



COURSE OUTLINE

<u>Course Number</u> FAS 110	<u>Course Title</u> Introduction to Fashion Drawing	<u>Credits</u> 3 credits
<u>Hours:</u> <u>lecture/Lab/Other</u> 1 Lecture/ 4 Lab Hrs	<u>Pre-requisite</u> ART 102: Basic Drawing	<u>Implementation</u> <u>sem/year</u> Spring 2012

Catalog description:

FAS 110 **Introduction to Fashion Drawing** **3 credits**
Develops techniques, skills, and knowledge needed to produce fashion drawings that are clear, accurate and realistic. Vocabulary of various clothing styles and accessories are introduced. Course is coordinated with Fashion Design I.

(1 lecture/4 laboratory hours)

Required Text:

- *Illustrating Fashion, 3e* by Steven Stipelman, Fairchild Books, Copyright 2011, ISBN: 978-1-56367-830-1
- Digital files, weblinks Videos, DVDs, CDs, etc as available
- Text(s) on Reserve in College Library

Other learning resources:

- DVD accompanying the textbook gives the author's guidance through each step, students and illustrators of all levels are able to learn at their own pace.
- Art supply lists, tracing methods, fashion face tutorials, and rendering of apparels.

Date:
1/2013

Course Coordinator:
Allegra Ceci, email: cecia@mccc.edu,
Phone: 609-570-3135

Course Competencies/Goals:

The student will be able to:

1. Demonstrate perceptual observational skills.
2. Create fashion illustrations that depict both proportion and volume and a process-oriented construction of a fashion figure.
3. Analyze textiles and their tactile qualities to render them appropriately.
4. Display a varied range of approaches using various mediums and techniques
5. Design and create effective visual compositions in fashion illustration.
6. Evaluate fashion art as a combination of clothing and figure transformed by an expression (personality).
7. Identify core elements of a fashion illustration (composition, form, shape, perspective, value, medium and texture).
8. Analyze fashion apparel construction when illustrating garments.
9. Orally communicate analysis in class discussions and presentations.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail

Unit I Introduction to Fashion Illustration

Learning Objectives

The student will be able to...

- Distinguish that fashion art is the combination of clothing and the figure given an attitude or personality.
(Course Competencies 1,2, & 7; Gen Ed Goals: 1, 4, 5, 6,7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Review how artists develop their styles by showcasing top fashion illustrators and their work.
(Course Competencies 1, 2, 4, & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Identify art supplies and other supplies and equipment necessary for rendering fashion illustrations.
(Course Competencies 3-6; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Understand the value of developing a professional knowledge of textiles.
(Course Competencies 1, 2 & 3; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Learn key fashion terminology.
(Course Competencies 1 & 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Develop a personal line quality in figure rendering style.
(Course Competencies 2-5 & 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice and the work of peers.
(Course Competencies 1,7 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)

Unit II The Fashion Figure

Learning Objectives

The student will be able to...

- Research proportion and the fashion figure by reviewing historical fashion trends from the 1900s to present day.
(Course Competencies 1, 3, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Introduce fashion figure drawing: simple blocking off a basic *croquis* figure based on 10-one inch sections.
(Course Competencies 1, 2, 4, 5, 6, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Analyze the balance line in figure drawing basics to achieve a grounded figure illustration.
(Course Competencies 1, 2, 3 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Learn about gestures and movements of line to suggest an animated pose to figure drawing.
(Course Competencies 1, 2 & 5; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Review cutting and tracing methods as well as fashion face and body part rendering when shaping a fashion figure.
(Course Competencies 1, 2, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice and the work of peers.
(Course Competencies 1, 7 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)

Unit III The Fashion Details

Learning Objectives

The student will be able to...

- Learn about rendering fashion silhouettes, necklines, collars, sleeves and shirts for all types of apparel on a fashion figure.
(Course Competencies 1, 2, 3, 4 & 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Review the history of skirts from hemlines to silhouettes.
(Course Competencies 1, 3 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Analyze characteristics of tailored garments.
(Course Competencies 1, 3, 6, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Examine various techniques to add to an illustration when accessorizing the figure.
(Course Competencies 1-8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Review past fashion accessories trends; hat styles, jewelry, scarves, shawls, gloves, hand bags, and shoes and boots.
(Course Competencies 1, 3 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Investigate fashion categories by creating a fashion board using categories such as classic, high fashion, clean and pure, ethnic, over the top, retro, eccentric, and combinations.
(Course Competencies 1, 2, 4, 5 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice and the work of peers.
(Course Competencies 1, 7 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)

Unit IV Rendering Apparel

Learning Objectives

The student will be able to...

- Identify the differences of fashion garments and their tactile qualities for rendering.
(Course Competencies 1, 3, 6, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Render a complete range of garment apparel on a fashion figure.
(Course Competencies 1–5, & 7; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Demonstrate an understanding through drawing a range of apparels and accessories.
(Course Competencies 1, 2, 4, 5, 6, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Analyze fashion details through fashion silhouettes and fashion styles from late 1800s to present day.
(Course Competencies 1, 3, 6, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Discover why neckline styles facilitate face framing in fashion drawing.
(Course Competencies 1, 2, 4, 5, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Exhibit an array of blouses, shirts and tops through an examination of sleeves and bodices.
(Course Competencies 2, 5, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Review the history of skirts, hemlines and silhouettes.
(Course Competencies 1, 3 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice and the work of peers.
(Course Competencies 1, 7 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)

Unit V The Extras

Learning Objectives

The student will be able to...

- Utilize current fashion trends and create a modern runway figure to show a garment in motion.
(Course Competencies 1, 2, 5, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Recognize the importance of menswear and its influence on women's clothes since the 1930s.
(Course Competencies 1, 3, 6, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Evaluate the process of drawing the male fashion figure with muscular emphasis using the 10-head method.
(Course Competencies 1, 3, 6, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Experiment with various models: women, men and children to render various fashion poses.
(Course Competencies 1, 2, 4, 5, 6, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Design a range of children's wear clothing.
(Course Competencies 1, 2, 4 & 5; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Analyze the process of drawing fashion flats without a fashion figure.
(Course Competencies 1, 3, 6, 7 & 8; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice and the work of peers.
(Course Competencies 1, 7 & 9; Gen Ed Goals: 1, 4, 5, 6, 7, 8 & 9; Core Skills: A,B,C,D,E,F&G)

Evaluation of student learning:

Evaluation/Final Course Grades

The final course grade is based on project outcomes, exercises, test scores, adherence to project due dates, and attendance. Assignments and quizzes are based upon the following considerations: This course will have multiple tests and quizzes covering information from the text, current events discussed in class, videos, homework, and handouts distributed within the course.

The grade of "A" will be earned by students who demonstrate mastery of the essential elements of the material presented, as well as demonstrating excellence in aesthetics and originality in completing course objectives with at least 90% accuracy.

The grade of "B" will be earned by students who demonstrate more than adequate mastery of the essential elements of the material presented and acceptable knowledge of the course content. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 80% accuracy.

The grade of "C" will be earned by students who demonstrate adequate mastery of the essential elements of the material presented. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 70% accuracy.

The grade of "D" is undesirable, but indicates a minimum passing of the course requirements. All of the course objectives must be fulfilled with at least 60% accuracy.

The grade of "F" will be earned by students who do not demonstrate achievement.

Evaluation/Final Course Grades:

The final course grade is based on term paper, presentations, classroom exercises, test scores, as well as adherence to schedule dates, lectures and participation with class discussions and analysis. Final course grades are based on the following:

Grade Breakdown**Percent Overall Grade**

5 Projects based on each Unit	60%
Case Study Report & Presentation	25%
Homework & Quizzes based on each Unit	15%

Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student Handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).

Special Needs Accommodations:

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 on the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. Mrs. Stinson's office is LB217. She can also be reached by telephone at (609) 570-3525.