

Advanced Fashion Design

Primary Career Cluster:	Arts, A/V Technology, & Communications
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C11H11
Prerequisite(s):	<i>Fashion Design</i> (C11H10)
Credit:	1
Grade Level:	12
Focus Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Arts, A/V Technology, & Communications</i> courses.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the fourth and final course in the <i>Fashion Design</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	046, 050, 051, 059, 154, 204, 230, 231, 450, 452, 472, 516, 519, 569, 570, 571, 573, 711, 760, 776, 954
Required Teacher Certifications/Training:	ADDA Certified Digital Designer or NOCTI Advertising & Design or Adobe Certified Expert
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-arts-av-tech.html Best for all Central: http://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interview.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.

For more ideas and information, visit Tennessee FCCLA at <https://www.tennesseefccla.org/>.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1, 2.1-2.3** | Visit a fashion designer and include a safety briefing.
- **Standards 3.1-3.3** | Guest speaker from industry to discuss business start-up and management functions.
- **Standards 4.1-4.3** | Integrated project with a professional.
- **Standards 5.1, 6.1-6.3** | Internship.

Course Description

Advanced Fashion Design is the capstone course in the *Fashion Design* program of study. This course is designed to prepare students for further education and careers in the fashion industry. Through exposure to crucial business activities such as project management and product promotion, students will acquire advanced skills related to business professionalism, ethics, policies, and communication in the fashion industry. In addition, students complete a capstone project during which they will create artifacts to include in a professional portfolio. While not required, student internships can provide an alternative route for students to master required course standards. Students who have the opportunity to participate in internships may be responsible for the following tasks: assisting in client presentations, resource updating and vendor management, assisting designers, and participating with design teams. Upon completion of this course, proficient students will have artifacts of original fashion designs in a portfolio and will understand basic project management skills.

Course Standards

1. Occupational Safety

- 1.1 **Safety Practices:** Demonstrate the ability to comply with **personal and environmental safety practices** associated with textile applications: the use of adhesives; hand tools; machines; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.
 - a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
 - b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
 - c. Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor.

2. Professionalism and Ethics in Fashion Design

- 2.1 **Performance Indicators:** Collaboratively develop a professionalism rubric with performance indicators for each of the following **professional attributes required within the fashion design industry:**
 - a. creative design skills,
 - b. ethical fashion business practices,
 - c. honesty,
 - d. respect,
 - e. communication, and
 - f. responsibility.
- 2.2 **Ethical Trading Initiative:** Examine the Ethical Trading Initiative (ETI) and summarize **its governance, mission, and strategies**. Synthesizing popular commentary and scholarly perspectives on the Initiative and its effectiveness assess the **domestic and global significance and implications** of ETI's Base Code on the textile industry and clothing market. Apply principles from the ETI Base Code to compose a personal code of ethics to follow in the fashion design industry.

2.3 Ethical Issues: Examine current and emerging ethical **issues related to the fashion design** industry (e.g., fur debate, unethical labor practices, and fashion-inspired body-image disorders). Choose one such issue and develop a claim about its impact on the fashion industry's image.

3. Project Management

3.1 Business Plans: Interpret and apply **basic components of business plans** to design and complete a comprehensive business plan **for a specific fashion line**. Generate formal strategies for marketing, financing, manufacturing, and labor in the context of domestic and global markets.

3.2 Budgets: Create an outline that illustrates the **basic components of project budgets** commonly used in fashion design proposals (e.g., itemized budgets, non-itemized budgets, fixed budgets, and flexible budgets). Implement outline components to generate a comprehensive budget for a potential seasonal fashion line.

3.3 Project Management: Examine how businesses in the fashion design industry conduct project management processes. Compare and contrast **components of project management models** gathered from case studies of major or local designers. Generate a project management template that addresses the objectives required for organizing and producing a fashion show.

4. Capstone Project

4.1 Fashion Design Knowledge: Demonstrate the application of advanced fashion design knowledge and **skills to create a** comprehensive, original **fashion line with at least three pieces**. Incorporate design and fabrication skills, technology applications and market indicators (e.g., trends, forecasting, target markets) to plan, problem-solve, and attain project goals. Project components may include but are not limited to the following:

- a. Utilize computer-aided design software to illustrate project elements.
- b. Create 3-Dimensional models of project elements.
- c. Select and use appropriate materials and methods to fabricate project apparel.
- d. Create a design narrative board using textile samples and fashion sketches.

4.2 Effects of Brand Strategies: Research the effects of **brand strategies on creating product identity** and enhancing sales. Examine print and digital resources to compare brand strategies used in fashion design; develop an original business logo and designer label for the fashion line.

4.3 Promotional Elements: Summarize the main elements of a **promotional mix** and examine **promotional activities specific to the fashion design industry**. Develop and implement a promotional campaign to strategically position and publicize the fashion line. Produce and deliver a technology-enhanced presentation of the promotional plan for the fashion collection that could be translated into a runway fashion show.

5. Career Portfolio

5.1 Portfolio: Compile important **artifacts that represent professional skills and personal style** to create a professional portfolio and accompanying electronic representation. Develop a plan to compile important artifacts that represent professional skills and personal style to create a professional portfolio and accompanying electronic representation. Develop a plan to distribute the electronic portfolio as part of a career job search and/or as admission to a postsecondary design institution.

6. Internship Option**

6.1 Internship: Participate in a work-based learning internship **experience to develop, practice, and demonstrate skills** outlined in the standards above. Internship should follow current Tennessee work-based learning guidelines as appropriate.

6.2 Journal: Create and continually update a personal journal to **document internship activities**. Draw connections between the experience and course content, thoughtfully reflecting on:

- acquired leadership and technical skills,
- problem-solving techniques and decision-making skills,
- team member participation in a learning environment, and
- personal career development.

6.3 Essay: Upon conclusion of the internship, write an informative **essay summarizing the internship** experience and next steps for personal and professional growth. Produce a technology-enhanced class presentation showcasing highlights, challenges, and lessons learned from the internship.

** Although a hands-on experience in work-based learning (WBL) is the most ideal, it is recognized that not all students will be able to be placed in a working establishment. If a student is placed, then the experience would follow the requirements of the state board's WBL Framework and the Department's WBL Policy Guide. For information, visit <https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html>.

Standards Alignment Notes

References to other standards include:

- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.