

Statewide Framework Document for: 190901

Textiles and Apparel

Standards may be added to this document prior to submission but may not be removed from the framework to meet state credit equivalency requirements. Performance assessments may be developed at the local level. In order to earn state approval, performance assessments must be submitted within this framework. **This course is eligible for 1.0 Art Credit.**

The Arts learning standards describe what students should know and be able to do in the arts. The final and approved Arts Learning Standards are now available for use and implementation. The standards include five disciplines: dance, media arts, music, theater, and visual arts.

The standards are arranged under four artistic processes for each discipline: creating, performing/presenting/producing, responding, and connecting. Each standard also contains suggestions and examples of tasks students can perform to demonstrate proficiency.

School District Name		
Course Title: Textiles and Apparel		Total Framework Hours: 180
CIP Code: 190901	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: March 22, 2023
Career Cluster: Arts/AV, Tech and Communications		Cluster Pathway: Visual Arts
<p>Course Summary: Textiles and Apparel focuses on the development of textile products and their distribution and use in terms of the psychological, social, economic, and physical needs of consumers. Includes instruction in the production, distribution, marketing, and end use of various apparel and textile products.</p> <p>Fashion is a billion-dollar industry that shows no signs of slowing down or going away. The industry, which encompasses everything from textile and apparel brands to wholesalers, importers and retailers, employs more than 1.8 million people in the United States. As active stakeholders in the industry, students are drawn to this career field. Fashion Design and Merchandising is a year-long class designed for students who want to explore careers in the fashion industry or related fields.</p> <p>Having skills like budgeting, financial forecasting, marketing and negotiation can make it easier for you to pitch ideas and collections to business partners and convince other people in the industry to invest in your design projects</p>		
Eligible for Equivalent Credit in: Arts		Total Number of Units: 7
<p>Course Resources:</p> <p>National FCS Standards</p> <p>Fashion Industry Information</p> <p>FCS Visual Arts and Design</p>		

Outline:

Unit	Hours
1. Safety in the Textiles Environment/Lab	10
2. Careers in T&A	15
3. Elements and Principles of Design	25
4. Project Runway/Fashion Construction Project/Product Production	80
5. Global Textiles Impact Awareness	20
6. Business of Fashion	10
7. Portfolio- Culminating project	20

Unit 1: Safety in the Classroom	Total Learning Hours for Unit: 10
<p>Unit Summary: The safe use of the sewing equipment is essential to the successful completion of sewing projects. This includes the sewing machine, iron, and other sewing equipment. Basic construction skills, including both hand and machine sewing skills, can be used to create or repair textiles projects.</p>	
<p>Performance Assessments: (Districts to complete for each unit)</p> <p><i>Example assessments for this unit include:</i></p> <ul style="list-style-type: none"> ● Survival Sewing Samples A, B and C (Shirt button, Shank button, 5/8 inch seam, ● Hand Hem stitch, French seam, ¼ inch seam and top stitching) ● Demonstrate safe use of sewing machines, iron and other sewing equipment. ● Safe practices are imperative when sewing. <ul style="list-style-type: none"> ○ Sewing Safety Test ○ Sewing Machine Parts Test ○ Sewing Machine Functions Test ○ Sewing Terms and Tools Test ○ Basic sewing related accident first aid 	
<p>Leadership Alignment: (Districts to complete for each unit)</p> <p><i>Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.</i></p> <p><i>Example:</i></p> <p><u>Activity</u></p> <p>Demonstrate safe use of sewing machines, iron and other sewing equipment.</p> <p><u>21st Century Skills:</u></p> <p>1.A Think Creatively 1.B Work Creatively with Others 2.A Reason Effectively 6.A Apply Technology Effectively 9.A Interact Effectively with Others 10.A Manage Products 12.D Health Literacy</p> <p>Student Outcome: The student demonstrates an ability to work with a variety of technologies, identify or solve problems with equipment, including computers and other technologies. This means that the student understands that they can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.</p>	
<p>Industry Standards and/or Competencies:</p> <p><u>National FCS Standards</u></p>	

16.4: Demonstrate skills needed to produce, alter, or repair textile products and apparel

16.4.1: Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling.

16.4.5 Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel.

16.7: Demonstrate professional operational practices required for business profitability and career success.

16.7.4: Demonstrate procedures for reporting and handling accidents, safety, and security incidents

Aligned Washington State Academic Standards

Arts	<p>Visual Arts</p> <p><u>Anchor Standard 2</u>: Organize and develop artistic ideas and work.</p> <p>(VA:Cr2.2.I) a. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>
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Unit 2: Careers in Textiles and Apparel**Total Learning Hours for Unit: 15**

Unit Summary: Students research and analyze career paths and employment opportunities within the textile and apparel industry. Culminating employment portfolio project introduced to students and required for end of course assessment.

Performance Assessments: (Districts to complete for each unit)

Example assessments for this unit include:

- Research and analyze career paths and employment opportunities within the textile and apparel industry comparing/contrasting two careers using FIDM career quiz, Occupational Outlook Handbook, Xello, or other resources.
- Students choose one career most interesting to them in order to further research training needed, and where they can receive such training and education, as well as delving more deeply into the job requirements. Students share their findings with the class through a presentation utilizing technology.
- Visualize a career in fashion and the influences of designer choices throughout the process of Design to Fiber to Closet to Recycle/Discard. Students research and reflect the global art connection to career, labor, pollution, job locations and understanding reasons of concerns.
 - Example: Effect of yoga pants to the environment; cold climate- outerwear needs; face masks in the global arena; supply chain and mass production issues and concerns.
- Learn and report the importance of a digital or paper portfolio which is a requirement for Unit 7 as an end of course assessment.
- Create a digital or paper portfolio framework to be used throughout the course to collect designer's best work intended to showcase their style or method of work. This portfolio is intended to show employers their versatility by showing different samples of current work.
 - Finished artwork.
 - Examples of sketches or working documents that show your creative process.
 - Examples that show a range of different skills within your area of specialization.
 - Examples of strong observational drawing skills (whatever your medium).

Leadership Alignment: (Districts to complete for each unit)

Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.

Example:

Activity

The student will research and analyze career paths and employment opportunities.

21st Century Skills:

3.A Communicate Clearly

4.A Access and Evaluate Information

6.A Apply Technology Effectively

8.C Be Self-Directed Learners

9.A Interact Effectively with others

Skills learned and used are helpful for FCCLA STAR Event Career Investigation

Industry Standards and/or Competencies:

National FCS Standards

16.1 Analyze career paths within textile apparel and design industries.

16.1.1 Explain the roles and functions of individuals engaged in textiles and apparel careers.

16.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

16.1.3 Summarize education and training requirements and opportunities for career paths in textile and apparel services.

Aligned Washington State Academic Standards

Arts

Visual Arts

Anchor Standard 7: Perceive and analyze artistic work.

(VA:Re7.1.I): a. Hypothesize ways in which art influences perception and understanding of human experiences.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

(VA:Cn11.1.I): a. Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit 3: Elements of Art and Principles of Design**Total Learning Hours for Unit: 25****Unit Summary:**

The elements of art and principles of design are used to create, organize, analyze, and communicate visual imagery. The elements (color, form, line, shape, space, texture, & value) and the principles (balance, contrast, emphasis, harmony, movement, pattern, proportion, repetition, rhythm, unity, and variety) are the basic ingredients or foundation for all artwork, including textile and apparel designs. Students research and discuss the history of fashion looking at the elements of art and principles of design and how it is influenced by culture.

Performance Assessments: (Districts to complete for each unit)

Example assessments for this unit include:

- Daily practice and demonstration of the ability to draw a fashion croquis using 9, 10, 11 heads.
- Demonstrate the understanding of colors using FIDM color wheel activity, including *primary, secondary, and tertiary, complementary and analogous colors*.
- Create a painting swatch sample demonstrating the understanding of hue, tint and shade.
- Apply sketching, painting and color application to present as an entry to the digital or paper portfolio.
- After learning about the elements and principles of design, students apply the skills to create textile design projects.
- Create a fashion project or professional presentation incorporating the principles and elements of design; explain in writing, (design, portfolio, power point, display, etc.).
- Students complete the ARTS CBA the earth club logo to meet the arts equivalency standards.
- Analyze a fashion line. Students select a design line of clothing with a central theme or inspiration. The clothing line may be for any age group or gender. (Star event) Family Consumer Science.
- Sketch/design/paint a single fashion item using the elements and principles of design.
- After learning about the elements and principles of design, students apply these to a thematic textile design project that include 3 scales (small, medium, and large) and 3 fields then present the collection to the class as the "buyers."
- Design and create vinyl designs for t-shirts, mugs, automotive decals, etc.
- Design and create embroidery work (hand and/or computer designed) on various mediums (fabric, photographs, etc.).
- Create an idea book where students practice drawing croquis - pencil or digital (sketch book) collecting ideas, photos, magazines, fabrics.
- Research history of fashion and show the lines between historical eras are fluid. The looks that are quintessential of a decade and how fashion can repeat itself.

Leadership Alignment:

Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.

Example:

Activity

After learning about the elements and principles of design, students apply these to a thematic textile design project that include 3 scales (small, medium, and large) and 3 field sizes (small, medium, and large) then present the collection to the class as the "buyers."

21st Century Skills:

1.A Think Creatively
5.B Create Media Products
8.B Work Independently
3.A Communicate Clearly
10.A Manage Products

Skills learned and used are helpful for FCCLA STAR Event Fashion Design

Industry Standards and/or Competencies:

National FCS Standards

16.3 Demonstrate fashion, apparel, and textile design skills.
16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.
16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.
16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
16.3.5 Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.
16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions
16.7.6 Demonstrate knowledge of the arts, of various resources, and cultural impact upon the textile, apparel, and fashion industries.

Aligned Washington State Academic Standards

Arts

Visual Arts

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

(VA:Cr1.1.I): a. Use multiple approaches to begin creative endeavors.

(VA:Cr1.2.I): a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

Anchor Standard 7: Perceive and analyze artistic work.

(VA:Re7.2.I): a. Analyze how one's understanding of the world is affected by experiencing visual imagery.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

(VA:Cn10.1.I): a. Document the process of developing ideas from early stages to fully elaborated ideas.

Media Arts

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

(MA:Cr1.1.I): a. Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

Anchor Standard 2: Organize and develop artistic ideas and work.

(MA:Cr2.1.I): a. Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

Anchor Standard 3: Refine and complete artistic work.

	<p>(MA:Cr3.1.I): a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.</p> <p>b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.</p>
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Unit 4: Project Runway/Fashion Construction Project/Product Production	Total Learning Hours for Unit: 80
<p>Unit Summary: Use clothing construction and design skills to create a personal project to demonstrate learning of design, silhouette, fabric and trim, incorporating artistic elements, including using art skills, techniques, and stitching patterns to advance from initial designs to end product through sketching, drawing, painting or coloring their initial designs. This is completed before final designs and sewing prototypes to express vision and ideas of a fashion item that appeals to a target audience.</p>	
<p>Performance Assessments: (Districts to complete for each unit)</p> <p><i>Example assessments for this unit include:</i></p> <ul style="list-style-type: none"> • Continue daily sketching using techniques previously learned along with color application. Include sketches in portfolio. • Assessment on measuring required for STEM areas with focus on ¼", ½", ⅝", 1", 36", 1 yard, double, half. • Paper shoe Footwear design (review of ART CBA) • Demonstrate STEM skills of reading a pattern. • Handwork project taught by students to elementary students. • Create a 3D item from a flat supply material (engineering): After learning basic clothing construction skills students apply these skills to personally construct projects. Students include a minimum of 6 items from the STARS Events Fashion Construction Rubric. Students choose projects that reflect their experience sewing, and if they have mastered basic construction skills students complete more advanced projects. They will present their creations to the community via a fashion show, an installment, social media posts, competitions, etc. (May use alternative tools and supplies if sewing machines are not available.) • Students establish criteria and create rubric to evaluate personal and classmate projects and share to class the criteria used. 	
<p>Leadership Alignment: (Districts to complete for each unit)</p> <p><i>Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.</i></p> <p><i>Example:</i></p> <p>Activity</p> <p>Construct a garment.</p> <p>21st Century Skills:</p> <p>1.A Think Creatively 1.B Work Creatively with Others 1.C Implement Innovations 2.A Reason Effectively 2.D Solve Problems 10.A Manage Projects</p> <p>Skills learned and used are helpful for FCCLA STAR Event Fashion Construction</p>	
<p>Industry Standards and/or Competencies:</p> <p>National FCS Standards</p> <p>16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.</p>	

16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.

16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products.

16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.

Aligned Washington State Academic Standards

Arts

Visual Arts

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

(VA:Cr1.1.I): a. Use multiple approaches to begin creative endeavors.

(VA:Cr1.2.I): a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

(VA:Cr1.2.II): a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Anchor Standard 2: Organize and develop artistic ideas and work.

(VA:Cr2.1.II): a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

(VA:Cr2.3.I) a. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Anchor Standard 3: Refine and complete artistic work.

(VA:Cr3.1.I): a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

(VA:Pr6.1.I): a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Anchor Standard 9: Apply criteria to evaluate artistic work.

(VA:Re9.1.I): a. Establish relevant criteria in order to evaluate a work of art or collection of works.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

(VA:Cn10.1.I): a. Document the process of developing ideas from early stages to fully elaborated ideas.

Unit Summary:

Textiles and apparel are produced around the world. Textiles and apparel production can have a significant impact on the environment and the people who produce them. Every purchase made has an effect because on this. Learning about textiles and apparel production allows students to realize how they can impact the world in either a positive or negative way. Students learn how they can positively impact the world by repurposing and redesigning clothing. Students learn about different fabrics, how they are made, and the fibers used to construct them. Students demonstrate the difference between fibers, yarns, and weaves with a 2D or 3D dimensional project of choice (ex: macrame, string/nail art, wool felting, loom weaving, knitting, crocheting, embroidery, quilting.)

Performance Assessments: (Districts to complete for each unit)

Example assessments for this unit include:

- After learning about the global impact of textiles and apparel production, students complete a Recycle/Redesign project following the FCCLA STAR event guidelines and demonstrating at least 6 of the skills from the STAR Event checklist. Students construct a textile project designing, repairing or altering a garment to enhance or improve the appearance of the garment using available resources, technology and equipment while demonstrating production skills and acquired knowledge of fabric. Students share their work with the community at the annual fashion show.
- French vs US laws FIDM activity <https://fidm.edu/en/about/educator-outreach/classroom-activities/french-vs-american-fashion-laws>
- Label laws research presentation
- After learning about the global impact of fashion production, students complete a Recycle/Redesign project following the FCCLA STAR event guidelines and demonstrating at least 6 of the skills from the STAR Event checklist. Students construct a textile project designing, repairing or altering a garment to enhance or improve the appearance of the garment using available resources, technology and equipment while demonstrating production skills and acquired knowledge of fabric.
- Fashion for good research (Tom's shoes, Demarle aprons, Cotopaxi or Swim challenge from Uofl {<https://www.uidaho.edu/cals/news-and-events/features/2022/nike-swim-fcs>}, etc.) and create a poster on Canva or hand drawn/colored.
- Students work cooperatively in a lab setting to compare natural and synthetic fibers for appropriate product application and share their information with the class in a presentation.
- Students demonstrate the difference between fibers, yarns, and weaves with a 2D or 3D dimensional project of choice (ex: macrame, string/nail art, wool felting, loom weaving, knitting, crocheting, embroidery, quilting, etc.)
- FIDM /Textile design for Protective Clothing activity <https://fidm.edu/en/about/educator-outreach/classroom-activities/textile-design-for-protective-clothing>

Leadership Alignment: (Districts to complete for each unit)

Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.

Example:

Activity

"Upcycle" an item: Repurpose (discarded objects or material) in such a way as to create a product of higher quality or value than the original.

21st Century Skills:

- 1.A Think Creatively
- 1.C Implement Innovations
- 2.A Reason Effectively
- 6.A Apply Technology Effectively
- 8.B Work Independently
- 12.A Global Awareness
- 12.E Environmental Literacy

Skills learned and used are helpful for FCCLA STAR Events Recycle Redesign and Environmental Ambassador or FIDM Recycle, Reinvent, Redesign

Industry Standards and/or Competencies:**National FCS Standards**

- 2.2. Analyze the relationship between the global environment and family and consumer resources.
- 2.2.3. Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
- 16.2 Evaluate textiles, fashion, and apparel products and material and their use in diverse settings.
- 16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics.
- 16.2.2 Evaluate performance characteristics of textile fiber and fabrics.
- 16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of textile products.
- 16.3 Demonstrate textiles, fashion, apparel design skills.
- 16.3.5 Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.
- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
- 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
- 16.5.1. Apply marketing strategies for textiles, fashion, and apparel, in the global marketplace.
- 16.5.3 Analyze ethical considerations for merchandising apparel and textile products.
- 16.5.6. Apply research methods, including forecasting techniques, for marketing textiles, fashion, and apparel.

Aligned Washington State Academic Standards**Arts****Visual Arts**

- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
(VA:Cr1.1.I): a. Use multiple approaches to begin creative endeavors.
- Anchor Standard 2: Organize and develop artistic ideas and work.
(VA:Cr2.1.I) a. Engage in making a work of art or design without having a preconceived plan.
(VA:Cr2.2.I) a. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

	<p>(VA:Cr2.3.I) a. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p>(VA:Cr2.3.II) a. Redesign an object, system, place, or design in response to contemporary issues.</p> <p><u>Anchor Standard 3:</u> Refine and complete artistic work.</p> <p>(VA:Cr3.1.I): a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p><u>Anchor Standard 10:</u> Synthesize and relate knowledge and personal experiences to make art.</p> <p>(VA:Cn10.1.I): a. Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p><u>Anchor Standard 11:</u> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>(VA:Cn11.1.I): a. Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>
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Unit 6: Business of Fashion**Total Learning Hours for Unit: 10**

Unit Summary: Apply the elements of art (color, form, line, shape, space, texture, & value) and principles of design (balance, contrast, emphasis, harmony, movement, pattern, proportion, repetition, rhythm, unity, and variety) from Unit 3 to create two-dimensional social media and marketing images to grow their business. Students will learn about adapting their designs to the current market and consumer trends, while maintaining aspects of their own originality and brand as a designer.

Performance Assessments: (Districts to complete for each unit)

Example assessments for this unit include:

- Grand Canyon University "Spirit of Business" Marketing plan and product logo lesson presentation
<https://www.azed.gov/sites/default/files/2021/02/BME-CMT-Spring-2021-PD-Resource.pdf>
- Students complete the ARTS CBA the earth club logo to meet art equivalency standard after doing the same process on a designer label and hang tag with logo
- Each student is responsible for creating two displays – one in a school display case or at a local business, and another smaller display in the classroom. The teacher will provide the materials for the classroom display. Pictures of these displays should be professionally presented in each student's portfolio.
- Create a window display
- Visual merchandising project for a store display
- Marketing a brand through social media- FIDM digital media and marketing activity
- Research entrepreneurs and their projects (chapstick holder, wallets, man bag made of baseball gloves, etc.) then students sketch draft their own.

Leadership Alignment: (Districts to complete for each unit)

Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.

Example:

Activity

ARTS CBA the earth club logo <https://www.k12.wa.us/sites/default/files/public/arts/performanceassessments/visualarts/gradehs-earthclub.pdf>

Design a logo for the Earth Club that will visually communicate the club's mission of encouraging students to be more active in improving the environment. Two versions of the logo are required. The design should include at least two colors (in addition to black and white) and should capture the club's mission.

21st Century Skills:

- 1.A Think Creatively
- 5.B Create Media Products
- 8.A Manage Goals and Time
- 8.B Work Independently

Skills learned and used are helpful for FCCLA STAR Entrepreneurship.

Industry Standards and/or Competencies:**Business Education: Marketing**

VI. The Marketing Plan: Describe the elements, design, and purposes of a marketing plan.

National FCS Standards

16.1: Analyze career paths within textiles, fashion, and apparel industries.

16.1.5: Create an employment portfolio to communicate textiles, fashion, and apparel knowledge and skills.

16.5: Evaluate elements of textiles, fashion, and apparel merchandising.

16.5.1: Apply marketing strategies for textiles, fashion, and apparel in the global marketplace.

16.5.6: Apply research methods, including forecasting techniques, for marketing textiles, fashion, and apparel.

Aligned Washington State Academic Standards

Arts

Visual Arts

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

(VA:Cr1.1.I): a. Use multiple approaches to begin creative endeavors.

(VA:Cr1.2.I): a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

Anchor Standard 7: Perceive and analyze artistic work.

(VA:Re7.2.I): a. Analyze how one's understanding of the world is affected by experiencing visual imagery.

(VA:Re7.2.III): a. Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

(VA:Cn10.1.I): a. Document the process of developing ideas from early stages to fully elaborated ideas.

Media Arts

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

(MA:Cr1.1.I): a. Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

Anchor Standard 2: Organize and develop artistic ideas and work.

(MA:Cr2.1.I): a. Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

Anchor Standard 3: Refine and complete artistic work.

(MA:Cr3.1.I): a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.

b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

Unit 7: Portfolio - culminating project	Total Learning Hours for Unit: 20
<p>Unit Summary: Design and create a portfolio demonstrating their knowledge and skills attained in this course, including an understanding of the elements of art and principles of design, pattern design, surface design, clothing construction and manufacturing, fitting and alteration, and interior fabrication produced throughout the course. The final portfolio will illustrate understanding of the fashion industry with career connections in work-based learning activities.</p>	
<p>Performance Assessments: (Districts to complete for each unit) <i>Example assessments for this unit include:</i></p> <ul style="list-style-type: none"> Create and finalize a portfolio (paper or digital or combination) demonstrating both knowledge and skills in textiles and apparel class. May include, but not limited to resume, cover letter, photographs, sketches, designs, project documentation, career interview, guest speaker notes, field trip reflections, etc. May integrate with High School and Beyond Plan. 	
<p>Leadership Alignment: (Districts to complete for each unit) <i>Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.</i> <i>Example:</i></p> <p>Activity Students will assemble a portfolio that demonstrates both knowledge and skills in textiles and apparel class.</p> <p>21st Century Skills: 1.A Think Creatively 2.A Reason Effectively 3.A Communicate Clearly 3.B Collaborate with Others 8.A Manage Goals and Time 8.B Work Independently 9.A Interact Effectively with Others ss 10.A Manage Products 10.B Produce Results</p> <p>Skills learned and used are helpful for FCCLA STAR event Fashion Design, Career Investigation</p>	
<p>Industry Standards and/or Competencies: National FCS Standards 16.1 Analyze career paths within textile apparel and design industries. 16.1.5 Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in textiles, fashion, and apparel.</p> <p>Skills learned and used are helpful for FCCLA STAR events Fashion Design and/or Fashion Construction, Career Investigation, etc.</p>	

Aligned Washington State Academic Standards	
Arts	<p>Visual Arts</p> <p><u>Anchor Standard 1</u>: Generate and conceptualize artistic ideas and work.</p> <p>(VA:Cr1.1.I): a. Use multiple approaches to begin creative endeavors.</p> <p>(VA:Cr1.2.II): a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p>