

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown High School
Arts & Technology: Visual Arts*

*Fashion Design 1
9th - 12th*

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Course Description and Fundamental Concepts

Fashion Design I CP

A07-25

Grades: 9-12

2.5 Crs/Semester

This introductory course is designed for students with an interest in acquiring the computer technology design skills related to fashion design and fashion illustration. Basic units within the course will cover using computer software to create digital croquis on a proportion (multi-view) figure templates. Designing apparel/garments showing fabric draping and manipulations, garment details, plus creating textile patterns to render a variety of fabrics. Projects will range from creating a collection on a theme to researching costume/fashion history for inspiration.

Fundamental Concepts

- Unit 1: The Basics of Vector Drawing
- Unit 2: Garments and Garment parts “Nine Figures”
- Unit 3: Rendering Fabric and Textiles
- Unit 4: Complex Shapes, Inspired by Flowers
- Unit 5: Color, color schemes and gradients.
- Unit 6: Wedding Party & Garment Details
- Unit 7: Sample Branding and Logos
- Unit 8: Editing Vector Drawn Garments
- Unit 9: Costume Design
- Unit 10: The Process of Critique

[New Jersey Student Learning Standards \(NJSLs\)](#)

Visual Arts Standards (Grade 12)

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Standard #	Standard Description
HS Proficient 1.5.12prof.Cr1	a. Use multiple approaches to begin creative endeavors. b. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
HS Accomplished 1.5.12acc.Cr1	a. Individually or collaboratively formulate new creative problems based on student's existing artwork. b. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
HS Advanced 1.5.12adv.Cr1	a. Visualize and generate art and design that can affect social change. b. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Standard #	Standard Description
HS Proficient 1.5.12prof.Cr2	a. Engage in making a work of art or design without having a preconceived plan. b. Explain how traditional and non- traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. c. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
HS Accomplished 1.5.12acc.Cr2	a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. b. Demonstrate awareness of ethical implications of making and distributing creative work. c. Redesign an object, system, place, or design in response to contemporary issues.
HS Advanced 1.5.12adv.Cr2	a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. b. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. c. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Standard #	Standard Description
HS Proficient 1.5.12prof.Cr3	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.
HS Accomplished 1.5.12acc.Cr3	a. Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
HS Advanced 1.5.12adv.Cr3	a. Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Standard #	Standard Description
HS Proficient 1.5.12prof.Pr4	a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
HS Accomplished 1.5.12acc.Pr4	a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.
HS Advanced 1.5.12adv.Pr4	a. Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Questions: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Standard #	Standard Description
HS Proficient 1.5.12prof.Pr5	a. Analyze and evaluate the reasons and ways an exhibition is presented.
HS Accomplished 1.5.12acc.Pr5	a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
HS Advanced 1.5.12adv.Pr5	a. Investigate, compare, and contrast methods for preserving and protecting art.

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Questions: What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Standard #	Standard Description
HS Proficient 1.5.12prof.Pr6	a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
HS Accomplished 1.5.12acc.Pr6	a. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
HS Advanced 1.5.12adv.Pr6	a. Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

Standard #	Standard Description
HS Proficient 1.5.12prof.Re7	a. Hypothesize ways in which art influences perception and understanding of human experiences. b. Analyze how one's understanding of the world is affected by experiencing visual arts.
HS Accomplished 1.5.12acc.Re7	a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. b. Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
HS Advanced 1.5.12adv.Re7	a. Analyze how responses to art develop over time based on knowledge of and experience with art and life. b. Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

Anchor Standard 8: Interpreting intent and meaning.
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.
Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

Standard #	Standard Description
HS Proficient 1.5.12prof.Re8	a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
HS Accomplished 1.5.12acc.Re8	a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
HS Advanced 1.5.12adv.Re8	a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

Anchor Standards 9: Applying criteria to evaluate products.
Enduring Understanding: People evaluate art based on various criteria.
Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Standard #	Standard Description
HS Proficient 1.5.12prof.Re9	a. Establish relevant criteria in order to evaluate a work of art or collection of works.
HS Accomplished 1.5.12acc.Re9	a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
HS Advanced 1.5.12adv.Re9	a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

Standard #	Standard Description
HS Proficient 1.5.12prof.Cn10	a. Document the process of developing ideas from early stages to fully elaborated ideas.
HS Accomplished 1.5.12acc.Cn10	a. Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.

HS Advanced 1.5.12adv.Cn10	a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
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Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Standard #	Standard Description
HS Proficient 1.5.12prof.Cn11	a. Compare, contrast, and describe why people from different places and times make art. b. Describe why people from different places and times make art about different issues, including climate change.
HS Accomplished 1.5.12acc.Cn11	a. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. b. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
HS Advanced 1.5.12adv.Cn11	a. Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.

[English Companion Standards](#)

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
10	NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3, 9,10	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3,9,10	NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text

3, 9,10	NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
10	NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
3,9, 10	NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
10	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
10	NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9, 10	NJSLSA.R10	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

	NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
10	NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1,2,3,4,5,6,7,8,9,10	Creativity and Innovation: With a growth mindset, failure is an important part of success.	9.4.12.CI.1: <i>Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</i>
1,2,3,4,5,6,7,8,9,10	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: <i>Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</i> 9.4.12.CI.3: <i>Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</i>

1,2,3,4,5,6,7,9,10	<p>Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<p><i>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</i></p> <p><i>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</i></p> <p><i>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</i></p> <p><i>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</i></p>
7,9,10	<p>Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.</p>	<p><i>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</i></p> <p><i>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i></p>
7	<p>Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.</p>	<p><i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i></p> <p><i>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</i></p> <p><i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i></p>
7,10	<p>Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<p><i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i></p>

3,6	<p>Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>	<p><i>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</i></p>
	<p>Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</p>	<p><i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i></p>
3,6	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p><i>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</i></p>
5,6,7,	<p>Information and Media Literacy: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p><i>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</i> <i>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i></p>

7,8,9,10	<p>Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p><i>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</i></p> <p><i>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</i></p>
1,4,8	<p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p><i>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</i></p> <p><i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).</i></p>
	<p>Information and Media Literacy: Accurate information may help in making valuable and ethical choices.</p>	<p><i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).</i></p>
	<p>Information and Media Literacy: Media have embedded values and points of view.</p>	<p><i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).</i></p> <p><i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i></p>
1,2,3,4,5,6,7,8,9,10	<p>Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</p>	<p><i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6).</i></p> <p><i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i></p>

10	Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	<i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</i> <i>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i>
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Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
10	There are strategies to improve one's professional value and marketability.	<i>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</i> <i>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</i> <i>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</i>

7,8,10	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
7	An individual's income and benefit needs and financial plan can change over time.	<p>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>
	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	<p>9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p>

	<p>Understanding income involves an analysis of payroll taxes, deductions and earned benefits.</p>	<p>9.2.12.CAP.15: <i>Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</i></p> <p>9.2.12.CAP.16: <i>Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</i></p> <p>9.2.12.CAP.17: <i>Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</i></p> <p>9.2.12.CAP.18: <i>Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</i></p> <p>9.2.12.CAP.19: <i>Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</i></p> <p>9.2.12.CAP.20: <i>Analyze a Federal and State Income Tax Return.</i></p>
	<p>There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.</p>	<p>9.2.12.CAP.21: <i>Explain low-cost and low-risk ways to start a business.</i></p> <p>9.2.12.CAP.22: <i>Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</i></p> <p>9.2.12.CAP.23: <i>Identify different ways to obtain capital for starting a business</i></p>

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1,2,3,4,5,6,7,8,9,10	Creating	<p><i>Anchor Standard 1: Generating and conceptualizing ideas.</i></p> <p><i>Anchor Standard 2: Organizing and developing ideas.</i></p> <p><i>Anchor Standard 3: Refining and completing products.</i></p>

7,9	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
2,3,4,5,6,7,8,9,10	Performing/ Presenting/ Producing	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
5,7,9,10	Responding	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

Standard 8.2		Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
1,2,3,4,5,6,7,8,9,10	Strand A	The Nature of Technology: Creativity and Innovation: <i>Technology systems impact every aspect of the world in which we live.</i>
	Strand B	Technology and Society: <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>
1,2,3,4,5,6,7,8,9,10	Strand C	Design: <i>The design process is a systematic approach to solving problems.</i>
	Strand D	Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>
	Strand E	Computational Thinking: Programming: <i>Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p>The Basics of Vector Drawing -</p> <ol style="list-style-type: none"> 1. <u>Pen Tool and Selection tools</u>, working with layers 2. “ Trace exercise” 3. “ Three figures in garments ” <p>Garments and Garment parts “Nine Figures”</p> <ol style="list-style-type: none"> 1. <u>Figures-</u> Working with templates-adding Flesh tones, drawing hair on figures 2. <u>Tops</u> - Drawing from center and reflecting and joining to create symmetrical garments parts 3. <u>Sleeves</u> -Five different sleeves designs, one with inside edge showing, one puffy with shadow line(like full skirt) 4. <u>Adding collars</u> to tops, four different styles on four tops 5. <u>Skirts</u>-One full skirt with shadow lines, One pleated skirt, one dress or skirt with high/low hem 6. <u>Pants</u>- Pants with cuffed hem, Jeans with seam lines, waistband,fly and pockets 	<p>September (~19 days) February (~18 days)</p>
<ol style="list-style-type: none"> 1. “<u>Using Pathfinder</u>”- Garment with cut out, garment with color blocking 2. <u>Using “Align”</u> - Buttons in a row 3. <u>Belts and bows</u>-Three belts, one with tied closure, one with buckle and somewhere a bow 4. <u>Shoes</u>- to match garments in color or neutral <p>Rendering Fabric/Textiles</p> <ol style="list-style-type: none"> 1. <u>Woven Fabrics</u>-Creating the building block of simple woven patterns and putting into repeats 2. <u>Research and brainstorm</u> -Cultural Motifs 3. <u>Draw</u> - Culturally inspired simple and multiple parts motifs and putting into repeat. 4. Design Garments inspired by and to use your textile/fabric designs 	<p>October (~19 days) March (~15-20 days)</p>
<p>Complex Shapes, Inspired by Flowers</p> <ol style="list-style-type: none"> 1. <u>Research and brainstorm</u> -Flower shapes and colors 2. <u>Draw</u> - Flower inspired “Garden Party Dresses” on three figures in simple color. <p>Color, color schemes and gradients.</p> <ol style="list-style-type: none"> 1. <u>Color</u>- tools and options, palettes -adding color to Flower Dresses 2. <u>Gradients</u>- radial and linear -adding to flower dresses 3. Placing background images from web(Vector vs Raster)- lowering opacity -to finish “Garden Party Dresses” 	<p>November (~16 days) April (~15-20 days)</p>

<p>Wedding Party & Garment Details</p> <p><u>Common Dress Silhouettes</u></p> <p><u>Drawing Cascades</u>- two ways</p> <p><u>Drawing Ruffles</u> - two ways</p> <p><u>Drawing Ruching</u> - two ways</p> <p><u>Drawing Daping</u></p> <p>Wedding Party looks will have three looks, Bride, Bride’s Maid and either Mother of bride or back view of Bride if different from front view, somewhere between these 3 looks there must be examples of each of four details.</p> <p>Simple branding and Logos</p> <ol style="list-style-type: none"> 1. Altering text, change text to letter shapes 2. Overlapping letters 3. Adding related visual elements to work with type 	<p>December (~15 days)</p> <p>May (~18 days)</p>
<p>Editing Vector Drawn Garments</p> <ol style="list-style-type: none"> 1. Using delete anchor point, add anchor point and change anchor point to alter shape or draw garment 2. Using Direct selection tool to alter single anchor point to edit fit of drawn garment <p>Costume Design</p> <ol style="list-style-type: none"> 1. What is Costume design 2. Researching how “character” informs costume design 3. How production cost effects costume design 4. Designing for Named Production and Character <p>The Process of Critique</p> <ol style="list-style-type: none"> 1. <u>Importance of Art Analysis and Critique</u> 2. <u>Describing</u> - Using Elements of Art 3. <u>Analyze</u> - Using Principles of Design 4. <u>Interpretation</u> 5. <u>Judgment</u> 	<p>January (~18 days)</p> <p>June (~15 days)</p>

[Units Scope and Sequence](#)

Unit 1

The Basics of Vector Drawing

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts- (1.5.12prof.Cr1) (1.5.12prof.Cr2) (1.5.12prof.Re8) (1.5.12prof.Cn10)

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What are the most critical tools in Adobe Illustrator? In regards to Drawing?
- What tools are where in the tool panel, and which are in palettes opened as windows?
- How do I draw clothing to fit the body?
- How do layers work? How do I know which layer I should be working on for what?

Objectives

Students will be able to...

- Draw with a pen tool, both straight and curved lines, create or trace complex organic shapes like clothing to fit the figure's forms.
- Work with layers - keeping figures on one layer, guidelines on another and clothing on 2 or 3 more depending on need.
- Using a pen tool, draw clothing that fits the figure template, and works with seam line guides.

Unit 2

Garments and Garment parts “Nine Figures”

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts- (1.5.12prof.Cr1) (1.5.12prof.Cr2) (1.5.12prof.Re8) (1.5.12prof.Cn10)
NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart
NJSLS - Life Literacies and Key Skills - see chart
NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- How do I draw the different parts of garments in a realistic way to convey my designs ideas?
- What tools in the vector software programs are best for what uses?
- How do I keep from drawing on the wrong layer or mixing up which layer is best for which garment part?

Objectives

Students will be able to...

- Draw garments on nine figures, add flesh tones and hair and shoes to each figure.
- Draw clothing will include nine tops, drawn symmetrically, each with a different hem and neckline four with collars(alldifferent), five with different sleeves.
- Clothing will also include at least two pants, one with cuffed hem, one jeans with seam lines, fly, waistband, and side pockets.
- And skirts- one full showing shadow lines of folds, one high-low hem, and one pleated
- One of nine garments must show color blocking, another a cutout.
- Three belts, one a tied closure, two with a buckles(different looks), and a bow
- One garment must have a row of equal sized buttons in alignment.

Unit 3

Rendering Fabrics and Designing Textile Patterns

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts - (1.5.12prof.Cr1) (1.5.12prof.Cr3) (1.5.12prof.Pr4) (1.5.12prof.Re7) (1.5.12prof.Re8) (1.5.12prof.Re9)

(1.5.12prof.Cn10)

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How does the cultural market of textiles influence the design motifs and or colors used in its textile design?
- Does a designer need to be a part of the culture they are designing for in order to design culturally relevant designs that do not feel exploitive to that culture?
- How does fabric design inspire fashion designers?
- How are the new computer aided fabric printing techniques changing both fabric/textile design and fashion design?

Objectives

Students will be able to...

- How woven and printed fabrics are created, and how the difference between them affects their design.
- How to design a fabric pattern that uses a woven structure.
- How to design for printed fabric patterns and make repeats.
- How to use their textile designs as inspiration for their fashion designs

Unit 4

Complex Shapes, Inspired by Flowers

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts - (1.5.12prof.Cr1) (1.5.12prof.Cr2) (1.5.12prof.Re8) (1.5.12prof.Cn10)

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Where do fashion designs get their inspiration from?
- What is the difference between ‘RTW’, Couture, and Costume garments?
- What do fashion designers mean when they use the term ‘silhouette’?
- How do I create interesting and complex shapes like those found in flower and plant forms?
- What tools in the vector software programs can be used to combine, subtract from and alter shapes?

Objectives

Students will be able to...

- Use the web to research photo images of flowers and plants to use as inspiration.
- Draw complex shapes to create garments silhouettes on figures that mimic those shapes found in flowers and plant life.
- Create a mini collection of original and unique ‘Garden Party Flower Dresses’.
- Explain the difference between ‘RTW’, Couture and Costume and which category their designs falls into and why.

Unit 5

Color, Color Schemes and Gradients.

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts - (1.5.12prof.Cr1) (1.5.12prof.Cr2) (1.5.12prof.Pr4) (1.5.12prof.Re7) (1.5.12prof.Re8) (1.5.12prof.Cn10)

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Why would a designer present their work in more than one colorway?
- What are the most commonly used color schemes in art and design?
- What the significance is color and how it can influence the wearer and viewer of a garment?
- What is the correct color mode for a design's end use?
- How does one use color in an effective way to enhance overall design?
- How are gradients used to create interesting color effects like 'ombre' and color blending?

Objectives

Students will be able to...

- Place background images from web(Vector vs Raster)- lowering opacity -to finish "Garden Party Dresses"
- Identify gradients and use them to create interesting color effects like 'ombre' and color blending?
- Place a Photo as background on an 'Illustrator' drawing
- Identify the difference between 'Vector' and 'Raster' images and files
- Identify the different file types, which program uses which file type, and which file type is best to save your work in depending on its end use

Unit 6

Wedding Party & Garment Details

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts - (1.5.12prof.Cr1) (1.5.12prof.Cr2) (1.5.12prof.Re8) (1.5.12prof.Cn10)

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What are the most common silhouettes for Wedding and Bridesmaid dresses?
- What are this year and season's trends for Wedding and Bridesmaid dresses?
- How do I draw three dimensional fabric manipulations and details like- Cascades, Ruching, Ruffles and Draping?
- How do I create and design Lace, or Transparency?

Objectives

Students will be able to...

- Research Wedding silhouettes and trends.
- Create a Wedding Party of three garment designs on figures, that includes the Bride, Bridesmaid, and either the Mother of the Bride, or the back view of the Bride's dress. Brides look must include a Veil and /or Headpiece.
- Incorporate garment details like Cascades, Ruching, Ruffles and Draping into their designs.

Unit 7

Simple Branding and Logos

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts - (1.5.12prof.Cr1) (1.5.12prof.Cr2) (1.5.12prof.Re8) (1.5.12prof.Cn10)

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How do fashion designs use Logos to brand their collections?
- How do I alter and /or overlap text elements to create bold graphic and readable logos?
- How do I use text and visual elements together to create logo designs?
- How do I convert a font element into a shape element in ‘Illustrator’ so that the specific font does not need to be a part of any computer the file is opened on?

Objectives

Students will be able to...

- Change text/font elements into shape elements that do not need that specific font to be in all computer the file will be viewed on.
- Alter and overlap text/font elements to create bold but readable graphic logos.
- Incorporate Visual elements with text/font elements in their logo designs.
- Design a variety of logos, and invent branding names.

Unit 8

Editing Vector Drawn Garments

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts- (1.5.12prof.Cr1) (1.5.12prof.Cr2) (1.5.12prof.Re8) (1.5.12prof.Cn10)
NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart
NJSLS - Life Literacies and Key Skills - see chart
NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- How do I alter and edit a garment to change its fit or look without deleting and redrawing the whole thing?
- How do I use the options on the pen tool to add anchor points, delete anchor points and change anchor points from straight to curved?
- Which selection tool is used for the whole object or just a piece of the object, and how do I make this work for editing.

Objectives

Students will be able to...

- Change the fit on an already drawn garment.
- Alter, edit and change the whole look of the garment and create new looks without drawing a single new line.
- Manipulate the existing lines and anchor points by using the right selection tool and pen tool options.

Units 9

Costume Design

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts - (1.5.12prof.Cr1) (1.5.12prof.Cr2) (1.5.12prof.Cr3) (1.5.12prof.Pr5) (1.5.12prof.Pr6) (1.5.12prof.Re9) (1.5.12prof.Cn10)

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What is Costume design, and how does it differ from Fashion design?
- How does the character influence the costume design?
- How does the production budget impact costume design?

Objectives

Students will be able to...

- Research a production, and its characters to gage what its costume needs are.
- Design costumes that work in the period and character requirements for a specific production.
- Design two costumes for the same character, with a similar look for both a big budget and a much smaller budget.
- Manipulate the existing lines and anchor points by using the right selection tool and pen tool options.

Units 10

The Process of Critique

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts - (1.5.12prof.Pr4) (1.5.12prof.Pr5) (1.5.12prof.Pr6) (1.5.12prof.Re7) (1.5.12prof.Re8) (1.5.12prof.Re9) (1.5.12prof.Cn11)

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How does looking at a Fashion Design critically help one to understand or value it more?
- How can this process of critique and display be
- used to evaluate other art forms?
- How does using the process of critique help students improve their designing abilities.
- What is the process of critique?

Objectives

Students will be able to...

- Describe Fashion Designs by using the elements of art
- Analyze Fashion Designs by using principles of design
- Interpret artist intent and meaning when examining ceramic works
- Judge the quality of a Fashion Design based on the information observed and collected about the design.

Please contact the Content Supervisor for any questions.