Hawaii Career and Technical Education

Foundations of Fashion & Artisan Design

CAREER PLANNING

1 **Summarize multiple sources of information (e.g. online and print) to identify various careers in fashion design and artisan/craftwork design.** 1

1a Select two occupations within a specific professional field. Using credible sources, collect and summarize the following occupational information for each: (i.e. job description, key roles and responsibilities, education and certification requirements, technical and employability skill sets, salary data (low, mid, high range). 1.1A

1b Then, compare and contrast the two occupations, identifying (i.e. key similarities and differences in job function, skill requirements, and career growth potential as well as how each aligns with evolving industry trends and workforce demands). 1.1B

2 Write a comparative analysis report (400–500 words) highlighting the pros and cons of each role, and make a recommendation about which occupation might offer better long-term value or fit for the student based on the analysis. 1.2

3 WBL: (informational interview) Conduct an informational interview of a professional in the chosen occupation to determine her/his education route, required skills, and daily tasks. Use the gathered information to accompany the career profile. In preparation for the discussion, students should conduct research and prepare informational questions to inform their work. 1.3

2 **Examine local job posting boards (print/online) to analyze current job availabilities for fashion or craftwork professionals.** 2

1 Collect, categorize, and analyze current labor market data for a selected occupation within the business field (e.g., marketing, supply chain management, entrepreneurship). Use at least three credible sources (job boards, government labor statistics, company websites). Evaluate patterns in job availability, growth trends, skill requirements, and geographic distribution. Synthesize your findings into a data-driven report that could inform future educational or career decisions. 2.1

3 **Practice a mock interview, including the elements of professional dress, cover letter and resume, portfolio, and follow-up.** 3

Skip to main content

1a Critically evaluate professional presence standards in your chosen business field by comparing dress, grooming, and etiquette expectations across at least three industry-specific companies. Analyze how these expectations may vary based on company culture, geographic region, or job function. Then, develop an interview strategy including attire, communication style, and nonverbal cues—to align with your target role. 3.1A

1b Conduct a mock interview where you strategically present your résumé, cover letter, and curated portfolio to demonstrate alignment with the job's key competencies. Prioritize artifacts that illustrate complex problem-solving, leadership, or innovation. Afterward, reflect on the effectiveness of your presentation choices and adjust your materials based on peer or mentor feedback. 3.1B

1c Compose a personalized, persuasive post-interview follow-up email that not only expresses gratitude but also reinforces your fit for the role by reiterating key moments from the interview and addressing any concerns raised. Use evidence-based communication strategies to make a lasting impression and strengthen your candidacy. 3.1C

BASIC SAFETY

4 **Demonstrate adherence to safety rules, including Occupational Safety and Health Administration (OSHA) guidelines.** 4

1a Accurately read, interpret, and demonstrate adherence to safety rules in the lab/shop environment. 4.1A

1b Individually, demonstrate knowledge of safety rules and procedures regarding reporting of accidents and observed hazards, and regarding emergency response procedures. 4.1B

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5 **Identify and demonstrate proper usage of equipment and tools associated with sewing and craftwork design.** 5

1a Accurately identify a wide range of equipment and tools and what each is used for in the making of fashion designs and craftwork. Demonstrate the use of equipment and tools. 5.1A

1b Pass with 100% accuracy a performance examination relating to equipment and tool identification and safety use. * 5.1B

1c (Instructor: maintain a portfolio of written safety and performance examinations for each student.) 5.1C

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6 **Examine the evolution of fashion and artisan design over time.** 6

1a Identify and break down transformative moments in fashion design and craftwork design over the last 500 years, examining design and the influence on society. 6.1A

1b In 3-person teams, create a timeline that reflects eight transformative events in the evolution of fashion and craftwork (four per each). Use 40-50 words to describe each event and point out what occurred that further evolved design and how it influenced society. * 6.1B

Skip to main content

c (Instructor: have students conduct a gallery walk to view the completed timelines; lead a class discussion on different identified events.) 6.1C

1d (Instructor: given the time period, consider assigning teams specific periods to research.) 6.1D

2 WBL: (guest speaker, exchange with professionals) Invite fashion and craftwork historians (in person or by video chat) to discuss the evolution of design and its impact on society. The professionals should provide visual examples, where possible, to show the highlighted advancements. Prior to the exchange, students should prepare informational questions. 6.2

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7 Assess the influence of native Hawaiian culture on modern fashion and craftwork designs. 7

1a In 4-person teams, create a 4-5 slide deck that evaluates the influence traditional Hawaiian culture has on modern designs in fashion and craftwork. Justify the assessment through visual depictions comparing traditional/historical designs with modern designs. * 7.1A

1b Teams will present their work, using discussion notes, before the class for peer critique and group discussion. 7.1B

2 WBL: (guest speaker, exchange with professionals) Invite an expert in Hawaiian culture to discuss the relationship between traditional Hawaiian designs and modern designs. Prior to the exchange, students should prepare informational questions to inform their work. 7.2

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8 Summarize the works of renowned fashion and craftwork designers. 8

1a Students will research and analyze the contributions of five influential fashion and craftwork designers from the past 200 years. They will then create mood boards to visually represent one designer's unique style, inspirations, and notable works. 8.1A

1b (Instructor: have students conduct a gallery walk to view the completed timelines; lead a class discussion on different identified events.) 8.1B

1c (Instructor: given the time period, consider assigning teams specific periods to research.) 8.1C

Skip to main content

ELEMENTS AND PRINCIPLES OF DESIGN

9 Analyze the elements and principles of design in the context of fashion and craftwork. 9

- 1a Research the principles of design through the lens of fashion and craftwork. 9.1A
- 1b Create a poster that illustrates the five elements (line, shape/form, color, texture, space) and six principles (balance, contrast, emphasis, movement, proportion, unity) of design. For each element and principle, the team should: 9.1B
  - 1 Provide a definition; 9.1B.1
  - 2 Include one example from fashion design; 9.1B.2
  - 3 Include one example from craftwork design if possible. 9.1B.3
- 1c Teams will present their work, using discussion notes, before the class for peer critique and group discussion. 9.1C
- 1d (Instructor: take pictures of completed posters for student portfolios.) * 9.1D

10 Examine the color wheel and its uses in design work. 10

- 1a Analyze the color wheel and experiment with different color combinations on the wheel. 10.1A
- 1b In pairs, identify techniques that achieve various hues, values, and intensities. Demonstrate the ability to color mix samples in various color systems. 10.1B
- 1c In pairs, script and create a 4-5 minute podcast outlining the use of the color wheel, color theory, and color techniques to achieve desired designs. * 10.1C
- 1d (Instructor: there are free tools available online to record podcasts, such as Audacity.) 10.1D

CREATING DESIGN MATERIALS

11 Demonstrate the ability to operate a conventional sewing machine. 11

- 1a Discuss basic parts and functions of a sewing machine. 11.1A

Skip to main content

1b In pairs, demonstrate the ability to identify parts of a sewing machine and their functions, as well as to operate the machine using different basic stitches. Skills demonstration should include, but not be limited to: 11.1B

1 clear a worksite space 11.1B.1

2 select materials and tools 11.1B.2

3 identify the parts of the sewing machine 11.1B.3

4 identify the process and demonstrate needle insertion 11.1B.4

5 identify the steps and demonstrate threading the sewing machine 11.1B.5

6 diagram and demonstrate bobbin winding, threading the bobbin bobbin correctly into the sewing machine 11.1B.6

7 demonstrate straight stitching 11.1B.7

8 identify and demonstrate stitch length and width selection 11.1B.8

9 demonstrate utility and decorative stitches 11.1B.9

10 identify the tension and demonstrate tension adjustment 11.1B.10

11 clean the worksite space 11.1B.11

1c During pair demonstrations, each member will demonstrate the steps. Members should provide peer critique and support to ensure all members follow appropriate steps and adhere to safe practices. 11.1C

1d (Instructor: facilitate a class discussion during and following the demonstration activity to gauge student abilities and observations.) 11.1D

1e (Instructor: take pictures of in-process and completed demonstrations for student portfolios.) * 11.1E

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12 Demonstrate the ability to create materials for garment construction. 12

1a Discuss the process for basic garment pattern layouts, cutting, and stitching (hand and sewing machine). 12.1A

Skip to main content

1b In pairs, demonstrate the ability to do basic garment pattern layouts, cutting, and stitching. Skills demonstration should include, but not be limited to: 12.1B

1 clear a worksite space 12.1B.1

2 select materials and tools 12.1B.2

3 match pattern pieces 12.1B.3

4 interpret instructions and specifications 12.1B.4

5 prepare fabric 12.1B.5

6 lay out, pin, cut, and mark fabric according to pattern specifications 12.1B.6

7 demonstrate stay stitching and ease stitching 12.1B.7

8 match grain lines and patterns 12.1B.8

9 mark fabric for assembly and trims 12.1B.9

10 match thread with fabric 12.1B.10

11 clean the worksite space 12.1B.11

1c During pair demonstrations, each member will demonstrate the steps. Members should provide peer critique and support to ensure all members follow appropriate steps and adhere to safe practices. 12.1C

1d (Instructor: facilitate a class discussion during and following the demonstration activity to gauge student abilities and observations.) 12.1D

1e (Instructor: take pictures of in-process and completed demonstrations for student portfolios.) * 12.1E

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13 Demonstrate the ability to utilize piercing tools and carving tools on various objects. 13

1a Discuss the process to pierce thin objects (shells, metal, wood, etc.) and the process to carve objects from wood blocks. 13.1A

1b In pairs, demonstrate the ability to pierce a thin object without breaking it and to carve basic shapes and curves in a wood block. Skills demonstration should include, but not be limited to: 13.1B

1 clear a worksite space 13.1B.1

2 select materials and tools 13.1B.2

3 cleanly punch a necklace sized hole through an object 13.1B.3

4 carve a basic shape, employing curves, on wood 13.1B.4

5 smooth the carved area 13.1B.5

6 clean the worksite space 13.1B.6

1c During pair demonstrations, each member will demonstrate the steps. Members should provide peer critique and support to ensure all members follow appropriate steps and adhere to safe practices. 13.1C

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1d (Instructor: facilitate a class discussion during and following the demonstration activity to gauge student abilities and observations.) 13.1D

1e (Instructor: take pictures of in-process and completed demonstrations for student portfolios.) * 13.1E

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14 Demonstrate the ability to manipulate wire to correctly form different jewelry designs. 14

1a Discuss the process to manipulate wire to form basic design bracelets and necklaces, using appropriate tools. 14.1A

1b In pairs, demonstrate the ability to create basic design bracelets and necklaces, using appropriate tools. Skills demonstration should include, but not be limited to: 14.1B

1 clear a worksite space 14.1B.1

2 select materials and tools 14.1B.2

3 draw basic design on paper 14.1B.3

4 measure length of needed wire 14.1B.4

5 cut, bend, and smooth wire to confirm it to desired design 14.1B.5

6 clean the worksite space 14.1B.6

1c During pair demonstrations, each member will demonstrate the steps. Members should provide peer critique and support to ensure all members follow appropriate steps and adhere to safe practices. 14.1C

1d (Instructor: facilitate a class discussion during and following the demonstration activity to gauge student abilities and observations.) 14.1D

1e (Instructor: take pictures of in-process and completed demonstrations for student portfolios.) * 14.1E