express themselves through design and colour requires a lot of listening. In this unit, students will learn about some of the careers in fashion and interior design and what it takes to prepare for them.</p>	1 week	1 week
Unit 2	<p>Building Basic Skills for the Design Industry</p> <p>Students begin to explore basic elements of design as well as the essentials of strong communication. This unit provides students with the core elements and principles of design that they will need to know to complete the design projects. In addition, they will learn the basics of effective communication and conflict resolution techniques.</p>	2 weeks	2 weeks
Unit 3	<p>Tools of the Trade</p> <p>Students continue their exploration of the basics of the design industry by learning about the tools required to begin a career in the fashion and interior design industries. This unit also identifies and explains the various types of fabric and their origins. Students will also further explore the “tools” that professional organizations provide by contacting someone in the profession and conducting an informal interview.</p>	2 weeks	2 weeks
	Units 1 – 3 Test	30 minutes	30 minutes
Unit 4	<p>Sewing and Technology</p> <p>Students continue their exploration of the basics of the design industry by learning about the tools required to begin a career in the fashion and interior design industries. This unit also identifies and explains the various types of fabric and their origins. Students will also further explore the “tools” that professional organizations provide by contacting someone in the profession and conducting an informal interview.</p>	3 weeks	N/A (not applicable)

<p>Unit 5</p>	<p>Clothing</p> <p>Students who are taking this course are probably fascinated by fashion. This unit will enable students to consider the difference between trends and wardrobe staples and the place that both have in fashion design. Designers need to be aware of both to keep their collections current. In addition, students will consider how fashion works on the body. Given the wide variety of shapes and body types represented by today’s consumers, being able to create fashion that works for as many people as possible is important. Doing this requires a basic understanding of which styles flatter which body types. Along with wearing the right types of clothing, it is essential that the ensemble fits the occasion. As new terms like “business casual” come into the common vocabulary, those in the fashion industry need to provide the right clothes for all social and professional situations (not to mention “cozy lounge” and “around-the-house” wear). In addition, those in the fashion industry need to consider cost when planning their fashions. The high-volume sales many in the industry seek require making fashions affordable, so students will consider the factors that those in the design industry need to consider.</p>	<p>2 weeks</p>	<p>N/A</p>
	<p>Mid-term Exam</p> <p>The mid-term section of the course has two components: a discussion, and an exam. There is no time limit, nor do students need to be invigilated/supervised. Students should note, though, that the exam is worth 10% of the course.</p>	<p>2 hours</p>	<p>2 hours</p>
<p>Unit 6</p>	<p>Fashion Design Project</p> <p>This unit is a little more hands-on than the previous ones. Students have already learned a lot about the fashion industry, from the careers available to how to thread a sewing machine. Now it is time to pull it all together. There is a lot more to fashion than just looking good. In this unit, students will create an outfit and demonstrate their understanding of the fashion industry by considering all aspects, including cost, market, and production. Making at least one piece of the outfit will help students further develop their sewing or accessory design skills. They will also explain the rationale behind their choices and demonstrate their understanding of the industry as they pitch their outfit as an example of their line to a potential buyer, developing leadership and presentation skills. Students will keep a journal of the entire process to show what they have learned. This unit will also provide students with some pieces that could be the beginning of their portfolio if they are seeking an internship or entry-level position.</p>	<p>3 weeks</p>	<p>N/A</p>
<p>Unit 7</p>	<p>Interior and Environmental Design</p>	<p>N/A</p>	<p>3 weeks</p>

	Students will be introduced to the many ways in which environmental design factors into many aspects of the design field. By weighing the advantages and challenges of incorporating environmentally friendly products, students will better understand the merits of these designs. They will create their own repurposing project and find an innovative use for household objects. This unit also considers cultural factors that influence design and how to recognize some distinct features of an era.		
Unit 8	Considering Interior Design Students will learn the basic categories of furniture and styles within those categories, as well as how to choose furniture for a room by considering scale, function, and placement. They will further develop hands-on skills by planning, designing, and completing an interior design project while using basic skills to calculate materials and staying within a budget.	N/A	2 weeks
Unit 9	Interior Design Project In this unit, students will learn some hands-on applications for the design skills that they have been building throughout the course. They will complete a larger project and design a complete room while sticking to a budget. Because interior designers work with clients, students will also learn to work with others as they demonstrate their leadership skills while collaborating with a group. Finally, it is time to share their designs so that they can build some presentation skills in their own fashion and design show.	N/A	3 weeks
Unit 10	Presenting as a Professional Now that students have learned a lot about the basics of the fashion and interior design industries, it is time to examine career prospects in the field and identify the steps to getting a job, including how to communicate and present themselves professionally. While their design skills and creativity are important, employers also look for those with good work ethics, so here they will learn about expectation in the working world. This unit will require students to practice interview skills and investigate the possibility of a part-time job or internship. They will also select their best work as the foundation for their professional portfolio.	3 weeks	3 weeks
Total time		Approximately 16 weeks = 4 months	Approximately 16 weeks = 4 months

Weighting of Assignments

Laboratory Assignments – 50%

Text Questions – 10%
Discussion Questions – 10%
Unit Quizzes – 15%
Units 1 – 3 Test – 5%
Mid-term Exam – 10%

When students are not meeting the learning outcomes/ falling behind

When students fall behind the expected pace or plan, parents and students will be contacted via an emailed “inactivity report”. If deemed necessary, contact with the student’s home school may also occur to help determine a solution.

Students are expected to let me know when they are struggling with course content. In response, I will provide appropriate help or strategies to support learning. I will also provide feedback on course work to support learning and help students improve.

Students falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working in the course, the student may be given an alternate completion date after discussions with me.

Student Expectations

- ☐ Adhere to the EBUS Academic Integrity Policy
- ☐ Contact your teacher when help is needed
- ☐ Review feedback from assignments and tests
- ☐ Work to complete the course in a timely manner
- ☐ Communicate respectfully
- ☐ Review progress reports

Informal Reporting

Progress Reports will also be sent to students and parents regularly - typically every two weeks.

Contacting Me

Because I am working part-time, the best way to reach me is by email (tdavis@sd91.bc.ca). My working hours are Mondays (8:30 am – 3:30 pm); Tuesdays, Wednesdays, and Thursdays (8:30 am – 12:00 pm).