

# FASHION STUDIES

## SECTION H: LINKAGES/TRANSITIONS

This section of the Guide has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

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## LINKAGES/TRANSITIONS

### LINKAGES

There are many linkages between Fashion Studies and other CTS strands, and between Fashion Studies and other secondary programs. The linkages extend to a variety of post-secondary and career possibilities.

### With Other CTS Strands

Many CTS strands link with Fashion Studies. In the following strands, specific modules may be of interest to Fashion Studies students:

Strand	Module	Linkage Opportunity
Career Transitions	Project modules	<ul style="list-style-type: none"> <li>if a student undertakes an extensive project beyond the expectations of the Fashion Studies module.</li> </ul>
Design	CAD Fundamentals ★ CAD Applications ★ CAD and Modelling Studio ★ Portfolio Presentation ★	<ul style="list-style-type: none"> <li>offer in the context of fashion design</li> </ul>
Enterprise and Innovation	Implementing the Venture ★	<ul style="list-style-type: none"> <li>offer in the context of a fashion show or fashion business</li> </ul>
Management and Marketing	Promotion: Advertising ★ Promotion: Visual Merchandising ★	<ul style="list-style-type: none"> <li>offer in the context of fashion promotion</li> </ul>

★ These modules are included in this section.

The following CTS strands have linkages that are more general in nature:

Strand	Related Themes
Communication Technology	Presentation
Cosmetology Studies	Images and Practices, Special Effects
Design	Design Skills, Processes and Application Technical Drawing Skills
Management and Marketing	Marketing Systems and Strategies

Potential linkages of Fashion Studies with other CTS strands, determined by course emphasis and area of specialization, are identified in this section (see “Fashion Studies: Connections with Other CTS Strands”).

A number of modules from other CTS strands can be combined effectively with modules from the Fashion Studies strand. These “linkage modules” are shown in “Fashion Studies: Extended Scope and Sequence”, and “Fashion Studies: Linkages Within CTS”.

Sample courses in Fashion Studies that involve linkages with other CTS strands are provided in this section (see “Fashion Studies in Junior High”).

In addition, the following modules include an expanded “notes” section which helps teachers include the module in a Fashion Studies course:

- DES1050: CADD–Fundamentals
- DES2030: CADD–Applications
- DES3100: Computer Aided Design and Modelling–Studio
- DES3190: Portfolio Presentation
- EAI2040: Making It Happen
- MAM2020: Promotion: Advertising
- MAM2030: Promotion: Visual Merchandising

### **With Other Secondary Programs**

In order that learning will be significant, relevant and reinforced for all students, it is important to integrate the core and complementary areas with the program. Teacher awareness of content of the different curricula will promote cross-curricular learning and team teaching. As students apply the knowledge and skills learned in one subject to solve a problem in another area, they will generate positive attitudes and confidence to meet the challenges of daily living.

Potential linkages of Fashion Studies with other core and complementary subject areas across the curriculum are identified in this section (see “Fashion Studies: Connections Across the Curriculum,” “Fashion Studies: Math Objective

Match”, and “Fashion Studies: Science Objective Match”).

### **With Practical Arts Courses**

Modules in the Fashion Studies strand replace existing content in the Home Economics (Clothing) courses in junior high, and in the Clothing and Textiles courses in senior high. A detailed correlation of the Fashion Studies strand to these practical arts courses can be found in this section (see “Fashion Studies: Correlations with Practical Arts Courses: Home Economics (Clothing) 7, 8 and 9” and “Fashion Studies: Correlations with Practical Arts Courses: Clothing Textiles 10, 20 and 30”).

## **TRANSITIONS**

### **To the Workplace**

The intermediate and advanced modules are designed to provide students with the knowledge, skills and attitudes that are required in the workplace. Information from the National Occupational Classification (NOC) regarding occupations in fashion-related areas that can be accessed upon completion of high school is provided in this section (see “Fashion Studies: Related Occupations”).

### **To Related Post-secondary Programs**

There is articulation between Fashion and numerous programs offered at the post-secondary level. The intermediate and advanced level modules provide students with some indication as to whether they would be interested in entering one of the fashion-related courses at the college or university level. An outline of post-secondary institutions in Alberta currently offering programs in fashion-related areas is provided in this section (see “Fashion Studies: Summary of Related Post-secondary Programs”).

Opportunities for post-secondary learning in Alberta are outlined in the booklet entitled *It’s About Time: to start thinking about your future*,

(1995, published by Alberta Advanced Education and Career Development Education. (See attached summary.)

*A Directory of Canadian Apparel and Textile Education Programs* is published by the Canadian Apparel Federation (see Section I for address).

### **To Other Government Initiatives**

There is a joint project between the federal government of Canada's Industrial Adjustment Service program and the Fashion Industry Development Institute to determine current and future training needs of the apparel industry, and to develop an action plan for meeting these needs.

### **To Industry Initiatives**

- The manufacturing committee of the Fashion Industry Development Institute (FIDI) has developed a production training program for the industry. The 20-week program involves a combination of classroom training in a facility provided by the Calgary Board of Education and on-site experience provided by manufacturers who were sponsoring students. FIDI administers the program, sets the course content, and is responsible for renting facilities and equipment and for hiring the necessary training personnel. Students successfully completing the course are awarded a certificate by FIDI.
- The Edmonton Garment Initiatives Committee (EGIC) was established to “promote and increase the competitive advantage of the local garment industry.” The membership is representative of various sectors of the garment industry including design, manufacturing, retail and education as well as government agencies.

## **CREDENTIALLING**

Limited opportunities for credentialling are available in the Fashion Studies strand.

# LINKAGES – Fashion Studies: Connections with Other CTS Strands

Fashion Studies Modules	Other CTS Strands																				
	Agriculture	Career Transitions	Communication Technology	Community Health	Construction Technologies	Cosmetology Studies	Design Studies	Electro-Technologies	Energy and Mines	Enterprise and Innovation	Fabrication Studies	Foods	Financial Management	Forestry	Information Processing	Legal Studies	Logistics	Management and Marketing	Mechanics	Tourism Studies	Wildlife
<b>Theme: Production</b>																					
FAS1030: Ready, Set, Sew!																					
FAS1040: Fashion Basics																					
FAS1050: Repair and Recycle																					
FAS1060: Creating Accessories 1																					
FAS1070: Creative Yarns/Textiles																					
FAS2070: Creative Construction																					
FAS2080: Activewear																					
FAS2120: Surface Embellishment																					
FAS2090: Specialty Fabrics 1																					
FAS2100: Sewing for Others																					
FAS2110: Creating Home Decor																					
FAS2160: Creating Accessories 2																					
FAS2150: Upholstery																					
FAS2050: Flat Pattern																					
FAS2060: Pattern Drafting 1																					
FAS3040: Contemporary Tailoring																					
FAS3060: Couture																					
FAS3080: Cultural Fashions																					
FAS3090: Specialty Fabrics 2																					
FAS3030: Pattern Drafting 2																					
<b>Theme: Design</b>																					
FAS2030: CAD Patterns 1																					
FAS2040: Evolution of Fashion																					
FAS2010: Fashion Dynamics																					
FAS2020: Fashion Illustration 1																					
FAS3020: CAD Patterns 2																					
FAS3070: Creators of Fashion																					
FAS3010: Fashion Illustration 2																					
<b>Theme: Merchandising</b>																					
FAS2140: Fashion Merchandising																					
FAS3140: Fashion Retailing																					

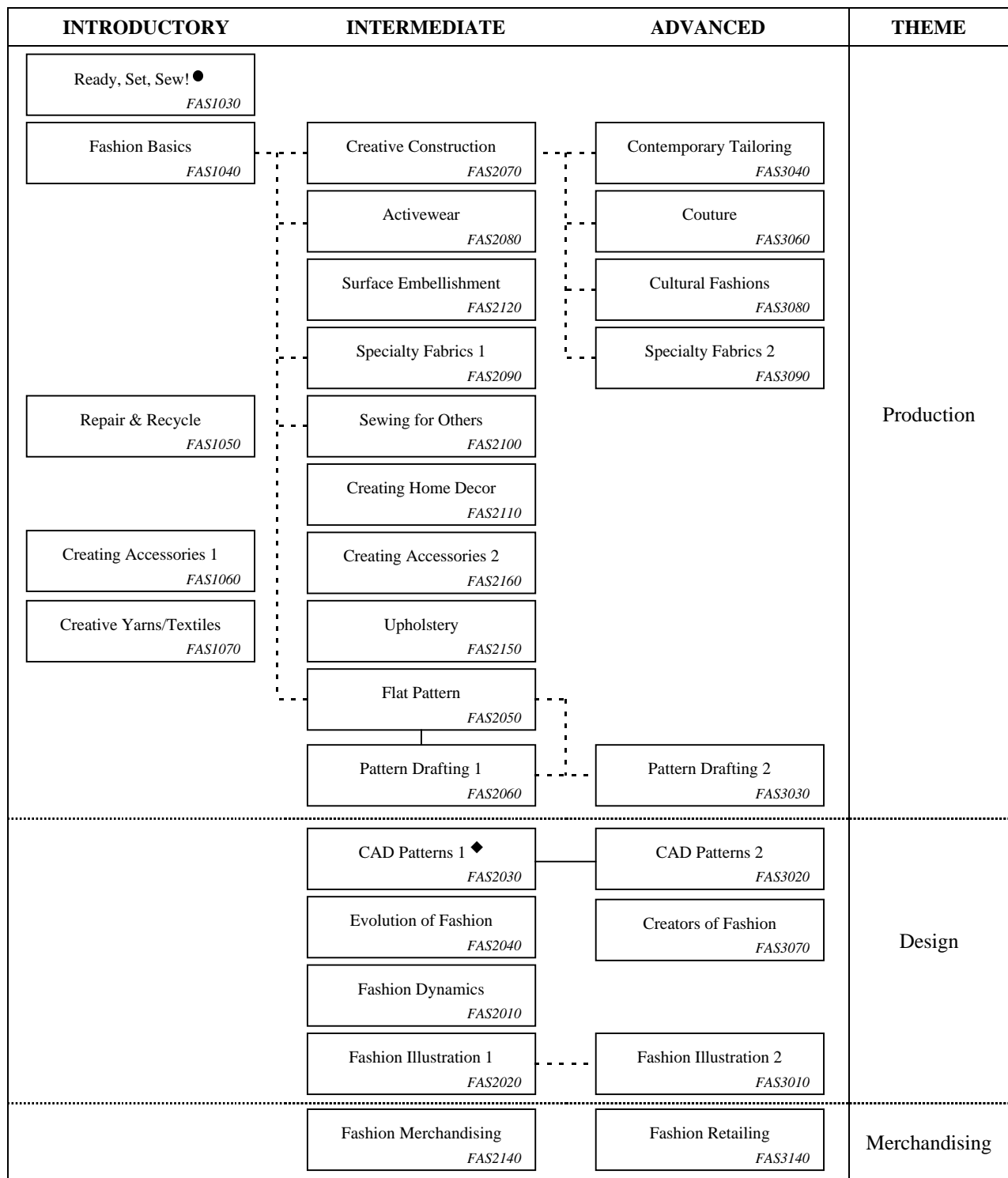
Provides many direct links with competencies in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.



Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.



**LINKAGES: Fashion Studies: Extended Scope and Sequence**



—— Prerequisite

--- Recommended sequence

● Prerequisite to all modules within the Production Theme, with the possible exceptions of FAS1070, FAS2120, FAS2150, FAS2160.

† Module is also offered in Design Studies.

◆ Refer to specific modules for additional prerequisites.

**LINKAGES: Fashion Studies: Linkage Opportunities within CTS**

INTRODUCTORY	INTERMEDIATE	ADVANCED	STRAND
<div data-bbox="209 581 498 640" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Project 1A <i>CTR1110</i> </div>	<div data-bbox="560 581 849 640" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Project 2A <i>CTR2110</i> </div> <div data-bbox="560 657 849 716" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Project 2B <i>CTR2120</i> </div> <div data-bbox="560 732 849 791" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Project 2C <i>CTR2130</i> </div> <div data-bbox="560 808 849 867" style="border: 1px solid black; padding: 5px;">                     Project 2D <i>CTR2140</i> </div>	<div data-bbox="917 581 1206 640" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Project 3A <i>CTR3110</i> </div> <div data-bbox="917 657 1206 716" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Project 3B <i>CTR3120</i> </div> <div data-bbox="917 732 1206 791" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Project 3C <i>CTR3130</i> </div> <div data-bbox="917 808 1206 867" style="border: 1px solid black; padding: 5px;">                     Project 3D <i>CTR3140</i> </div>	<p>Career Transitions</p>
<div data-bbox="209 1188 498 1247" style="border: 1px solid black; padding: 5px;">                     CAD Fundamentals (Computer-aided Design) <i>DES1110</i> </div>	<div data-bbox="560 1188 849 1247" style="border: 1px solid black; padding: 5px;">                     CAD Application (Computer-aided Design) <i>DES2030</i> </div>	<div data-bbox="917 1188 1206 1247" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     CAD Modelling Studio <i>DES3100</i> </div> <div data-bbox="917 1264 1206 1323" style="border: 1px solid black; padding: 5px;">                     Portfolio Presentation <i>DES3190</i> </div>	<p>Design Studies</p>
	<div data-bbox="560 1482 849 1541" style="border: 1px solid black; padding: 5px;">                     Implementing the Venture <i>ENT2040</i> </div>		<p>Enterprise and Innovation</p>
	<div data-bbox="560 1587 849 1646" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Promotion: Visual Merchandising <i>MAM2030</i> </div> <div data-bbox="560 1663 849 1722" style="border: 1px solid black; padding: 5px;">                     Promotion: Advertising <i>MAM2020</i> </div>		<p>Management and Marketing</p>

*Fashion Studies in Junior High*

<b>Course Emphasis</b>	<b>Fashion Studies Modules</b>	<b>Design Studies Modules</b>	<b>Management &amp; Marketing Modules</b>
Production (3 modules)	Ready, Set, Sew! <i>FAS1030</i>		
	Fashion Basics <i>FAS1040</i>		
	Repair & Recycle <i>FAS1050</i>		
Production (4 modules)	Creating Home Decor <i>FAS2110</i>	Sketch Draw & Model <i>DES1010</i>	
	Creative Yarns/ Textiles <i>FAS1070</i>	CAD Fundamentals (Computer-aided Design) <i>DES1050</i>	
			Management & Marketing Basics <i>MAM1010</i>
			Quality Customer Service <i>MAM1020</i>



**LINKAGES – Sample CTS Modules in Fashion Studies Context**

**MODULE DES1050: CAD FUNDAMENTALS (COMPUTER-AIDED DESIGN)**

**Level:** Introductory

**Theme:** Drafting for Design and Technical Drawing Skills

**Prerequisite:** None

**Module Description:** Students develop basic knowledge and skills in computer-aided design (CAD).

**Module Parameters:** Access to a computer with a CAD software package, a printer and/or plotter, and basic sketching and drawing tools and equipment.

**Note:** It is recommended that students have access to instruction from an individual with formal, specialized training in a design discipline, drafting and in CAD.

**Supporting Module:** DES1060 Drafting/Design Fundamentals

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic knowledge and skills required to operate CAD software</li> <li>use CAD to produce and print/plot a multiview drawing and/or pictorial drawing and/or surface development</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>skills examination on CAD software.</li> </ul> <p><i>Assessment Tool</i>  <i>Teacher-designed examination (approximately 20 questions/tasks) specific to designated CAD application</i></p> <p><i>Standard</i>  <i>Performance rating of 1 for each criteria</i></p> <ul style="list-style-type: none"> <li>production of a multiview and/or pictorial drawing and/or surface development.</li> </ul> <p><i>Assessment Tool</i>  <i>Project Assessment: CAD Fundamentals, (DES1050–1)</i></p> <p><i>Standard</i>  <i>Performance rating of 1 for each criteria</i></p>	<p>30</p> <p>60</p>



**LINKAGES – Sample CTS Modules in Fashion Studies Context (continued)**

**MODULE DES1050: CAD FUNDAMENTALS (COMPUTER-AIDED DESIGN) (continued)**

Concept	Specific Learner Expectations	Notes
Skills Development (continued)	<i>The student should:</i>	<p>Teachers will determine the computer and software students will use.</p> <p>An important indication of a student's skill development in this module will be how quickly they can access and use the CAD software to produce assigned drawings. This element of "speed" can be one indicator of capability when the student is assessed.</p>
Applied Problem Solving	<ul style="list-style-type: none"> <li>• select and use CAD tools, methods and functions to produce multiview drawing(s) (minimum three views) from simple three-dimensional objects (e.g., angled wooden blocks, foot stool, chair) or from pictorial drawing(s) (e.g., isometric, oblique, perspective) of these objects and/or pictorial drawings and/or surface developments</li> <li>• demonstrate the use of layers on at least one drawing.</li> </ul>	<p>Applied problem solving in this module centres on the student's ability to select appropriate tools, methods and functions for achieving specific tasks.</p> <p>Suggested briefs:</p> <ul style="list-style-type: none"> <li>• logo design</li> <li>• lingerie bag</li> <li>• disc caddy</li> <li>• locker organizer.</li> </ul>

**LINKAGES – Sample CTS Modules in Fashion Studies Context (continued)**

**MODULE DES1050: CAD FUNDAMENTALS (COMPUTER-AIDED DESIGN) (continued)**

Concept	Specific Learner Expectations	Notes
<p>Presentation, Design Journal and Portfolio</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• print/plot drawings and include them in a design portfolio.</li> </ul>	<p>As this is a skill development module, students may not formally present their work as they would in other modules (e.g., 3-D Design Fundamentals). Students should still be able to describe what they are doing if asked.</p> <p>Design briefs may be followed through into Fashion Production modules.</p> <p>Computer may be used as a tool in completing Fashion Design modules.</p>

**LINKAGES – Sample CTS Modules in Fashion Studies Context (continued)**

**MODULE DES2030: CAD APPLICATIONS (COMPUTER-AIDED DESIGN)**

**Level:** Intermediate

**Theme:** Drafting for Design and Technical Drawing Skills

**Prerequisite:** None

**Module Description:** Students apply their previous learnings, and add knowledge, skills and techniques associated with computer-aided design (CAD) to the context of new design-related tasks.

**Module Parameters:** Access to a computer with a computer-aided design (CAD) software package, a printer and/or plotter, and basic sketching and drawing tools and equipment.

**Note:** It is recommended that students have access to instruction from an individual with formal specialized training in a design discipline, drafting and CAD.

**Supporting Modules:** DES1050 CAD Fundamentals

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• use CAD software to produce and print/plot intermediate level multiview and/or pictorial drawings and/or surface developments</li> <li>• select, organize and present design projects</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• production of a multiview and/or pictorial drawing and/or surface development using teacher-specified CAD software.</li> </ul> <p><i>Assessment Tool</i>  <i>Project Assessment: CAD Applications (DES2030-1)</i></p> <p><i>Standard</i>  <i>Performance rating of 1 for each criteria</i></p> <ul style="list-style-type: none"> <li>• maintenance and presentation of a module-based design portfolio and a design journal. Emphasis will be placed on the accuracy of application of the CAD software to the drawing assignment, and the student's discourse regarding the process(es), tools and functions used in producing his or her drawing.</li> </ul> <p><i>Assessment Tool</i>  <i>Presentations/Reports: Drafting for Design and Technical Drawing Skills (Intermediate) (DESPRE-2B)</i></p> <p><i>Standard</i>  <i>Performance rating of 2 for each criteria</i></p>	<p style="text-align: center;">80</p> <p style="text-align: center;">20</p>

**LINKAGES – Sample CTS Modules in Fashion Studies Context (continued)**

**MODULE DES2030: CAD—APPLICATIONS (COMPUTER-AIDED DESIGN) (continued)**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Skills Development	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify and demonstrate commonly used tools, methods and functions (see CAD Fundamentals) without teacher direction and assistance</li> <li>read and interpret pictorial and other types of sketches for pertinent information</li> <li>use CAD skills to produce layered fully dimensioned multiview drawings and pictorial drawings and/or surface developments</li> <li>print or plot drawings.</li> </ul>	<p>Students completing this module should be fully versed in basic CAD use.</p> <p>Teachers may provide students with experience on other computer software that links to and/or supports CAD.</p>
Applied Problem Solving	<ul style="list-style-type: none"> <li>select and use CAD tools, methods and functions to produce layered multiview drawings and pictorial drawings and/or surface developments based on pictorial sketches or real three-dimensional objects</li> <li>demonstrate the use of layers on at least one drawing.</li> </ul>	<p>As with CAD Fundamentals, applied problem solving in this module centres on the student's ability to select appropriate tools, methods and functions for achieving specific tasks.</p> <p>Suggested briefs:</p> <ul style="list-style-type: none"> <li>personalized skirts, shorts or pants from measurements or through use of computerized slopers.</li> </ul>

**LINKAGES – Sample CTS Modules in Fashion Studies Context (continued)**

**MODULE DES2030: CAD—APPLICATIONS (continued)**

Concept	Specific Learner Expectations	Notes
<p>Presentation, Design Journal and Portfolio</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• print/plot drawings and include them in a portfolio</li> <li>• explain drawings as required (e.g., technique/ application used, purpose of element in the drawing, terminology).</li> </ul>	<p>A critique in this module may emphasize sharing information about CAD rather than solutions to design problems. Specific project activities should concentrate on skill development with a specific CAD package.</p> <p>Design briefs may be followed through into Fashion Production modules.</p> <p>Computer may be used as a tool in completing Fashion Design modules.</p>



**LINKAGES – Sample CTS Modules in Fashion Studies Context (continued)**

**MODULE DES3100: CAD MODELLING STUDIO (COMPUTER-AIDED DESIGN)**

**Level:** Advanced

**Theme:** Drafting for Design and Technical Drawing Skills

**Prerequisite:** None

**Module Description:** Students solve design problems, using advanced computer-aided design (CAD) methods, advanced commands, three-dimensional modelling techniques, rendering, shading and animation techniques.

**Module Parameters:** Access to a computer with a CAD software package capable of generating 3-D images, a compatible animation package and a printer and/or plotter.

**Note:** It is recommended that students have access to instruction from an individual with formal, specialized training in a design discipline, drafting and CAD.

**Supporting Module:** DES2030 CAD Applications

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>use advanced CAD commands and techniques to design working prototypes of solutions to advanced level design problems</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>production of still and/or animated images based on advanced level design brief and using teacher-specified software.</li> </ul> <p><i>Assessment Tool</i>  <i>Project Assessment: CAD Modelling Studio (DES3100–1)</i></p> <p><i>Standard</i>  <i>Performance rating of 2 for each criteria</i></p>	<p>80</p>



**LINKAGES – Sample CTS Modules in Fashion Studies Context (continued)**

**MODULE DES3100: CAD MODELLING STUDIO (COMPUTER-AIDED DESIGN) (continued)**

Concept	Specific Learner Expectations	Notes
Skills Development (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>create a three-dimensional model image and/or working drawings on a computer in response to a problem specified in a project brief, and print work generated.</li> </ul>	Students should be made aware that time is an important factor in using CAD and that they should become faster and more efficient with each project.
Applied Problem Solving	<ul style="list-style-type: none"> <li>apply the personal computer and specified CAD software to resolve problems as outlined in project briefs.</li> </ul>	Students should have had previous experience in CAD and feel confident in using the chosen software independently in this module. They should share CAD techniques, tips and hints to their advantage in the process of solving problems. By allowing sharing to take place, teachers and students will learn and improve their CAD techniques.
Presentation, Design Journal and Portfolio	<ul style="list-style-type: none"> <li>see Specific Learner Expectations for 2-D Design Studio 1</li> <li>maintain and update a portfolio as described in 2-D Design Studio 1. Additions from this module would include all project related material (e.g., sketches, notes, a computer disk containing images produced through CAD and three-dimensional modelling software, hard copies of these images), the design journal, and appropriate supplementary material.</li> </ul>	<p>As with the other CAD modules, students might produce portfolio of their work on a computer disk and support this with selected still images (printed or plotted) and/or a video tape of selected images.</p> <p>Design briefs may be followed through into Fashion Production modules.</p> <p>Computer may be used as a tool in completing Fashion Design modules.</p>



**LINKAGES – Sample CTS Modules in Fashion Studies Context (continued)**

**MODULE DES3190: PORTFOLIO PRESENTATION**

**Level:** Advanced

**Theme:** Business/Issues/History

**Prerequisite:** None

**Module Description:** Students prepare a presentation portfolio for a specific purpose, such as entry into the workplace or a post-secondary institution.

**Module Parameters:** Tools and equipment for mounting, recording and/or displaying design work. Specialized facilities or equipment depend on the approach taken to the module.

**Note:** It is recommended that students have access to instruction from an individual with formal, specialized training in a design discipline.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• prepare a presentation portfolio for the purpose of gaining entry into the workplace and/or a post-secondary educational institution</li> <li>• present the portfolio in an interview setting</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• quality of the portfolio.</li> </ul> <p><i>Assessment Tool</i>  <i>Project Assessment: Portfolio Presentation (DES3190-1)</i></p> <p><i>Standard</i>  <i>Performance rating of 3 for each criteria</i></p> <ul style="list-style-type: none"> <li>• preparation and presentation of a design portfolio and a design journal. Emphasis during the presentation/critique of the module-based portfolio with the teacher and peers will be placed on the scope and presentation quality of the portfolio, and the student’s ability to present his or her portfolio in a professional manner.</li> </ul> <p><i>Assessment Tool</i>  <i>Presentations/Reports Portfolio Presentation (DES3190-2)</i></p> <p><i>Standard</i>  <i>Performance rating of 3 for each criteria</i></p>	<p>70</p> <p>30</p>

**LINKAGES – Sample CTS Modules in Fashion Studies Context (continued)**

**MODULE DES3190: PORTFOLIO PRESENTATION (continued)**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal exploration during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Skills Development</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>describe the purpose of the portfolio being designed.</li> </ul>	<p>It is extremely important for students to be able to present a well-crafted portfolio. The portfolio should exhibit the breadth and depth of the student's capabilities, and indicate his or her academic, personal management and teamwork skills. The portfolio may take several forms and be made up of several parts (e.g., flats of two-dimensional design and photography, photographs or slides of three-dimensional work, video tape, computer disk, or any combination of the above). The student's collection of work retained during his or her studies in design will form the basis for this final presentation portfolio.</p>

**LINKAGES – Sample CTS Modules in Fashion Studies Context** (continued)

**MODULE DES3190: PORTFOLIO PRESENTATION** (continued)

Concept	Specific Learner Expectations	Notes
Applied Problem Solving	<p><i>The student should:</i></p> <ul style="list-style-type: none"><li>• select the most appropriate work for inclusion in the portfolio</li><li>• prepare the selected work for inclusion in the portfolio. This might include remounting and/or reworking some pieces, photographing or videotaping design work</li><li>• write a supporting page introducing the student and providing a listing and short description of the portfolio contents and/or provide a description of the work and rationale for the work through the video medium.</li></ul>	
Presentation, Design Journal and Portfolio	<ul style="list-style-type: none"><li>• see Specific Learner Expectations for 2-D Design Studio 1</li><li>• present completed portfolio to teacher and peers.</li></ul>	See notes from other Studio modules.



**LINKAGES – Sample CTS Modules in Fashion Studies Context (continued)**

**MODULE ENT2040: IMPLEMENTING THE VENTURE**

**Level:** Intermediate  
**Theme:** Making It Happen  
**Prerequisite:** None  
**Module Description:** Students implement and assess a venture.

**Note:** A venture may take the form of a class project; e.g., selling popcorn, or it may recognize student experience in running a small business.

**Module Parameters:** No specialized equipment or facilities.

**Supporting Modules:** ENT1010 Challenge & Opportunity  
 ENT1020 Planning a Venture

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• implement a venture</li> <li>• describe management procedures required to start the venture</li> </ul> <ul style="list-style-type: none"> <li>• demonstrate leadership qualities in implementing the venture</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>logbook record</b> that includes the following:                             <ul style="list-style-type: none"> <li>– implementation timelines</li> <li>– implementation procedures for:                                     <ul style="list-style-type: none"> <li>• managing</li> <li>• marketing</li> <li>• financing</li> <li>• human resource requirements</li> <li>• producing/servicing requirements.</li> </ul> </li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Logbook Record Checklist: Making It Happen, ENT2040–1</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> <li>• <b>reflection record</b> consisting of an examination of his or her personal leadership style and its appropriateness for the venture.</li> </ul> <p><i>Assessment Tool</i>  <i>Reflection Record: Leadership, ENT2040–2</i></p> <p><i>Standard</i>  <i>Supportive evidence is provided for a minimum of five of the nine criteria as outlined</i></p>	<p>20</p>        <p>10</p>

**LINKAGES – Sample CTS Modules in Fashion Studies Context** (continued)

**MODULE ENT2040: IMPLEMENTING THE VENTURE** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate problem solving and decision making at each implementation stage of the venture</li> <li>assess the venture</li> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a <b>written critique and/or oral presentation</b> that describe the problem-solving and decision-making process during the venture planning and implementation stages.</li> </ul> <p><i>Assessment Tool</i>  <i>Problem Solving Assessment for a Venture Plan, ENT2040–3</i></p> <p><i>Standard</i>  <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	60
	<ul style="list-style-type: none"> <li>a <b>set of criteria</b> developed by the student to assess the success (as personally defined) of the venture (plan).</li> </ul> <p><i>Assessment Tool</i>  <i>Criteria Development in Venture Assessment, ENT2040–4</i></p> <p><i>Standard</i>  <i>The venture assessment includes a minimum of five criteria and supporting evidence</i></p>	10
	<ul style="list-style-type: none"> <li><b>observations</b> of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Starting the Venture	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify the start-up requirements for the venture</li> <li>select the form of business ownership for the venture.</li> </ul>	<p>Determine type of fashion show.</p> <p>Not applicable in planning a fashion show.</p>

**LINKAGES – Sample CTS Modules in Fashion Studies Context (continued)**

**MODULE ENT2040: IMPLEMENTING THE VENTURE (continued)**

Concept	Specific Learner Expectations	Notes
Managing the Venture	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe the functions of management</li> <li>• analyze why businesses fail, and illustrate the consequences of poor and/or inadequate planning</li> <li>• explain short- and long-range plans for the venture</li> <li>• explain management models and leadership styles.</li> </ul>	<p>Fashion show planning would include theme, location and timing. Not applicable in planning a fashion show.</p>
Marketing the Venture	<ul style="list-style-type: none"> <li>• devise and implement a market plan considering:               <ul style="list-style-type: none"> <li>– sales and distribution</li> <li>– advertising</li> <li>– pricing.</li> </ul> </li> </ul>	<p>Publicity and advertising for the fashion show, production or venture. Consider links with Management and Marketing module: “Promotion: Print and Broadcast Advertising”.</p>
Financing the Venture	<ul style="list-style-type: none"> <li>• explain the need for and limitations of a budget and its implications in the financial plan of the venture:               <ul style="list-style-type: none"> <li>– income</li> <li>– expenditures:                   <ul style="list-style-type: none"> <li>• production</li> <li>• labour</li> <li>• distribution</li> <li>• marketing</li> </ul> </li> </ul> </li> <li>• design a strategy for measuring, monitoring and controlling results against the plans</li> <li>• prepare a cash flow projection.</li> </ul>	<p>Plan a budget for the fashion show, production or venture.</p>
Human Resources Requirements	<ul style="list-style-type: none"> <li>• identify human resources needs and how these are to be met</li> <li>• identify career ladders for personnel.</li> </ul>	<p>Who will be in charge of each component of the fashion show, production or venture.</p>



**LINKAGES – Sample CTS Modules in Fashion Studies Context (continued)**

**MODULE MAM2020: PROMOTION: ADVERTISING**

**Level:** Intermediate

**Theme:** Marketing Systems and Strategies

**Prerequisite:** None

**Module Description:** Students are introduced to communication channels, delivery strategies and advertising media that can be used to inform potential customers about products and services available in the marketplace.

**Module Parameters:** Access to a cassette player with a microphone and camcorder for broadcast advertising; computer workstation with graphics software is recommended for print advertising.

**Supporting Module:** MAM1010 Management & Marketing Basics

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>describe principles involved in the advertising process and apply these principles to print and broadcast media</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a concept test consisting of questions regarding the principle concepts and terminology in the advertising process including:               <ul style="list-style-type: none"> <li>– definition of advertising and publicity</li> <li>– controversial issues, laws, regulations and ethics in advertising</li> <li>– identification and selection of target markets</li> <li>– objectives of advertising</li> <li>– examples of geographical advertising (local, regional, national, international)</li> <li>– media: advantages and disadvantages of each medium and cost considerations (print and broadcast media).</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Sample Test Items—Marketing Today: A Retail Focus, 2<sup>nd</sup> ed., Teacher’s Resource, Chapter 12 test</i>  <i>Standard</i>  <i>Rating of 60% or higher on concept test</i></p>	<p>10</p>

**LINKAGES – Sample CTS Modules in Fashion Studies Context** (continued)

**MODULE MAM2020: PROMOTION: ADVERTISING** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• investigate and report on basic broadcast media types and concepts</li>   <li>• evaluate advertisements for print, radio and television mediums</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• a presentation or report consisting of a minimum of three of the following:               <ul style="list-style-type: none"> <li>– types of broadcast media</li> <li>– role of Canadian Radio–television and Telecommunications Commission (CRTC)</li> <li>– brief history of both radio and television</li> <li>– types of ownership of both radio and television</li> <li>– local examples of radio stations and television networks and the types of audiences they attract.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Presentations/Reports: Overview of Broadcast Media (MAM2020–4)</i></p> <p><i>Standard</i>  <i>Rating of 2 for each applicable task</i></p> <ul style="list-style-type: none"> <li>• an evaluation of advertisements consisting of a collection of three advertisements for each medium (print, radio and television) which includes:               <ul style="list-style-type: none"> <li>– type of media, target market, objective</li> <li>– effective use of each component or production techniques</li> <li>– how the AIDA concept was used (<b>A</b>ttention, <b>I</b>nterest, <b>D</b>esire, <b>A</b>ction).</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Assessment Task: Evaluation of Print Advertisements (MAM2020–5)</i>  <i>Assessment Task: Evaluation of Radio and Television Commercials (MAM2020–6)</i></p> <p><i>Standard</i>  <i>Three advertisements evaluated for each media, all sections completed</i></p>	<p>10</p>         <p>20</p>



**LINKAGES – Sample CTS Modules in Fashion Studies Context (continued)**

**MODULE MAM2020: PROMOTION: ADVERTISING (continued)**

Concept	Specific Learner Expectations	Notes
<p>The Advertising Process</p> <ul style="list-style-type: none"> <li>• Target Market</li> <li>• Objectives</li> <li>• Geographic Market</li> <li>• Media</li> </ul>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• explain what advertising is and what purpose it serves</li> <li>• differentiate between publicity and advertising</li> <li>• describe the various criticisms, controversies, laws and ethics regarding advertising</li> <li>• provide examples that illustrate a variety of target markets for the following types of advertisements:               <ul style="list-style-type: none"> <li>– consumer products</li> <li>– consumer services</li> <li>– business product</li> <li>– business service</li> <li>– advocacy (institutional) advertising</li> </ul> </li> <li>• describe a variety of objectives marketers use when developing advertising campaigns</li> <li>• provide specific examples of geographical promotional strategies:               <ul style="list-style-type: none"> <li>– local</li> <li>– regional</li> <li>– national</li> <li>– international</li> </ul> </li> <li>• identify and provide examples of various print and broadcast media</li> <li>• describe the advantages and disadvantages of each medium</li> <li>• compare costs in relationship to return on investment (audience versus cost of creating/producing and placing advertisement).</li> </ul>	<p>For extra time in completing this module, use a Career Transitions module.</p> <p>Collect a range of advertisements and publicity notices and establish a portfolio or scrapbook.</p> <p>Gender stereotyping, misleading advertising, and regulations.</p> <p>Who will buy it, when, where? Are features of product or service transformed into customer benefits?</p> <p>For example, attract new customers, inform customers of a new product.</p> <p>For example, small local businesses advertising locally versus large corporations advertising nationally.</p>
<p>Creating a Print Advertisement</p>	<ul style="list-style-type: none"> <li>• explain the steps in planning a print advertisement:               <ul style="list-style-type: none"> <li>– type of print media</li> <li>– state the objective</li> <li>– define the target audience</li> <li>– select the buying motive (use of USP)</li> </ul> </li> </ul>	<p>For example, newspaper, magazine, flyer, direct mail.</p> <p>Unique selling points.</p>

**LINKAGES – Sample CTS Modules in Fashion Studies Context** (continued)

**MODULE MAM2020: PROMOTION: ADVERTISING** (continued)

Concept	Specific Learner Expectations	Notes
<p>Creating a Print Advertisement (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify and analyze each component of a print advertisement:                             <ul style="list-style-type: none"> <li>– borders</li> <li>– headline(s)</li> <li>– illustration or graphic</li> <li>– copy</li> <li>– logo (signature)</li> </ul> </li> <li>• demonstrate the use of effective layout arrangements:                             <ul style="list-style-type: none"> <li>– use of borders</li> <li>– use of white space</li> <li>– use of different fonts</li> <li>– placement of the various components</li> </ul> </li> <li>• present and evaluate own print advertisement.</li> </ul>	<p>Use of AIDA concept: attract attention, create interest, stimulate desire, induce action.</p>
<p>Overview of Broadcast Media</p>	<ul style="list-style-type: none"> <li>• describe the types of broadcast advertising</li> <li>• describe the role of the CRTC</li> <li>• describe the history of both radio and television</li> <li>• explain the types of ownership and programming found in radio and television</li> <li>• identify a variety of radio stations available to the various listeners in the immediate area</li> <li>• describe the types of television stations:                             <ul style="list-style-type: none"> <li>– network-affiliated</li> <li>– network-owned</li> <li>– independent</li> </ul> </li> <li>• describe other means of television advertising such as cablevision, pay-TV, videocassette recordings, satellite, infomercials.</li> </ul>	<p>Radio, television.</p> <p>Not applicable in a fashion studios context.</p>

**LINKAGES – Sample CTS Modules in Fashion Studies Context (continued)**

**MODULE MAM2020: PROMOTION: ADVERTISING (continued)**

Concept	Specific Learner Expectations	Notes
Advertising on Radio	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• analyze radio advertising including:               <ul style="list-style-type: none"> <li>– radio time slots</li> <li>– effectiveness of commercial</li> </ul> </li> <li>• identify and calculate the cost of radio commercials in various time slots</li> <li>• identify elements involved in preparation of a radio commercial</li> <li>• demonstrate the use of radio production techniques when planning and producing a radio commercial</li> <li>• present and evaluate own radio commercial.</li> </ul>	<p>Use of AIDA concept: attract attention, create interest, stimulate desire, induce action.</p> <p>Analyze radio ads: e.g., script types, live versus taped, length, repetition, voices.</p> <p>Students may create advertisements for existing or various types of fashion outlets or a fashion show.</p>
Advertising on Television	<ul style="list-style-type: none"> <li>• analyze television commercials including:               <ul style="list-style-type: none"> <li>– time slots</li> <li>– effectiveness of the commercial</li> </ul> </li> <li>• identify and calculate the costs of television commercials in various time slots</li> <li>• demonstrate the use of television production techniques when planning and producing a television commercial:               <ul style="list-style-type: none"> <li>– storyboard preparation</li> <li>– use of equipment</li> </ul> </li> <li>• present and evaluate own television commercial.</li> </ul>	<p>Use of AIDA concept: attract attention, create interest, stimulate desire, induce action.</p> <p>Camcorder-types and lengths of shots, lighting, production sequence.</p>
Career Exploration	<ul style="list-style-type: none"> <li>• analyze a variety of career opportunities in print and broadcast advertising</li> <li>• identify personal interests, talents and experiences as they relate to careers in print and broadcast advertising.</li> </ul>	<p>Define key terms related to career path/ladders, entry-level positions, mid-management, management positions.</p> <p>Careers in the fashion industry.</p>

**LINKAGES – Sample CTS Modules in Fashion Studies Context (continued)**

**MODULE MAM2030: PROMOTION: VISUAL MERCHANDISING**

**Level:** Intermediate

**Theme:** Marketing Systems and Strategies

**Prerequisite:** None

**Module Description:** Students identify different types of visual merchandising, and describe how to construct attention-getting displays and how to evaluate visual merchandising.

**Module Parameters:** No specialized equipment or facilities.

**Supporting Modules:** MAM1010 Management & Marketing Basics  
MAM2020 Promotion: Advertising

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• identify and explain basic visual merchandising concepts</li>   <li>• create a collection of visual merchandising ideas for a calendar year</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• a visual merchandising manual using a choice of diagrams, pictures and/or video consisting of the following visual merchandising concepts:               <ul style="list-style-type: none"> <li>– objectives and types of visual merchandising</li> <li>– elements, principles and guidelines of visual merchandising.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Assessment Task Checklist: Visual Merchandising Manual (MAM2030-1)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable area</i></p> <ul style="list-style-type: none"> <li>• a yearly visual merchandising planner for a business. Minimum of eight visual merchandising ideas in the planner, which represents a full year’s visual merchandising plan. Ideas should include type of display, theme, merchandise, props, supplies to be used and a sketch showing the elements and principles of design being applied.</li> </ul> <p><i>Assessment Tool</i> <i>Assessment Task: Yearly Visual Merchandising Planner (MAM2030-2)</i></p> <p><i>Standard</i> <i>Rating of 2 in each applicable task area</i></p>	<p>20</p>       <p>20</p>

**LINKAGES – Sample CTS Modules in Fashion Studies Context** (continued)

**MODULE MAM2030: PROMOTION: VISUAL MERCHANDISING** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>design and construct a visual merchandising presentation</li> <li>evaluate various forms of visual merchandising</li> <li>identify personal interests and opportunities as they relate to careers in visual merchandising</li> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>creating an interior and/or exterior visual presentation for a specific organization/business.</li> </ul> <p><i>Assessment Tool</i>  <i>Assessment Guide: Visual Merchandising Presentations (MAM2030–3)</i></p> <p><i>Standard</i>  <i>Rating of 2 in each applicable task</i></p>	40
	<ul style="list-style-type: none"> <li>an evaluation of a minimum of three visual merchandising presentations that demonstrate use of design techniques.</li> </ul> <p><i>Assessment Tool</i>  <i>Assessment Task: Evaluation of Visual Merchandising Presentations (MAM2030–4)</i></p> <p><i>Standard</i>  <i>Three evaluations, all sections completed</i></p>	10
	<ul style="list-style-type: none"> <li>a career profile that includes job descriptions, education/qualification requirements, employment opportunities, advancement potential and salary range.</li> </ul> <p><i>Assessment Tool</i>  <i>Assessment Task: Career Profiles (MAMCARE)</i></p> <p><i>Standard</i>  <i>Three career profiles, all sections completed</i></p>	10
	<ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Visual Merchandising	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>describe what visual merchandising is and provide examples, illustrations and/or pictures of various displays/presentations</li> </ul>	Linkages with Fashion Studies.

**LINKAGES – Sample CTS Modules in Fashion Studies Context (continued)**

**MODULE MAM2030: PROMOTION: VISUAL MERCHANDISING (continued)**

Concept	Specific Learner Expectations	Notes
<ul style="list-style-type: none"> <li>• Objectives</li>   <li>• Types</li>   <li>• Visual Merchandising Ideas</li> </ul>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• explain how displays/visual presentations can influence the customer:               <ul style="list-style-type: none"> <li>– route traffic</li> <li>– catch attention</li> <li>– expand window theme</li> <li>– pleasant store environment</li> <li>– quick product identification</li> <li>– entice entry to store</li> <li>– reinforce store image</li> <li>– support sales presentations</li> </ul> </li>   <li>• describe the different types of visual merchandising presentations and provide examples:               <ul style="list-style-type: none"> <li>– <i>interior</i> (open—gondola, shelving, racks, ledge, platform, etc.; closed—showcases and shadow boxes, architectural or built-up displays)</li> <li>– <i>exterior</i> (closed, semi-closed, open)</li> <li>– <i>season</i> (pre-season, runner, clearance)</li> </ul> </li>   <li>• show how the interior presentations can be coordinated with exterior presentations</li>   <li>• describe how ideas are generated for visual merchandising</li>   <li>• list visual presentation ideas for a variety of events and themes.</li> </ul>	<p>The words <i>display</i> and <i>visual presentation</i> have the same meaning. Retailers use both; in general the term display is being replaced by the term visual presentation.</p> <p>Assess the effectiveness of several retail outlet displays.</p> <p>Holiday themes, events, other displays, brainstorming with others.</p>
<p>Display Design</p> <ul style="list-style-type: none"> <li>• Elements</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe the elements of design as they relate to visual merchandising:               <ul style="list-style-type: none"> <li>– use of lines—vertical, horizontal, curve, diagonal</li> <li>– use of shape—geometric, organic, positive, negative</li> <li>– use of colour—terminology, schemes, moods</li> <li>– background</li> <li>– use of three-dimensional space</li> <li>– use of weight, size and texture</li> </ul> </li> </ul>	<p>Consider links with Design Studies and Communication Technology.</p> <p>Props versus products, foreground versus background.</p>

**LINKAGES – Sample CTS Modules in Fashion Studies Context** (continued)

**MODULE MAM2030: PROMOTION: VISUAL MERCHANDISING** (continued)

Concept	Specific Learner Expectations	Notes
<ul style="list-style-type: none"> <li>• Principles</li> </ul>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify and describe the principles of design as they relate to visual merchandising:               <ul style="list-style-type: none"> <li>– patterns—interface, stairstep, gradation, pyramid, zigzag, repetition, radiation</li> <li>– balance, formal and informal</li> <li>– harmony and contrast</li> <li>– rhythm</li> <li>– proportion</li> <li>– emphasis</li> <li>– unity.</li> </ul> </li> </ul>	
<p>Creating Visual Presentations</p> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Planning and Creating</li> </ul>	<ul style="list-style-type: none"> <li>• apply basic guidelines when creating visual presentations               <ul style="list-style-type: none"> <li>– use the KIS concept (<b>Keep it Simple</b>)</li> <li>– keep the customer’s viewpoint in mind</li> <li>– use lighting to enhance the display</li> <li>– use props to enhance the merchandise and theme</li> </ul> </li> <li>• apply the steps in planning a visual presentation:               <ul style="list-style-type: none"> <li>– identify the objective</li> <li>– select theme, merchandise and location</li> <li>– compute cost of constructing presentation</li> <li>– assemble supplies and materials needed</li> <li>– prepare display area, merchandise and props</li> <li>– construct the visual presentation</li> <li>– maintain a display.</li> </ul> </li> </ul>	<p>Props can be built, bought or borrowed. Use and construct different kinds of props.</p> <p>Clean windows, background and floor; merchandise neat and clean; props in good repair; maintain lighting fixtures.</p>

**LINKAGES – Sample CTS Modules in Fashion Studies Context** (continued)


**MODULE MAM2030: PROMOTION: VISUAL MERCHANDISING** (continued)


Concept	Specific Learner Expectations	Notes
Evaluating Displays	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• evaluate the effectiveness of the visual presentation:               <ul style="list-style-type: none"> <li>– location</li> <li>– design</li> <li>– theme</li> <li>– impact/appeal</li> </ul> </li> <li>• recommend possible changes to the process of creating the presentation and to the display itself.</li> </ul>	
Career Exploration	<ul style="list-style-type: none"> <li>• analyze a variety of career opportunities in visual merchandising</li> <li>• identify personal interest, talents and experiences as they relate to careers in visual merchandising.</li> </ul>	<p>Define key terms related to career path/ladders, entry-level positions, mid-management, management positions.</p> <p>Careers in the fashion industry.</p>



# LINKAGES – Fashion Studies: Connections Across the Curriculum

Fashion Studies Modules	Across the Curriculum																		
	Junior High							Senior High											
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts	Social Sciences	Second Language
<b>Theme: Production</b>																			
FAS1030: Ready, Set, Sew!			■																
FAS1040: Fashion Basics			■																
FAS1050: Repair and Recycle							■		■	■							■	■	
FAS1060: Creating Accessories 1							■										■	■	
FAS1070: Creative Yarns/Textiles				■			■										■	■	
FAS2070: Creative Construction							■										■	■	
FAS2080: Activewear				■															
FAS2120: Surface Embellishment							■										■	■	
FAS2090: Specialty Fabrics 1				■															
FAS2100: Sewing for Others														■					
FAS2110: Creating Home Decor							■										■	■	
FAS2160: Creating Accessories 2							■										■	■	
FAS2150: Upholstery										■									
FAS2050: Flat Pattern										■									
FAS2060: Pattern Drafting 1			■							■									
FAS3040: Contemporary Tailoring																			
FAS3060: Couture																	■	■	
FAS3080: Cultural Fashions		■							■								■	■	■
FAS3090: Specialty Fabrics 2				■															
FAS3030: Pattern Drafting 2			■							■									
<b>Theme: Design</b>																			
FAS2030: CAD Patterns 1			■							■									
FAS2040: Evolution of Fashion		■							■								■	■	■
FAS2010: Fashion Dynamics		■																	
FAS2020: Fashion Illustration 1							■										■	■	
FAS3010: Fashion Illustration 2																	■	■	
FAS3020: CAD Patterns 2			■							■									
FAS3070: Creators of Fashion		■															■	■	■
<b>Theme: Merchandising</b>																			
FAS2140: Fashion Merchandising			■							■							■	■	
FAS3140: Fashion Retailing			■							■							■	■	

Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations. 

Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes. 

## LINKAGES – Fashion Studies: Correlations with Practical Arts Courses\*: Home Economics (Clothing Textiles) 7, 8, 9

THEME CODE:

- A. Production
- B. Design
- C. Merchandising

LEVEL:

- 1. Introductory
- 2. Intermediate
- 3. Advanced

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	B	C	
	Ready, Set, Sew!	Fashion Basics	Repair and Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Activewear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing		
<b>SEWING 1</b>																															
orientation to laboratory	X																														
safe use and care of equipment	X																														
fabric terminology	X		X	X			X																								
hand stitching techniques		X	X																												
simple pattern	X	X		X																											
sewing machine construction, terminology and skills	X	X	X																												
clothing care	X		X				X																								
<b>CLOTHING 1</b>																															
function of clothing																															
fabric terminology (see Sewing 1)		X	X	X																											
pattern terminology and symbols (as found on student's project pattern)		X																													

\* September 1997: All practical arts courses replaced by Career and Technology Studies.

**LINKAGES – Fashion Studies: Correlations with Practical Arts Courses\*: Home Economics (Clothing Textiles) 7, 8, 9 (continued)**

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3			
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	B	B	C				
	Ready, Set, Sew!	Fashion Basics	Repair and Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Activewear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing							
construction terms, skills (required to complete project)	X	X	X	X	X	X																														
applied decoration			X					X																												
clothing care		X	X																																	
<b>Creative Textiles</b>																																				
textile related handworks					X																															
skills practice with a selection of handworks					X																															
<b>SEWING II</b>																																				
review safe use and care of equipment	X	X	X	X	X																															
introduction and/or review of fabric terminology	X	X	X	X																																
fabric construction	X	X																																		
preparation for sewing	X	X		X																																
pattern	X	X																																		

\* September 1997: All practical arts courses replaced by Career and Technology Studies.

**LINKAGES – Fashion Studies: Correlations with Practical Arts Courses\*: Home Economics (Clothing Textiles) 7, 8, 9 (continued)**

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3		
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	B	B	C			
	Ready, Set, Sew!	Fashion Basics	Repair and Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Activewear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing					
construction techniques	X	X	X	X																														
management plan	X	X	X	X	X																													
<b>CLOTHING II</b>																																		
function of clothing																																		
elements of design applicable to clothing design and selection																X	X	X	X															
<b>Sports Gear</b>																																		
qualities of sports gear																																		
<b>*SEWING III</b>																																		
review safe use and care of equipment		X	X	X	X																													
fabric	X	X	X	X																														
advanced skills and techniques (building on skills from Sewing II)		X	X	X	X																													

\* September 1997: All practical arts courses replaced by Career and Technology Studies.

**LINKAGES – Fashion Studies: Correlations with Practical Arts Courses\*: Home Economics (Clothing Textiles) 7, 8, 9 (continued)**

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	B	C			
	Ready, Set, Sew!	Fashion Basics	Repair and Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Activewear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing				
<b><i>Clothing III</i></b>																																	
wardrobe																																	
review of design (see Clothing II)																X	X	X	X														
purchase of clothing	X	X	X																														
<b><i>SPECIAL PURPOSE SEWING</i></b>																																	
qualities of household textiles				X							X																						

\* September 1997: All practical arts courses replaced by Career and Technology Studies.











**LINKAGES – Fashion Studies: Correlations with Practical Arts Courses\*: Clothing Textiles 10, 20, 30 (continued)**

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	B	C
	Ready, Set, Sew	Fashion Basics	Repair & Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Active Wear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing	
<b>Fashion Industry/Careers</b>																														
production and distribution of textiles, consumption patterns of individuals in families																					X									X
career opportunities in the fashion industry, examination of Canadian fashion industries	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
government regulations, merchandising techniques, consumer skills																					X									X
<b>Special Fabrics I</b>																														
special fabric techniques, project construction						X	X		X	X	X										X	X	X	X						
good management principles, evaluation of the project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

\* September 1997: All practical arts courses replaced by Career and Technology Studies.



**LINKAGES – Fashion Studies: Correlations with Practical Arts Courses\*: Clothing Textiles 10, 20, 30 (continued)**

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	B	C	A	A	A	A	A	B	B	B	C
	Ready, Set, Sew	Fashion Basics	Repair & Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Active Wear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing	
<b>Sports Clothing</b>																														
physiological reactions to environmental conditions						X				X																				
functionality of clothing and clothing design						X				X																				
construction and evaluation of a project						X				X																				
<b>CLOTHING AND TEXTILES 30</b>																														
<b>Advanced Construction I</b>																														
advanced construction techniques for tailored garments																					X									
fitting, alterations, shaping																					X	X	X							

\* September 1997: All practical arts courses replaced by Career and Technology Studies.







## TRANSITIONS – *Fashion Studies: Related Occupations*

Information for this chart was obtained from the National Occupational Classification (NOC) descriptions.

### Educational Requirements:

D: High School Education

B: College or Vocational Education

C: Apprenticeship

A: University

Occupational Profile	NOC#	D	C	B	A
Display Designer/Visual Merchandiser	5243	✓		✓	
Dry Cleaning and Laundry Occupations	6681	✓			
Dry Cleaning and Laundry Supervisors	6214	✓			
Fabric, Fun and Leather Cutters	9452	✓			
Fashion Designer	5243	✓		✓	✓
Hide and Pelt Processing Workers	9453	✓			
Image, Social and Other Personal Consultants	6481	✓		✓	
Industrial Engineering and Manufacturing Technologists and Technicians	2233			✓	
Inspectors and Testers, Fabric, Fur and Leather Products Manufacturing	9454	✓			
Ironing, Pressing and Finishing Occupations	9619	✓			
Jewellers, Watch Repairers and Related Occupations	7344	✓		✓	
Labourers in Textile Processing	9616	✓			
Manufacturing Manager	0911	✓		✓	✓
Model	5232	✓			
Other Labourers in Processing, Manufacturing and Utilities	961	✓			
Other Professional Engineers	2148				✓
Patternmakers – Textile, Leather and Fur Products	5245	✓		✓	
Retail and Wholesale Buyers	6233	✓		✓	✓
Retail Salespersons and Sales Clerks	6421	✓			
Retail Trade Manager	6211	✓		✓	✓
Sewing Machine Operator	9451	✓			
Shoe Repairers and Leatherworkers	9498	✓		✓	
Supervisors, Fabric, Fur and Leather Products Manufacturing	9225	✓			
Supervisor, Textile Processing	9216	✓		✓	
Tailors, Dressmakers, Furriers and Milliners	7342	✓			
Textile Dyeing and Finishing Machine Operators	9443	✓			
Textile Fibre and Yarn Preparation Machine Operators	9441	✓			
Textile Inspectors, Graders and Samplers	9444	✓			
Theatre, Fashion, Exhibit and Other Creative Designers	5243			✓	✓
Weavers, Knitters and Other Fabric Making Occupations	9442	✓			

## TRANSITIONS – Fashion Studies: Summary of Post-secondary Programs

	PUBLIC COLLEGES										APPRENTICESHIP TRADE	PRIVATE COLLEGES					TECH. INST.	Banff	UNIVERSITIES			VOCATIONAL COLLEGES					
	Alberta College of Art & Design Fairview College	Grande Prairie Regional College	Grant MacEwan Community College	Keyano College	Lakeland College	Leithbridge Community College	Medicine Hat College	Mount Royal College	Olds College	Red Deer College		Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	Northern Alberta Institute of Technology	Southern Alberta Institute of Technology	Banff Centre	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche
Interior Design/Technology					D			D									D				C						
Art/Art History/Visual Arts (textiles)	D(4y)		CD 2t	D	CD 2t			D2t	2t		D2t		B	V				V			BM	BM	BM				
Textile Conservation and Curatorship																					D						
Theatre Production & Design Arts							D	D		D								V			B						
Fashion Design & Merchandising/ Production/Tailoring							C			CD							C										C
Home Economics (degree program with specialization in Clothing & Textiles)			1t		1t	V	1t	1t		1t		1t	1t	1t							BM		1t				

**CODES:** B Bachelor's Degree D Diploma (2 years) w weeks  
M Master's Degree V Varies m months  
Ph.D. Doctoral Degree 1t One-year transfer y years  
C Certificate (1 year or less) 2t Two-year transfer

\*Information taken from "It's About Time: To Start Thinking About Your Future," Advanced Education and Career Development, 1995.