Fashion Design, an *individual or team event*, recognizes participants who apply fashion design skills learned in Family and Consumer Sciences courses to design and market clothing styles. Participants will develop a clothing label, research the intended *audience*, design the label's first 4-piece collection, and construct one (1) collection sample using an original flat pattern designed by the participant(s). Students will exhibit knowledge of all the aspects that surround design, including design basics, fabric choice, and pricing. For competition, participants must prepare a *portfolio*, **sample garment**, and an **oral presentation**.

NEW JERSEY LEARNING STANDARDS

RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec.
7.G.A.2	Draw (with technology, with ruler and protractor as well as freehand) geometric shapes with given conditions.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.8.CAP.9:	Analyze how a variety of activities related to career impacts postsecondary options.
9.2.8.CAP.12:	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.16:	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short-and long-term effects to determine the most plausible option.

9.4.8.CT.4   Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.12.CT.1   Identify problem solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2   Explain the potential benefits of collaborating to enhance critical thinking.

9.4.12.CT.4   Participate in online strategies and planning sessions for course-based, school-based, or another project and determined strategies that contribute to effective outcomes.

9.4.12.DC.1   Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.8.IML.3   Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.

9.4.8.IML.7   Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.8.IML.12   Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13   Identify the impact of the creator on the content production, and delivery of information.

9.4.8.TL.5   Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

9.4.8.GCA.1   Model how to navigate cultural difference with sensitivity and respect.

9.4.8.GCA.2   Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

MATHEMATICAL PRACTICES
1.   Make sense of problems and persevere in solving them.
2.   Reason abstractly and quantitatively.
3.   Construct viable arguments and critique the reasoning of others.
4.   Model with mathematics.
5.   Use appropriate tools strategically.
6.   Attend to precision.
7.   Look for and make use of structure.
8.   Look for and express regularity in repeated reasoning

CAREER READY PRACTICES
✓   Act as a responsible and contributing citizen and employee.
✓   Apply appropriate academic and technical skills.
✓   Communicate clearly and effectively with reason.
✓   Consider the environmental, social and economic impacts of a decision.
✓   Demonstrate creativity and innovation.
✓   Employ valid and reliable research strategies.
✓   Utilize critical thinking to make sense of problems and persevere in solving them.
✓   Model integrity, ethical leadership and effective management.
✓   Use technology to enhance productivity.
✓   Work productively in teams while using cultural global competencies.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES
16.2.2   Evaluate the performance characteristics of textile fibers and fabrics.
16.2.4   Analyze characteristics of textile components in the design, construction, care, use, and maintenance of disposal or recycling of products.
16.2.5   Demonstrate appropriate procedures for care disposal or recycling of textile products.
16.3.2   Apply basic and complex color schemes and color theory to develop and enhance visual effects.
16.3.3   Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion and apparel.
16.4.1   Demonstrate professional skills in using traditional and technologically innovative equipment, tools and supplies in textiles, fashion, and apparel construction, alteration, repair and recycling.
16.4.5   Demonstrate basic skills for the production, alteration, repair and recycling of textiles, fashion and apparel.

EVENT LEVELS
Level 2: Participants in grades 9 – 10
Level 3: Participants in grades 11 – 12
Level 4: Post-Secondary

ELIGIBILITY
1. A chapter may enter two (2) entries in each event level.
2. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members.
3. An event level is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member.

PROCEDURES & REGULATIONS
1. The Fashion Design project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.

2. The Fashion Design project must be planned and prepared by the participant only. Supporting resources are acceptable as long as the participant is coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

3. Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences course preparing them for careers or employment in the Visual Arts and Design career pathway.

4. Chapters with multiple entries in this event must submit different projects for each entry.

5. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space, electrical outlets/equipment, and wireless internet connection will not be available.

6. Spectators may not observe any portion of this event.

7. Two (2) individuals/teams may be chosen from each event level to represent New Jersey at the National Leadership Conference.

> **Please note:** Lingerie and swimsuits are not allowed. Clothing that does not meet acceptable standards of modesty/appropriateness for a school function or setting is prohibited.

Each participant <u>must</u> submit a digital *portfolio* by the identified due date and a hard copy *portfolio* to the room location designated in the State Leadership Conference program during the specified registration time. The portfolio must contain the collection sample.	
5 minutes	At the designated time, each participant will have five (5) minutes to set up their *displays*. Only participants are allowed in the setup area. Other persons may not assist. *Displays* not set up at the designated time will not be allowed during the presentation. Only tabletop displays are allowed.
10 minutes	The oral presentation **may be up to ten (10) minutes** in length. If audio or audiovisual recordings are used, they are limited to one (1) minute playing time during the presentation. *Presentation equipment*, with no audio, maybe used during the entire presentation.
Following the presentation, evaluators will have the opportunity to ask questions of the participant.	
Evaluators will use the rating sheet to score and write comments for each entry.	

General Information

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual or Team (1-3 participants)	Portfolio, Sample Garment, Oral Presentation	5 minutes	10 minutes	Table	Not provided

Presentation Elements Allowed

Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■		■		■	■	■		■	■

FASHION DESIGN EVENT SPECIFICATIONS

Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Students will submit a digital version and a hard copy version of the portfolio.

Digital Portfolio

Upon competitive event registration, an assigned digital folder via Google Drive will be provided to the adviser to submit the digital portfolio. The digital portfolio should be one digital PDF document containing all the specifications listed below in the same order as the "hard copy" portfolio. The digital portfolio is a digital replica of the "hard copy" portfolio. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.

Hard Copy Portfolio

For the hard copy portfolio, materials must be contained in a standard binder (no larger than 12" high, 11" wide, and 2" in depth). A decorative and/or informative cover may be included. All materials, including the *divider page*s and tabs, must fit within the cover, be one-sided, and may not contain more than 47 pages, as described below. The *hard copy portfolio* will be presented at the State Leadership Conference and must be submitted to the room location designated in the State Leadership Conference program during the specified registration time.

1- 8½" x 11" page	*Project Identification Page*	P*lain paper*, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, event level and project title.
1- 8½" x 11" page	Table of Contents	List the parts of the *portfolio* in the order in which they appear.
1- 8½" x 11" page	FCCLA *Planning Process* Summary Page	Summarize how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* may also be described in the oral presentation. Each step is fully explained.
1 🖥	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab on the FCCLA Portal, and include signed proof of submission in the *portfolio*.
0-8	*Divider Pages* or Sections	Use up to eight (8) *divider*/section pages. *Divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 35 8½" x 11" pages	Label and Explanation	Develop a clothing label. Present label and explain the market for clothing or accessories under this label and the inspiration for choice of this label, including any inspiration from historical trends or designers, and its market.
	Knowledge of the Intended *Audience*	Include buyer demographics and buyer appeal (describe the reasons behind clothing choices of the intended *audience*).
	Fabric Profile(s)	Define the criteria for selecting fabrics for the collection design and include fabric swatches for each material used with a description including, at minimum, the following information for each swatch: • *General fabric appearance* (plaid, solid, matte, shiny, etc.) • *Fiber content*

Up to 35 8½" x 11" pages *(cont'd)*		• *Fabric care* • *Fabric characteristics* Each fabric profile should be no more than one half of an 8½" x 11" page.
	Collection Design	Develop a collection of four (4) original designs. Designs should cover both the top and bottom half of the body but may include multiple garments. Each design should be on a separate page and be full color, drawn either by hand or with a digital program. All designs should include a design description, a swatch of the fabric(s) and sample trimming(s) and notions which would be used in production, as well as garment care information and intended sizes available. Information for each design may take up to two (2) 8½" x 11" pages, or a total of up to eight (8) pages.
	Target Retailer	List target retailer(s) with an explanation for choices.
	Pricing	Develop a pricing range for the pieces of the collection design. Pricing should reflect both the manufacturing costs and preferences of the intended *audience*.
	Career Path	Develop a career path which includes five major goals for yourself as a fashion designer (i.e. attending a specific college, obtaining a specific position, starting a label) and action steps in achieving goals.
	Works Cited/ Bibliography	Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.
	Appearance	*Portfolio* must be neat, legible, and *professional* and use correct grammar and spelling.

Collection Sample
The collection sample will consist of one (1) actual size prototype of a design from the four-piece collection which is constructed solely by the participant out of the intended production materials. The sample should be presented to evaluators with the *portfolio* prior to the presentation and should be displayed, with the collection sample pattern, during the presentation. The collection sample may be displayed using a *mannequin*, dress form, or other method chosen by the participant, but may not be modeled by the participant or another individual during the presentation. **Modification or use of a commercial pattern is not allowed. Participants may not modify a commercial or previously constructed garment.**

Collection Sample Pattern	Develop a flat pattern for the collection sample piece(s). The collection sample pattern is complete, all pieces and instructions are included, and appropriately labeled for assembly. Include the collection sample pattern.
Collection Sample Condition	The collection sample should be actual size, well-constructed by the participant, and appropriate for a *professional* presentation. The sample should demonstrate a basic knowledge of fashion construction skills and adequately represent the planned final product for future manufacturing.

Oral Presentation
The oral presentation **may be up to ten (10)** minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to one (1) minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the entire presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Connection to Family and Consumer Sciences and Related Occupations	Describe relationship of project *content* to Family and Consumer Sciences and related occupations.

Knowledge of Textiles, Fashion, and Apparel	Demonstrate thorough knowledge and use of concepts, techniques, and vocabulary associated with textiles, fashion, and apparel.
Use of *Portfolio* and Collection Sample During Presentation	Use the *portfolio* and collection design to support, illustrate, or complement presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language / Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate business clothing for the nature of the presentation.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

Fashion Design Rating Sheet

Name of Participant(s) _____

School: _____ **Level** _____

INSTRUCTIONS:

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.

2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
PORTFOLIO							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Label and Explanation	0	1		2	3		
Knowledge of the Intended *Audience*	0	1		2	3		
Fabric Profiles	0-1	2	3	4	5		
Collection Design	0-1	2-4	5-6	7-9	10-12		
Target Retailer	0	1		2	3		
Pricing	0	1		2	3		
Career Path	0-1	2	3	4	5		
Works Cited/Bibliography	0		1		2		
Appearance	0-1	2	3	4	5		
COLLECTION SAMPLE							
Collection Sample Pattern	0-2	3-4	5-6	7-8	9-10		
Collection Sample Condition	0-2	3-4	5-6	7-8	9-10		
ORAL PRESENTATION							
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Connection to Family and Consumer Sciences	0	1	2	3	4		
Knowledge of Textiles, Fashion, and Apparel	0-1	2	3	4	5		
Use of Portfolio and Collection Sample During Presentation	0-1	2	3	4	5		
Voice, Body Language, Clothing Choice, Grammar and Pronunciation	0-1	2	3	4	5		
Response to Evaluators' Questions	0-1	2	3	4	5		

Total Score   _____

Verification of Total Score (please initial)
Evaluator   _____
Room Consultant   _____
Lead Consultant   _____

Circle Rating Achieved:

Gold: 90-100   Silver: 79-89   Bronze: 70-78