

# Pequannock Township School District

## Curriculum Syllabus

### Course Description: Visual & Fashion Merchandising

Visual & Fashion Merchandising is a course designed to enhance students' knowledge of the global fashion industry. This course is designed to provide students with knowledge of various business functions in the fashion industry as well as focusing on developing the skills necessary to create retail store window and interior displays. Fundamental principles and techniques of visual merchandising, including store planning, display conceptualization and implementation, company branding and customer communication are introduced. A wide range of active learning projects are included throughout the curriculum to strengthen the students understanding of fashion design, fashion marketing, and visual design.

The purpose of the course is to study the diverse ways that retail businesses support brand image and promote sales through visual techniques. Concepts include psychology of store layout, current methods of visual merchandising and use of mannequins, pinning and flying. Visual merchandising is a visually and aesthetically oriented field that emphasizes display design, display and prop fabrication, and arrangement with the object of influencing sales.

### Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

1. Communicate information about retail products, services, images, and/or ideas to achieve desired outcomes. *9.4.12.N.(5).1*
2. Apply critical thinking and problem-solving strategies during structured learning experiences. *9.1.12.A.1*
3. Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need. *9.1.12.C.1*
4. Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets. *9.1.12.E.1*

5. Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice. *9.4.12.D.6*
6. Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences. *9.4.12.D.11*
7. Operate Internet applications to perform tasks. *9.4.12.D.23*
8. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. *CCSS.ELA-Literacy.RST.11-12.2*
9. Understand economic principles and concepts fundamental to business operations. *9.4.12.N.5*
10. Communicate information about retail products, services, images, and/or ideas to achieve desired outcomes. *9.4.12.N.(5).1*
11. Apply sociological knowledge of group behavior to understand customer decision-making. *9.4.12.N.6*
12. Apply psychological knowledge of individual behavior to understand customer motivation. *9.4.12.N.7*
13. Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. *9.4.12.N.22*
14. Analyze and summarize the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting new marketing projects or business ventures. *9.4.12.N.39*
15. Research the concepts and strategies marketers use to communicate information about products, services, images, and/or ideas to achieve desired outcomes. *9.4.12.N.(1).2*
16. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*. *CCSS.ELA-Literacy.RST.11-12.4*
17. Apply appropriate academic and technical skills. *CRP2*
18. Communicate clearly and effectively and with reason. *CRP4*
19. Consider the environmental, social and economic impacts of decisions. *CRP5*

20. Demonstrate creativity and innovation. *CRP6*
21. Employ valid and reliable research strategies. *CRP7*
22. Utilize critical thinking to make sense of problems and persevere in solving them. *CRP8*
23. Model integrity, ethical leadership and effective management. *CRP9*
24. Plan education and career paths aligned to personal goals. *CRP10*
25. Use technology to enhance productivity. *CRP11*
26. Work productively in teams while using cultural global competence. *CRP12*

**21st Century Standards - Career Ready Practices**

- CRP1. Act as a responsible and contributing citizen and employee.*  
*CRP2. Apply appropriate academic and technical skills.*  
*CRP3. Attend to personal health and financial well-being.*  
*CRP4. Communicate clearly and effectively and with reason.*  
*CRP5. Consider the environmental, social and economic impacts of decisions.*  
*CRP6. Demonstrate creativity and innovation.*  
*CRP7. Employ valid and reliable research strategies.*  
*CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.*  
*CRP9. Model integrity, ethical leadership and effective management.*  
*CRP10. Plan education and career paths aligned to personal goals.*  
*CRP11. Use technology to enhance productivity.*  
*CRP12. Work productively in teams while using cultural global competence.*

# Scope and Sequence

## **Unit 1 The History & Components of Fashion (MP1)**

In this unit, students will gain an overview of the history of fashion. Students will learn how historical figures and events have influenced fashion. Students will also focus on the components of fashion, including style, design and color. Clothing has played an important role in history. Understanding the influence and evolution of fashion helps designers; manufacturers and marketers stay current in and ever changing industry.

## **Unit 2 Basics of Marketing Fashion Products (MP1)**

In this unit, students will investigate the interdependent relationship of fashion and marketing. Students will examine key business concepts, such as the function of marketing and the types of product promotion, as they relate to fashion marketing. Fashion and marketing are interdependent as designers need effective marketing strategies to remain relevant in the ever-changing fashion industry.

## **Unit 3 Visual Merchandising & Display Basics ( MP2)**

In this introductory unit, students will be introduced to the concept of visual merchandising. Students will become familiar with the purposes of visual merchandising, as well as, how retailers communicate through merchandising. Additionally, students will learn the basic elements of a visual merchandising display. This introductory unit on Visual Merchandising and Display Basics will serve as the foundation for a general overview of merchandising principles and practices.

## **Unit 4 Design & Buying Centers (MP2)**

In this unit, students will learn about domestic and international fashion distribution. In addition, this unit will cover the basic elements of running a successful fashion business. In order to be successful in the fashion industry, students need to develop strong business skills and have a working knowledge of domestic and international markets.

## **Unit 5 The Elements of Design (MP2)**

In this unit students will be introduced to the Elements of Design. Students will gain an understanding of the four elements of design, the symbolism of design and the use of lightning in merchandising and design concepts. This introductory unit on *The Elements of*

*Design* is aimed to build on students' basic knowledge of visual merchandising and expose them to more specific concepts of this art/science.

#### **Unit 6 Fashion Products & Trends (MP3)**

In this unit, students will explore the importance of fashion cycles, trends and the roles that fashion designers play in each. Students will explore the difference between trends and fads, as well identify current trends in their society. In this unit, the students will explore the importance of fashion cycles and trends and how they influence the fashion of today by studying the work of today's designers.

#### **Unit 7 Textiles, Production & Promoting Fashion (MP3)**

In this unit, students will learn about fibers, the connections between fashion and media and the possible uses of technology in fashion merchandising. In this unit, students will analyze and understand the connections between fashion, technology, merchandising and production.

#### **Unit 8 Merchandising & Retailer Image (MP3/4)**

In this unit, on Merchandising and Retailer Image students will be exposed to how visual merchandising specifically relates to retail. Students will explore the current trends in retail displays and summarize the exterior and interior items that impact a store. Furthermore students will analyze how consumers process visual merchandising messages and how this can be directly tied to seasons and/or store events. In this unit students will use their understanding of visual merchandising and the elements of design to apply their knowledge to authentic real-world, retail settings.

#### **Unit 9 Careers in Fashion (MP4)**

In this unit, on Careers students will explore the career options that are available in the fashion and visual merchandising industry. There are many career choices available in the fashion and merchandising industry. Students will utilize the knowledge gained to explore the available careers as well as the higher education requirements that are needed to succeed.

#### **Unit 10 Display & Presentation (MP4)**

There are many career choices available in the fashion and merchandising industry. Students will utilize the knowledge gained to explore the available careers as well as the higher education requirements that are needed to succeed. The purpose of this unit is to build up the students' visual merchandising knowledge to assist them in creating effective and marketable displays/presentations.

## **Assessments**

Evaluation of student achievement in this course will be based on the following:

- a. Observational data collected by teachers as students are learning
- b. Formative assessments given by teachers to gauge progress toward standards
- c. 21st Century Career Ready Practices standards-based rubrics
- d. Project based learning/case studies

## Curriculum Resources

### Instructional Materials/Online Materials

*Course syllabus, business case studies, instructional handouts, library & librarian, guest speakers, projects, rubrics, guided questions.*

Video clip: <http://www.youtube.com/watch?v=WLLe0KftRAo>

“What is Fashion?” (PBS NewsHour) <http://www.pbs.org/newshour/extra/1999/10/what-is-fashion/>

“Mind Games: Sometimes a White Coat Isn’t Just a White Coat”:

[http://www.nytimes.com/2012/04/03/science/clothes-and-self-perception.html?\\_r=0](http://www.nytimes.com/2012/04/03/science/clothes-and-self-perception.html?_r=0)

Video clip on American fashion vs. global fashion: <http://www.youtube.com/watch?v=b-6rPzp3kqQ>

Europe’s Fashion History: Just A Click Away (The New York Times)

<http://www.nytimes.com/2013/02/18/fashion/18iht-feur18.html>

Video clip: <http://www.youtube.com/watch?v=wg3db9IXoik>

Case Study: Hillary Billings

<http://www.fastcompany.com/43895/trendsetter-hilary-billings>

Case Study: Kit Kat

[http://businessmajors.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=businessmajors&cdn=education&tm=7&f=10&su=p284.13.342.ip\\_&tt=3&bt=3&bts=34&zu=http%3A//www.the-times100.co.uk/company\\_list.php](http://businessmajors.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=businessmajors&cdn=education&tm=7&f=10&su=p284.13.342.ip_&tt=3&bt=3&bts=34&zu=http%3A//www.the-times100.co.uk/company_list.php)

Selections from “Case Studies in Niche Marketing”:

[http://www.hcmarketplace.com/supplemental/6448\\_browse.pdf](http://www.hcmarketplace.com/supplemental/6448_browse.pdf)

Case Study: Adidas

[http://businessmajors.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=businessmajors&cdn=education&tm=7&f=10&su=p284.13.342.ip\\_&tt=3&bt=3&bts=34&zu=http%3A//www.the-times100.co.uk/company\\_list.php](http://businessmajors.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=businessmajors&cdn=education&tm=7&f=10&su=p284.13.342.ip_&tt=3&bt=3&bts=34&zu=http%3A//www.the-times100.co.uk/company_list.php)

<http://www.brainpop.com/socialstudies/economics/supplyanddemand/preview.weml>

<http://www.ricksegel.com/blog/bid/78878/Recommended-Article-Visual-Merchandising->

<http://creativecoverings.com/latest-trends/fashion-cycles/>

Fashion Crimes: <http://www.impact-dc.com/fashion-crimes/>

<http://www.textilemuseum.org/>

<http://socialmediatoday.com/julie-blakley/1747436/digital-and-social-trends-seen-new-york-fashion-week>

Clip on storefront design: <http://www.youtube.com/watch?v=rvVwSZ1vaV4>

Video clip: <http://www.youtube.com/watch?v=lUhNmpgYVPI>

Visual Merchandising and Store Design article: <http://vmsd.com/projects/window-displays>  
<http://www.bls.gov/ooh/>  
<https://www.businessoffashion.com/>

## Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- [\*The Craft of Costume Design - MIT\*](#)
- [\*Fashion Design Webcasts - UC Berkeley\*](#)
- [\*OU on the BBC: Art of Glamour - OpenLearn\*](#)
- [\*Special Topics: New Textiles - MIT\*](#)
- [\*International Journal of Fashion Design, Technology and Education\*](#)
- [\*Journal of Aesthetics and Culture\*](#)
- [\*Journal of Global Fashion Marketing\*](#)
- [\*Journal of the Textile Institute\*](#)
- [\*The Beautiful Fall: Fashion, Genius, and Glorious Excess in 1970s Paris\*](#)
- [\*Chanel: Couture and Industry.\*](#)
- [\*D.V.\*](#)
- [\*Fashion A to Z: An Illustrated Dictionary\*](#)
- [\*The Vogue Factor\*](#)

### BLOGS/TWITTER

- [\*ChiCityFashion\*](#)
- [\*Fashionista\*](#)
- [\*Garance Doré\*](#)
- [\*Peace Love Shea\*](#)
- [\*The Sartorialist\*](#)
- [\*Streetgeist\*](#)
- [\*@FashionOffice\*](#)
- [\*@lapresmidi\*](#)
- [\*@MyFashionLife\*](#)
- [\*@refinery29\*](#)
- [\*@TimesFashion\*](#)

- [@VogueParis](#)

*Ideas by topic*

- The History of Fashion & the Components of Fashion
- Basics of Marketing Fashion Products
- Visual Merchandising and Display Basics
- Design & Buying Centers
- The Elements of Design
- Fashion Products & Trends
- Textiles, Production and Promoting Fashion
- Merchandising & Retailer Image
- Careers
- Display and Presentation