

# Fashion 2019

## Study plan

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### Section 1: School statement

<b>School:</b>	Queensland Curriculum and Assessment Authority
<b>Subject code:</b>	6404
<b>Combined class:</b>	No
<b>School contact:</b>	SEO
<b>Phone:</b>	(07) 3864 0375
<b>Email:</b>	seo@qcaa.qld.edu.au

### Section 2: Course and assessment overview

Fashion is a four-unit course of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning.

### QCAA approval

**QCAA officer:**

**Date:**

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
1	<b>Module 1: Merchandising and the fashion market</b> This module explores the fashion industry's merchandising techniques to promote and sell fashion to consumers, and the role of the media in marketing fashion.	15	<ul style="list-style-type: none"> <li>• Merchandising</li> </ul>	<b>Fashion culture</b> <ul style="list-style-type: none"> <li>• C1.1 Fashion history and trends</li> </ul> <b>Fashion design</b> <ul style="list-style-type: none"> <li>• C3.2 Visual literacies</li> </ul>	1	<b>Extended response</b> Respond to fashion merchandising stimulus focusing on the use of social media to market fashion. The stimulus should be visual examples of fashion merchandising in social media. <ul style="list-style-type: none"> <li>• Multimodal response                Supporting evidence: script and other modal evidence (e.g. digital presentation, slideshow)                3.0–5.0 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Analysing and applying</li> <li>• Evaluating and creating</li> </ul>
1	<b>Module 2: Cyclic nature of fashion</b> This module investigates the cultural and historical nature of fashion aesthetics, including how design elements are repeated throughout history with varying textiles, materials and techniques. Students develop skills in garment construction.	40	<ul style="list-style-type: none"> <li>• Fashion in history</li> </ul>	<b>Fashion culture</b> <ul style="list-style-type: none"> <li>• C1.1 Fashion history and trends</li> </ul> <b>Fashion technologies</b> <ul style="list-style-type: none"> <li>• C2.1 Textiles and materials</li> <li>• C2.2 Technical skills</li> </ul> <b>Fashion design</b> <ul style="list-style-type: none"> <li>• C3.1 Design process</li> <li>• C3.2 Visual literacies</li> </ul>	2	<b>Project</b> Create one to three fashion items using a particular historical or cyclic design element. <ul style="list-style-type: none"> <li>• Written component                Design folio: evidence of exploring the design challenge, developing ideas and possible solutions and creating solutions and fashion items.                400–700 words</li> <li>• Product component                Fashion items or accessories with historical design elements visible.                Number of products to be negotiated with the teacher.</li> <li>• Supporting evidence: visual examples (e.g. photographs)                1–3 product/s</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Analysing and applying</li> <li>• Evaluating and creating</li> </ul>

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
2	<p><b>Module 3: Costuming and the school production</b> This module explores costume design for theatre, film or television, and focuses on the role that costuming has in the development of characters within a production. Students develop costume design and construction skills to create costumes for the school production.</p>	55	<ul style="list-style-type: none"> <li>Theatrical design</li> </ul>	<p><b>Fashion culture</b></p> <ul style="list-style-type: none"> <li>C1.1 Fashion history and trends</li> <li>C1.2 Fashion careers</li> </ul> <p><b>Fashion technologies</b></p> <ul style="list-style-type: none"> <li>C2.1 Textiles and materials</li> <li>C2.2 Technical skills</li> </ul> <p><b>Fashion design</b></p> <ul style="list-style-type: none"> <li>C3.1 Design process</li> </ul>	3	<p><b>Project</b> Design costumes to meet a design brief and consider other requirements through consultation with the director of the school production.</p> <ul style="list-style-type: none"> <li>Product component Costume designs for two designated characters (lead actors or ensemble). Supporting evidence: visual examples (e.g. photographs). 1–3 product/s</li> <li>Written component Design folio: evidence of exploring the design challenge, developing ideas and possible solutions, and creating solutions and costume designs. 400–700 words</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Analysing and applying</li> <li>Evaluating and creating</li> </ul>
					4	<p><b>Product</b> Create one to three costumes (either lead actors, or work in a team to produce a set of costumes for the ensemble). Supporting evidence: excerpts of visual diary, photographs of costumes. 1–3 product/s</p>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Analysing and applying</li> <li>Evaluating and creating</li> </ul>
3	<p><b>Module 4: Fashion watch</b> This module investigates fashion designers and/or fashion houses, critiquing the changing aesthetic. Students develop skills to create products using designer/s as inspiration.</p>	40	<ul style="list-style-type: none"> <li>Fashion designers</li> </ul>	<p><b>Fashion culture</b></p> <ul style="list-style-type: none"> <li>C1.1 Fashion history and trends</li> <li>C1.2 Fashion careers</li> </ul> <p><b>Fashion technologies</b></p> <ul style="list-style-type: none"> <li>C2.1 Textiles and materials</li> <li>C2.2 Technical skills</li> </ul> <p><b>Fashion design</b></p> <ul style="list-style-type: none"> <li>C3.1 Design process</li> <li>C3.2 Visual literacies</li> </ul>	5	<p><b>Project</b> Design and construct fashion item/s inspired by a selected designer's changing aesthetic.</p> <ul style="list-style-type: none"> <li>Product component Fashion items, inspired by the selected designer. Number of products to be negotiated with the teacher. Supporting evidence: visual examples (e.g. photographs) 1–4 product/s</li> <li>Written component Design folio: evidence of exploring the design challenge, developing ideas and possible solutions, and creating solutions and fashion items. 500–900 words</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Analysing and applying</li> <li>Evaluating and creating</li> </ul>

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
3	<b>Module 5: Art of adornment</b> This module explores adornment as a basic and fundamental aspect of fashion. Students will develop skills in millinery or accessories to assist in developing a design aesthetic.	15	<ul style="list-style-type: none"> <li>Adornment</li> </ul>	<b>Fashion culture</b> <ul style="list-style-type: none"> <li>C1.1 Fashion history and trends</li> </ul> <b>Fashion technologies</b> <ul style="list-style-type: none"> <li>C2.1 Textiles and materials</li> <li>C2.2 Technical skills</li> </ul> <b>Fashion design</b> <ul style="list-style-type: none"> <li>C3.1 Design process</li> </ul>	6	<b>Product</b> Fashion items that explore different adornment skills. Supporting evidence: excerpts of visual diary, photographs of fashion items. 1–4 product/s	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Analysing and applying</li> <li>Evaluating and creating</li> </ul>
4	<b>Module 6: Slow fashion</b> This module focuses on how sustainable clothing can be socially, economically and environmentally sustainable. It explores how clothing can be ethically manufactured. Students focus on the historical and cultural influences on the sustainable clothing and slow clothing movements, and how these impact on fashion design.	55	<ul style="list-style-type: none"> <li>Sustainable clothing</li> </ul>	<b>Fashion culture</b> <ul style="list-style-type: none"> <li>C1.1 Fashion history and trends</li> <li>C1.2 Fashion careers</li> </ul> <b>Fashion technologies</b> <ul style="list-style-type: none"> <li>C2.1 Textiles and materials</li> <li>C2.2 Technical skills</li> </ul> <b>Fashion design</b> <ul style="list-style-type: none"> <li>C3.1 Design process</li> <li>C3.2 Visual literacies</li> </ul>	7  8	<b>Project</b> Design and create sustainable fashion items that reflect the historical and cultural influences of the sustainable clothing movement. <ul style="list-style-type: none"> <li>Product component Sustainable fashion items using reclaimed textiles/materials. Supporting evidence: visual diary and photographs. 1–4 product/s</li> <li>Multimodal component Presentation of the response. Supporting evidence: script and other modal evidence (e.g. digital presentation, slideshow) 3.0–6.0 minutes</li> </ul> <b>Extended response</b> Write an article for an online fashion magazine, responding to a statement about capsule wardrobes. Stimulus: a field trip to fashion retailers and further stimulus on capsule wardrobes. <ul style="list-style-type: none"> <li>Written response Online fashion magazine article. 600–1000 words</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Analysing and applying</li> <li>Evaluating and creating</li> </ul>

# Fashion 2019

Teacher:

Student name:

Class:

Year:

Unit	Module of work	Assessment Instrument No.	Assessment Instrument	Formative or Summative	Knowing and understanding	Analysing and applying	Evaluating and creating
1	<b>Module one</b> Merchandising and the fashion market	1	Extended response	F			
	<b>Module two</b> Cyclic nature of fashion	2	Project	F			
2	<b>Module three</b> Costuming and the school production	3	Project	F			
		4	Product	F			
Interim Standards							
Interim Result							
3	<b>Module four</b> Fashion watch	5	Project	S			
	<b>Module five</b> Art of adornment	6	Product	S			
4	<b>Module six</b> Slow fashion	7	Project	S			
		8	Extended response	S			
Exit Standards							
Exit Result							