

SYLLABUSES
FOR
SECONDARY SCHOOLS

SYLLABUS
FOR
FASHION DESIGN
(SECONDARY 1 - 3)

PREPARED BY
THE CURRICULUM DEVELOPMENT COUNCIL
RECOMMENDED FOR USE IN SCHOOLS BY
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PREAMBLE

This syllabus is one of a series prepared for use in secondary schools by the Curriculum Development Council, Hong Kong. The Curriculum Development Council, together with its co-ordinating committees and subject committees, is widely representative of the local educational community, membership including heads of schools and practising teachers from government and non-government schools, lecturers from tertiary institute, officers of the Hong Kong Examinations Authority, as well as those of the Curriculum Development Institute, the Advisory Inspectorate and other divisions of the Education Department. The membership of the Council also includes parents and employers.

This syllabus is recommended for use in Secondary 1 to 3 by the Education Department. Once the syllabus has been implemented, progress will be monitored by the Advisory Inspectorate and the Curriculum Development Institute of the Education Department. This will enable the relevant subject committee of the Curriculum Development Council to review the syllabus from time to time in the light of classroom experiences.

All comments and suggestions on the syllabus may be sent to:

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INTRODUCTION

It is unusual to find Fashion Design Courses in secondary school level. At its entry level in Junior Secondary Form, the curriculum content of this course would be mainly introductory rather than an in depth study of it. Central to the course will be the study of fashion and the way in which materials and methods affect the design potential as well as the skills of fashion making. The way in which social attitudes and previous fashion trends affects the development of fashion design will also be touched. In short the course would be designed with a view to arouse students' interest and enjoyment in studying the course. Hence, the course would be designed to appeal to teenagers and the course activities would mainly be student-centered so that a high level of interest could be maintained and satisfaction gained among students.

Characteristics of the course are as follows:-

- It develops students' sense of cultural and aesthetic appreciation of fashion.
- It gives students the opportunity to experience and participate actively in creative fashion design process in which new ideas can be developed or old ones modified.
- It develops appropriate interpersonal skills and attitudes for working both independently and cooperatively within a group.
- It is a course which will help to facilitate the study of Fashion & Clothing at the Senior Secondary Level.

AIMS AND OBJECTIVES

Aims

The aims of the subject are:

- to introduce to students the basic knowledge of fashion design;
- to develop in students the basic creative and manipulative skills necessary for fashion design and fashion making.

Objectives

On completion of the course, students are expected to be able to:

- demonstrate an understanding of the development of fashion industry;
- demonstrate a basic understanding of fabric materials and their properties in relation to fashion design.
- apply basic fashion design knowledge in various fashion design activities;
- develop simple fashion design drawings with the application of techniques of using drawing tools and IT tools;
- present fashion design ideas in a logical manner with the proper application of visual, verbal, graphical and/or written communication skills;
- demonstrate the basic mastery of pattern construction;
- demonstrate the basic mastery of garment making.

ESTIMATED TIME ALLOCATION

A time allocation of 3 periods (40 minutes each) per week is recommended for teaching this subject in Secondary 1 to 3. Assuming that there are 22 teaching weeks per year throughout the three years of studies, a total of 198 periods will be available. An estimate of the number of periods required for each syllabus topic will be as follows:

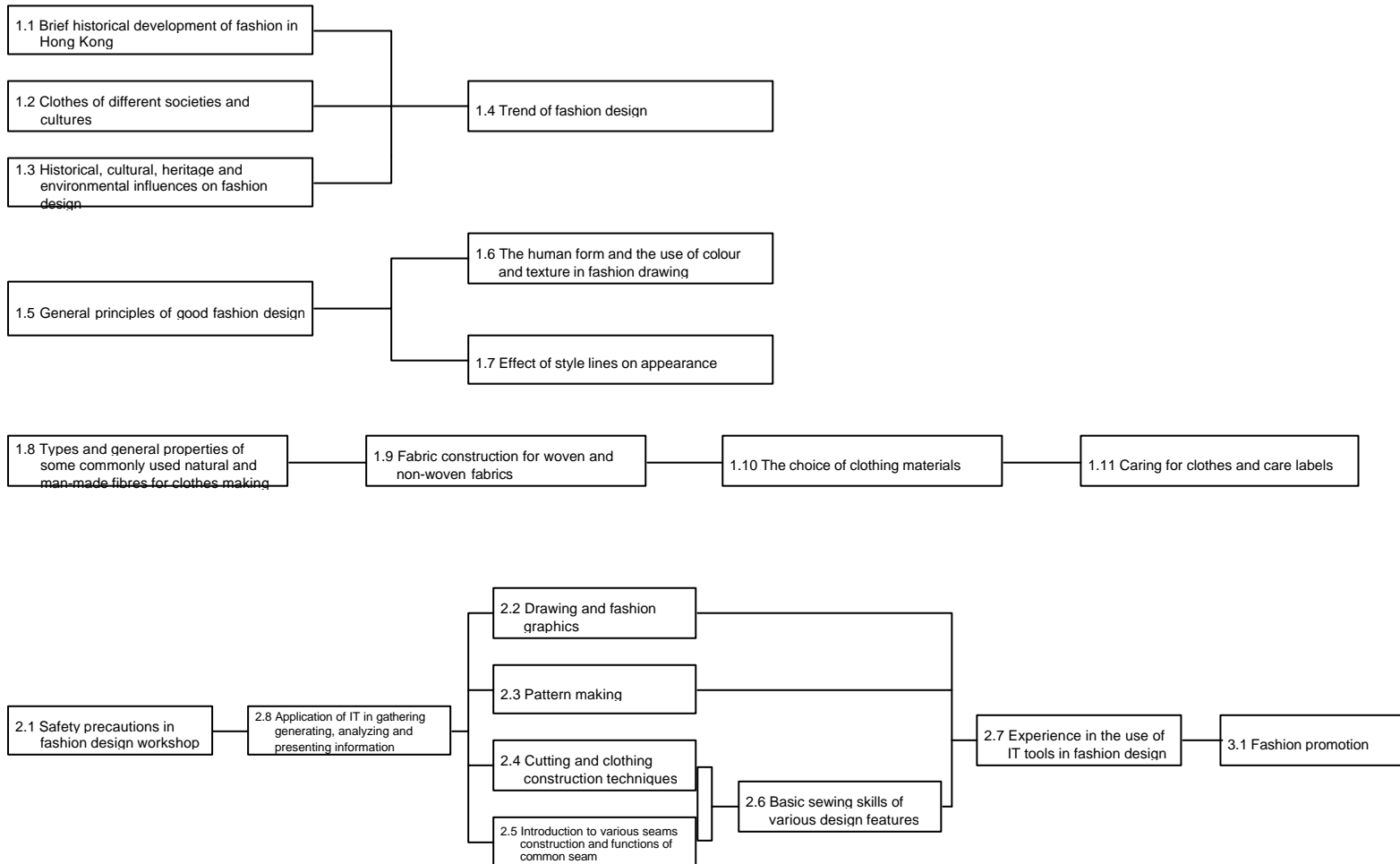
Section	Topics/Contents	Estimated No. of periods
1.1	Brief historical development of fashion in Hong Kong.	3 (1 week)
1.2	Clothes of different societies and cultures.	3 (1 week)
1.3	Historical, cultural, heritage and environmental influences on fashion design	3 (1 week)
1.4	Trends of fashion design	3 (1 week)
1.5	General principles of fashion design	12 (4 weeks)
1.6	The human form and the use of colour and texture in fashion drawing	12 (4 weeks)
1.7	Effect of style lines on appearance	6 (2 weeks)
1.8	Types and general properties of some commonly used natural and man-made fibres for clothes making	6 (2 weeks)
1.9	Fabric construction for woven and non-woven fabrics	3 (1 week)
1.10	The choice of the clothing materials mentioned in paragraph 1.8.1 and 1.8.2 for fashion design	3 (1 week)
1.11	Caring for clothes and care labels	3 (1 week)
		Sub-total for Section 1 57 (19 weeks)

Section	Topics/Contents	Estimated No. of periods
2.1	Safety precautions in fashion design workshop	<p>The topics in Section 2, i.e., “Design Methods, Process and Communication” are mainly learning by doing practical workshop sessions.</p> <p>The time allocated to different learning areas in Section 2 is estimated as follows:-</p> <p>(a) Design sketching: 42 periods (14 weeks)</p> <p>(b) Pattern making: 48 periods (16 weeks)</p> <p>(c) Sewing practice: 48 periods (16 weeks)</p>
2.2	Drawing and fashion graphics	
2.3	General principles of pattern making	
2.4	Cutting and sewing techniques	
2.5	Introduction to the construction and functions of common seam types	
2.6	Basic sewing skills of various design features	
2.7	Experience in the use of IT tools in fashion design	
2.8	Application of IT in gathering, generating, analyzing and presenting information	
		Sub-total for Section 2 138 (46 weeks)
3.1	Fashion promotion	3 (1 week)
		Sub-total for Section 3 3 (1 week)

Total No. periods (weeks):
198 periods
(66 weeks)

The estimated time allocation serves as a rough indication of the depth of treatment and the weight to be placed on the various parts of the syllabus. However, teachers should feel free to vary the time on teaching any part of the syllabus to suit the interest and ability range of their students and their own teaching styles.

SUGGESTED TEACHING SEQUENCE



The Teaching Syllabus

Area of Study	Topics/Contents		Explanatory Notes
1. The nature of fashion design and fashion design considerations	1.1	Brief historical development of fashion in Hong Kong.	1.1.1 A brief description on the historical development of fashion in Hong Kong in the past hundred years.
	1.2	Clothes of different societies and cultures.	1.2.1 A description on how the weather, the time of day, the culture, and the place where people live and work affect the kind of clothes people wear.
	1.3	Historical, cultural, heritage and environmental influences on fashion design.	1.3.1 An account for the historical, cultural, traditional and environmental influence on fashion design.
			1.3.2 The influence of family, friends, community, changing social conditions and age on the type of clothes a person wears.
	1.4	Trends of fashion design.	1.4.1 Sources of information on fashion trends. Searching for designs for various fashionable garment shapes and styles from fashion magazines or web-sites.
	1.5	General principles of fashion design	1.5.1 The application of proportion, unity,

		repetition, a point of interest, economy of design motifs, etc. in fashion design.
1.6	The human form and the use of colour and texture in fashion drawing.	<p>1.6.1 Human figure drawings on a few standard poses in proportion. The proportion of the figures should be reasonably life-like.</p> <p>1.6.2 Figure drawings of different poses and styles.</p> <p>1.6.3 Principle of colour matching for fashion design.</p> <p>1.6.4 The use of colour and texture in fashion drawings.</p>
1.7	Effect of style lines on appearance.	<p>1.7.1 The effects of style lines on appearance, for example:</p> <ul style="list-style-type: none"> • horizontal and vertical lines; • placement of waistline; • shape or silhouette; and • length of skirt, etc.
1.8	Types and general properties of some commonly used natural and man-made fibres for clothes making (Fabric structure is not required).	<p>1.8.1 Natural fibres: cotton, flax, wool and silk.</p> <p>1.8.2 Man-made fibres: acetate, polyester, viscose and rayon.</p>

2. Design methods, process and communication	1.9	Fabric construction for woven and non-woven fabrics	1.9.1	An understanding of the production of simple structured fabrics.
			1.9.2	Introduction to fabrics finishing.
	1.10	The choice of the clothing materials mentioned in paragraph 1.8.1 and 1.8.2 for fashion design	1.10.1	The choice of clothing materials in relation to their properties
	1.11	Caring for clothes and care labels.	1.11.1	The treatment for various stains and fabrics.
				Commonly used textile care symbols.
			1.11.2	
	2.1	Safety precautions in fashion design workshop.	2.1.1	Dress and behaviour, precautions to be observed in workshop environment.
			2.1.2	Material handling. Provision of guards, fencing, screening on machines.
			2.1.3	General electrical safety precautions, grounding of equipment. Avoidance of chemicals in contact with electrical work. Preventing electrical fires. Emergency control of machines and equipment.
	2.2	Drawing and fashion graphics.	2.2.1	Introduction to variety of media for fashion drawings.

		2.2.2	Drawings of the front and the back views of human body in scale with the use of templates.
2.3	General principles of pattern making.	2.3.1	Adaptation of basic skirt (or trouser or simple top) blocks to produce skirts (or trousers or simple tops) of simple styles.
2.4	Cutting and sewing techniques.	2.4.1	Practice on various cutting and sewing techniques for skirts (or trousers or simple tops).
		2.4.2	Operation sequences: the relevance of systematic sewing operation in skirts (or trousers or simple tops) production.
2.5	Introduction to the construction and functions of common seam types.	2.5.1	The construction and functions of some common seam types, for example: (a) plain seam, (b) welt seam, (c) single-turned hem, and (d) edge-stitched seam, etc.
		2.5.2	Practice on sewing of the seam classes mentioned in paragraph 2.8.1.

	2.6	Basic sewing skills of various design features.	2.6.1	Practice on the sewing of various design features.
	2.7	Experience in the use of IT tools in fashion design.	2.7.1	Practice and experience in the use of IT tools in fashion design.
	2.8	Application of IT in gathering, generating, analyzing and presenting information.	2.8.1	Practice and experience in the use of IT tools in gathering, generating, analyzing and presenting information.
3. Introduction to various fashion design related activities	3.1	Fashion promotion	3.1.1	Types of promotion methods.

TEACHING STRATEGY

The syllabus content for Fashion Design (S.1-3) has been prepared to identify the areas of study and the topics together with further elaboration at the explanatory notes. These information would serve as the base from which a programme of study for Secondary 1 to 3 can be developed.

When planning the programme of study, it is important to have a balanced coverage of the practical application of knowledge, understanding, skills and competence when making judgement of the following issues in the programme:

- (i) setting the learning objectives;
- (ii) deciding on teaching topics and content;
- (iii) selecting the teaching approaches and materials;
- (iv) determining the methods of assessment;
- (v) planning for continuous learning.

In response to the emphasis of the Fashion Design syllabus, the programme of study should be designed with the main thrust of the syllabus in mind which is creating a fashion design. The knowledge of fashion development will provide good references for students in formulating design ideas. Students can be kept abreast with the information on the changes of fashion through observation, design criticism, etc. The acquisition of design presentation, pattern making and sewing techniques should be taught in conjunction with design projects. In attempting these projects, workable design decisions can be recognized during the processes of folio preparation and garment construction. The introduction and the use of Information Technology tools should be taken as an alternate method of creating and presenting design, information searching, etc.

To create an effective learning environment, a variety mode of teaching should be identified and adopted. Lectures, demonstrations and project work form the major part of the learning processes. Other learning activities such case studies, visits to exhibitions, trade fairs, design studios, fashion shows, etc. may also be arranged to help to extend students'

knowledge of the fashion industry, their appreciation and visual sensibility towards fashion design.

ASSESSMENT

Assessment of students' work and reporting on students' learning should be planned simultaneously with the programme of study. Assessment should be a continuous process and a systematic approach in carrying out assessment is very important. The general procedures of assessment may be concluded as follows:

- i) set the assessment objectives,
- ii) draw up an assessment plan,
- iii) decide on the assessment activities,
- iv) record, evaluate and report the result.

In selecting the type of assessment for Fashion Design, a formative approach which is designed as an integral part of teaching/learning process may be more appropriate for the learning of Fashion Design. Three main assessment focuses are identified for teachers' reference, which are the end result or product outcome, the procedural learning and the conceptual learning.

Evidence of learning in Fashion Design can be gathered through a variety of ways, e.g. discussion with students, formal and informal observation, performance tasks, tests, folios of design work, etc. Reporting of students' learning should be carried out frequently. The comments conveyed in reporting should be constructive, and suggestions for improvement should always be included.

SUGGESTED REFERENCE BOOK LIST (建議參考書目)

Title (書名)	Author(s) (作者)	Publisher (出版社)	Edition (版次)
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1.