


School Code	FAZ		
Year Level	11 & 12	QCE Credits	4
Subject Type	Applied Subject	VET Contribution	N/A
Recommended Academic Performance	C or greater in Years 9 and/or 10 Fashion		
21st Century Skills	<p style="text-align: center;">Collaboration and teamwork</p> 		

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas.

They design and produce fashion products in response to briefs in a range of fashion contexts.

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Objectives

By the conclusion of the course of study, students should:

- Demonstrate practices, skills and processes.
- Interpret briefs.
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills, procedures and products.
- Adapt production plans, techniques and procedures.

Structure:

Unit 1: Slow Fashion

Unit 2: Collections

Unit 3: Adornment

Unit 4: Industry Trends

Assessment:

For Fashion, all units require students to create two projects per unit of work

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client

Project
<p>A response to a single task, situation and/or scenario.</p> <p>Throughout the course of study students will have the opportunity to create;</p> <ul style="list-style-type: none"> • Garments • An Awareness Campaign • A Collection • An Adornment • An Adornment Extension line •
<p>A project consists of a product component and response requirements are:</p> <p>Multimodal (at least two modes delivered at the same time)</p> <p>Up to 5minutes in duration</p> <p>Supported by 8 A4 Pages (or equivalent digital media)</p>