



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

MARKETING SALES AND SERVICE

PATHWAY: Fashion Marketing
COURSE: Advanced Fashion
UNIT 1: Fashion Movement



INTRODUCTION

Annotation:

This unit covers fashion forecasting, the stages of the fashion cycle, and factors that influence length of each stage. Through articles, notes, research, and project based instruction, students will gain an insight into the important role fashion has played over the years and also from where the fashion we have today has come.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: 8-9 50 minute class periods.

Author: Revised by Meghan Hatcher

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

MKT-AFM-1 Students will review the evolution and movement of fashion.

- a. Explain the process of fashion forecasting and the advantages of forecasting to the industry.
- b. Compare the stages of the fashion cycle using current fashion and fashions from the past.
- c. Explain factors that impact the length of each stage within the fashion cycle.

GPS Academic Standards:

ELA12W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA12C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand how to analyze fashion trends and how economic and social factors affect current fashion trends.
- Students will also be able to follow certain styles through the fashion cycle with an understanding of the reasons for moving.

Essential Questions:

- Would you wear what your mom/grandmother wore when they were your age? Why or why not?

Knowledge from this Unit:

- Stages of the Fashion Life Cycle
- Factors affecting Life Cycle
- Process of Fashion Forecasting

Skills from this Unit:

- Student will be able to follow a common American trend through the FLC.
- Student will be able to construct a fashion forecasted item provided the advantages to the fashion industry.



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☒ Unit test
- ☒ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☒ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☒ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☒ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Fashion Cycle QUIZ

Assessment(s) Description/Directions:

Students should identify and label the stages of the fashion cycle as well as include 2 descriptors of each stage. Teacher may also choose to give an example of a historic fashion (little black dress) and have students define its life through the fashion cycle.

Attachments for Assessment(s):

Fashion Cycle Quiz



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
 - MKT-AFM-1 Students will review the evolution and movement of fashion.
 - a. Explain the process of fashion forecasting and the advantages of forecasting to the industry.
 - b. Compare the stages of the fashion cycle using current fashion and fashions from the past.
 - c. Explain factors that impact the length of each stage within the fashion cycle.
 - ELA12W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.
 - ELA12C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.
2. Review Essential Questions.

Would you wear what your mom/grandmother wore when they were your age? Why or why not?
3. Identify and review the unit vocabulary. (this list can be determined by reviewing the power point or concept covered that day and listing the vocabulary in the classroom for students to identify.)

DAY 1

4. Begin class discussion on how the trends that we are currently wearing became trends. Where did these ideas come from? Does someone ultimately decide? Use examples of student outfits to point out color and design as it relates to current trends.
5. Introduce the concept of Fashion Forecasting. Forecast by definition means to predict something. Continue talking about how we get our idea of what is "fashionable." If you have WWD, this is a good opportunity to show some future fashion trends straight from designers.
6. Present AFM_1 Fashion Forecasting PowerPoint and hand out AFM_1 Fashion Forecasting Note guide
7. Have students come up with 5 people, places, or things that define what we consider fashion. Share findings with the class.

DAY 2

8. Fashion Forecasting terminology review.
9. AFM_1 Retail Forecasting PowerPoint and Note Taking Guide.
10. Assign unit project, AFM_1 Fashion Forecasting project and rubric.

DAY 3

11. Project work time.

Good resources:

http://www.fashiontrendsetter.com/content/fashion_trends.html

<http://www.fashiontrendsetter.com/>

video clip on trends:

http://ivillage.feedroom.com/index.jsp?fr_story=50be91b45503d5af28f8491dde874f6a6de3c616&rf=mrss

DAY 4

12. Project work time.

DAY 5

13. Introduce the concept of the Fashion Life Cycle. Relate to the Product Life Cycle for those students who have taken other marketing classes.
14. AFM_1 Fashion Life Cycle PowerPoint and Note Guide.
15. Have students work in group following a historic fashion trend through the stages of the life cycle. Identify historic events that may be attributed that particular trends move across the Fashion Cycle.
16. Have students create a graphic organizer visualizing the step of the trickle up/down/across methods.

DAY 6

17. AFM_1 Fashion Cycle Questions and Answers handout.
18. Review Terms.
19. Unit project completion.

DAY 7

20. Presentations

DAY 8

21. AFM_1 Fashion Cycle QUIZ. Students should identify and label the stages of the fashion cycle as well as list 2 descriptors of each stage.
22. Fashion Cycle Career Qualifications Search. Students may use trade publications, GCIS, or internet to find information on forecasting as a career choice.
23. AFM_1 Fashion Forecasting Career Article.

Attachments for Learning Experiences:

- Fashion Forecasting Career Article
- Fashion Forecasting PowerPoint
- Fashion Forecasting Note guide
- Fashion Forecasting project and rubric
- Fashion Life Cycle PowerPoint and Note Guide
- Fashion Cycle Questions and Answers handout
- Fashion Cycle QUIZ

Notes & Reflections:

At the time you present this lesson, it never hurts to catch up on the current trends in fashion and bring in examples of how these were presented to you and others.



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Fashion Forecasting Project

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Students may work in partners or solo at the teacher's discretion. Resources need to be available for students to conduct their research. These may include internet, trade publication, magazines, or movie clips. Students are given the opportunity to decide the most appropriate form of presentation which may be dependant on the resources they have available. An important point to stress to students is that they are required to not only come up with these trends but, also give an explanation of why they chose their trend based on the research they have conducted. Refer to rubric. Students enjoy watching the presentations.

Attachments for Culminating Performance Task:

- Fashion Forecasting Project
- Fashion Forecasting Project Rubric



UNIT RESOURCES

Web Resources:

http://www.fashiontrendsetter.com/content/fashion_trends.html

<http://www.fashiontrendsetter.com/>

video clip on trends:

http://ivillage.feedroom.com/index.jsp?fr_story=50be91b45503d5af28f8491dde874f6a6de3c616&rf=mrs_s

Attachment(s):

Materials & Equipment:

- Internet Access
- Trade publications
- Microsoft word/power point.

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software
<input checked="" type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input checked="" type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input checked="" type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Graphic Organizer
<input checked="" type="checkbox"/>	Image File(s)
<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker