Fashion

STAGE 2 SUGGESTED CLASSROOM ACTIVITIES

**Mathematics**

MA2-9MG - Measures, records, compares and estimates lengths, distances and perimeters in metres, centimetres and millimetres, and measures, compares and records temperatures

**Student Activity:**

Imagine you will be designing a shirt and scarf for yourself. The first things you will need are your body measurements. Determine which measurements you need and write them down. Finally, take and record the measurements in cm's.

MA2-15MG - Manipulates, identifies and sketches two-dimensional shapes, including special quadrilaterals, and describes their features

**Student Activity:**

Trace the shape of your body onto a large sheet of cardboard. Measure and record the lengths of each limb. Now sketch a smaller version of this in your book. Be sure to label the lengths in real cm's. You can use your large cardboard body shape to cut out fabric for clothes. This would be the basis for a 'pattern'.

MA2-17MG - Uses simple maps and grids to represent position and follow routes, including using compass directions

Trace the shape of your body onto a large sheet of cardboard. Measure and record the lengths of each limb. Use 1cm grid paper to transfer and minimise the traced shape. Talk to a friend about the ways you can use the 1cm grid paper to do this. Finally, draw your shape, based on the measurements, onto your grid paper.

**Science**

ST2-5WT - Applies a design process and uses a range of tools, equipment, materials and techniques to produce solutions that address specific design criteria

**Student Activity:**

Use the link below to the online tool and have students design a costume for a superhero. Students will need to consider tools, equipment, materials and techniques that they will need to make a success of this design process.

**Resources:**

http://www.wikihow.com/Create-a-Costume-for-a-Superhero

Mapped to Australian Curriculum and NSW BOSTEC standards as at March 2014
**Creative Arts**

VAS2.2 - Uses forms to suggest the qualities of subject matter
VAS2.3 - Acknowledges that artists make artworks for different reasons and that various interpretations are possible

**Student Activity:**
Use the links below to show students examples of Australian Designers who use Australia as their inspiration for the patterns and art in their clothing.

**Resources:**

**Student Activity:**
Determine what inspires these designers. Imagine you are a ‘fabric designer’. What inspires you? How could you use this in your design? Students draw, paint or sketch their designs using any medium available to them (paint, pencils, textas, crayons, etc). They should try to incorporate a pattern into their work and bright colours just like Jenny Kee and Ken Done. Students share their works of art with their classmates either in a small group or whole class sharing session. Students should explain their inspiration and their reasoning for the colours they have used.

VAS2.4 - Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques

**Student Activity:**
Teacher prints up samples of ‘fabric designs’ and presents one to each student. Students identify the subject matter of each design. Swap these design prints around until each student has studied ten different designs. Conduct a class discussion about the various subject matter and inspiration drawn from each print. Students then research how fabric designs are actually placed onto the fabric. They need to write an information report on this process.

**HSIE**

CUS2.4 - Describes different viewpoints, ways of living, languages and belief systems in a variety of communities

**Student Activity:**
Students pick a country and conduct an investigation into how fashion designers produce clothes and how fabric designers create their fabrics. Try to have a collection of studies from as many countries as possible. Each student then shares their investigation with the class. Discuss the various differences and similarities that students found.
You are going to design a new school uniform for boys and girls at your school!

1. Draw an outline of the body of a boy and a girl below.
2. Use paper (or fabric if you have it) to cut out the shape of a shirt. Cut out little details like buttons or a pattern and glue them onto the shirt (drawing them is also acceptable). Do the same for a skirt or pair of pants.
3. Glue the pants/ skirt and shirt onto the body.
4. Draw a face onto the body and if you want to you can glue some hair on.

<table>
<thead>
<tr>
<th>Your Girl</th>
<th>Your Boy</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

Name

Maped to Australian Curriculum and NSW BOSTEC standards as at March 2014
Fashion

STAGE 3 SUGGESTED CLASSROOM ACTIVITIES

Creative Arts

VAS3.3 - Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks

**Student Activity:**
Do some online research about "teenage art" and find one piece of art that you really like and another piece that simply doesn't appeal to you. Print both pieces of art. What is it about each piece of art that you do and don't find appealing? Take notes. Show the class your two art works and ask them to raise their hand when you hold up their favourite. Do they have the same opinion as you? Why do you think that people have different opinions when it comes to judging art works?

VAS2-2 – Makes artworks for different audiences, assembly materials in a variety of ways.

**Student Activity:**
Students use magazine and newspaper clippings to create an inspiration/ mood board. On a piece of cardboard, sketch an outline of a body. Students should fill this body with pictures of fashion that appeal to them. They may also include inspirational pictures, like birds, flowers, etc. that may inspire them with ‘design’ elements. A mood board is the beginning step for fashion designers!

Mathematics

MA3-9MG - Selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of length

**Student Activity:**
Each student will need a scrap piece of fabric, roughly about 15cm square. Fabric pieces should be cut with many straight edges. Ask students to glue this fabric onto their page. They should write a description of their fabric, paying particular attention to the subject matter or inspiration of the designer. Finally, ask students to label each corner as A, B, C, etc. They will then make as many measurements between as many co-ordinates as they can. Be sure to document these measurements and to convert measurements between cm and mm.

MA3-15MG - Manipulates, classifies and draws two-dimensional shapes, including equilateral, isosceles and scalene triangles, and describes their properties

**Student Activity:**
Students write a description and include a sketch of equilateral, isosceles and scalene triangles. Use these triangles as a basis with which to create a fabric design. Students choose one type of triangle and research some images, eg, search for “isosceles triangle designs” under images on Google. Use any medium to create the designs.

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### Science

**ST3-5WT** - Plans and implements a design process, selecting a range of tools, equipment, materials and techniques to produce solutions that address the design criteria and identified constraints

**Student Activity:**

Play the “Teddy Textile” game once. It is a game designed for younger students. [http://www.agame.com/game/teddy-textile](http://www.agame.com/game/teddy-textile) The second time you play it, write a list of all the design skills it teaches young children. What sort of tools, equipment, materials and techniques are the young students introduced to? Write a description of the game for young children, explaining how they should play it.

**Student Activity:**

Finally, sit with a young child and ask them to play the game.

### HSIE

**CUS3.4** - Examines how cultures change through interactions with other cultures and the environment

**Student Activity:**

As a class, study how fashion has changed over the years, decades and centuries. Create a timeline around the walls of your classroom and ask students to find examples of fashion from specific times in history. This could also be given to students as a project to complete at home, using an exercise / project book.
<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>1920</th>
<th>1840</th>
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</thead>
<tbody>
<tr>
<td>1980</td>
<td></td>
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<td>1960</td>
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<tr>
<td>1940</td>
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Draw samples or provide written details about fashion for these years.

Mapped to Australian Curriculum and NSW BOSTEC standards as at March 2014
Congratulations on completing your studies of Fashion Design from "Enquiring Minds". You are well on your way to becoming a Fashion and Textile Designer.

Signed ____________________ Dated ____________________

Certificate of Achievement
Fashion

STAGE 4 & 5 SUGGESTED CLASSROOM ACTIVITIES

**English**

EN4-2A - Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

**Student Activity:**
Create a poster similar to the Designer’s mood board representing teenagers in the media such as:
- Media pressure on body image through fashion magazines and role models being presented through media attention are not always a good role model such as some sports stars or music stars.
- Persuasive text bringing an issue to the attention of the media from your perspective, for example tweenagers and the way they dress

**History**

HTS-1 - Explains and assesses the historical forces and factors that shaped the modern world and Australia
HTS-2 - Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

**Student Activity:**
Students create a photostory showing the fashion of 1700 compared with today. They then write an extended response or speech about how the Industrial Revolution has influenced the changes in fashion.