

CURRICULUM
FASHION DESIGNING (II)
GRADE X
2021



GOVERNMENT OF PAKISTAN
Ministry Of Federal Education and Professional Training
National Curriculum Council
In collaboration with NAVTTC
ISLAMABAD

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Introduction

Pakistan is a developing country with 5th largest population in the world. Majority of our population is below 30 years of age which makes it second youngest country in South Asia. This “youth bulge” provides unique challenges as well as opportunities for the country’s social and economic development. The only remedy is to develop youth of Pakistan through education and training. To control the increasing un-employment, promoting entrepreneurship (self-employment), alleviate poverty and provide skilled manpower for industrial/economic growth, The Govt. of Pakistan has decided to introduce Technical Scheme at SSC Level.

The curriculum of Fashion Designing is designed to produce middle level human resource work force equipped with knowledge, skills and attitudes related to the field of Fashion Industry so as to meet the demand of such workforce in the country and abroad to contribute in the national streamline of poverty reduction of Pakistan.

Fashion Designer is a trade person specialising in garment designing. Fashion Designer may be employed as a design developer, fashion illustrator, CAD expert, etc. Fashion Designer may also specialise in fabric cutting. Fashion Designer works in a variety of home, industries, vocational schools and any type of stitching units.

Working conditions for Fashion Designer vary by specialisation. Generally Fashion Designer's work is physically demanding such as drawings, design development on CAD, etc.

Rationale

The Trade of Fashion Designing is a profession that is increasingly getting attention in Pakistan because of the population growth and the resultant immense opportunities in the fashion industry not only among the youth seeking to enter the industry but also among adults who wish to polish their skills to develop a career out of it.

On completing the course/curriculum, students should have acquired a set of knowledge and concepts, and have developed a range of technical, personal, interpersonal, organizational and generic skills, that can be applied in various contexts, both within and related to trade of Fashion Designing. Furthermore, this course will stimulate the learners towards entrepreneurship in the industry.

Within this qualification relating to Fashion Designing interventions in schools, there are important interventions that integrated within school settings. The purpose of this qualification is to strengthen connections between schools and trade, and drawing on the concept of the socio technical network, theories the interactions between the relevant market and school contexts.

Fashion Designing, Matric Tech (9th&10th)

Aims and Objectives

The objectives of this curriculum are as under:

- Provide students with a smooth transition to work.

- Develops job-readiness & enhance students' trade-specific employable skills and provide opportunities for the development of new skills.
- Provide students with the opportunity to obtain Matric Tech certification in a given trade.
- To introduce an individual skill, knowledge and understanding regarding relevant occupations.
- Provide flexible pathways and progressions in training and assessment field.

Objectives

After completing this course, the students will be able to:

- Know the importance of Fashion Designing.
- Know the basics of Fashion Drawing/Illustration.
- Understand the Evolution of Fashion Designing.
- Implement Health & Safety Measures.
- Apply Colour Theory.
- Perform Design development using CAD.
- Perform drawing techniques.
- Create Research Board, Mood Board and Theme/story board to select the theme
- Perform Fashion Designing according to the selected theme.
- Perform routine skilled and semi-skilled tasks to carry out Fashion Designing.

Grade-X

Learning Themes and Students' Learning Outcomes Knowledge, Skills and Attitudes					
Chapter 01 (Drawing-II)					
Theory (T) = 06, Practicum (P) = 09, Total=15					
Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workpl ace
Introductio n to Still life compositio ns	After studying this unit students must be able to:- <ul style="list-style-type: none"> Know the concept of still life compositions Understand the importance of elements and principles in drawing in laying out a composition Apply the elements and principles of drawing in laying out still life compositions 	<ul style="list-style-type: none"> Draw composition of various still lives (Fruit basket, pencil box, jewellery box, etc.) according to proportions 	03 Periods (T) 03 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) 	Classroom/ Labs
Media and materials	<ul style="list-style-type: none"> Know the use of different media and material to render the composition Understand the nature of selected media and materials (water color pencils, water colors, poster colors, chart papers, water color sheets) Apply the rendering techniques to draw the compositions 	<ul style="list-style-type: none"> Make color gradation chart with each medium to understand their nature Render the composition of various still lives (Fruit basket, pencil box, jewellery box, etc.) using various media and materials 	03 Periods (T) 06 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) 	Classroom/ Labs
Chapter 02 (Design Development for Fashion)					
Theory (T) = 10, Practicum (P) = 18, Total=28					
Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workpl ace
Selection of Theme	After studying this unit students must be able to:- <ul style="list-style-type: none"> Know about the concept of Brainstorming Understand the process of Theme selection with the help of brainstorming Apply the process of theme selection 	<ul style="list-style-type: none"> Perform brainstorming for theme selection 	03 Periods (T) 03 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) 	Classroom/ Labs
Developme nt of Research Board/Moo dboard	<ul style="list-style-type: none"> Know the importance of research in Design development process Understand the research methodology (Primary and secondary research) Know about Research board, Theme board, Mood board and Colour board Apply research methodologies to 	<ul style="list-style-type: none"> Create Research board/Theme board Create Mood board Create Colour board 	04 Periods (T) 09 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, 	Classroom/ Labs

	create Research board, Theme board, Mood board and Colour board			Sharpeners, Scales, etc.)	
Development of Garment Design	<ul style="list-style-type: none"> Know the process of developing designs with reference to Research board, Theme board, Mood board and Colour board Understand the design development process for creating final garment designs Apply design development process to creating final garment designs 	<ul style="list-style-type: none"> Carryout design development process in creating final garment designs Draw final garment design according to the selected theme and render it by using different media and materials 	03 Periods (T) 06 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) 	Classroom/ Labs

Chapter 03 (Fashion Drawing-II)

Theory (T) = 07, Practicum (P) = 12, Total=19

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Stylised fashion Croquis/Illustration	<p>After studying this unit students must be able to:-</p> <ul style="list-style-type: none"> Know about the Illustration of stylised fashion figure/Croquis Understand the process of drawing 9Head stylised fashion figure/Croquis Understand the process of drawing 10Head stylised fashion figure/Croquis Apply the process of drawing 9Head and 10 Head stylised fashion figure/Croquis 	<ul style="list-style-type: none"> Draw 9Head female fashion figure Draw 10Head female fashion figure 	04 Periods (T) 06 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) 	Classroom/ Labs
Components of outfit/garment	<ul style="list-style-type: none"> Know about the different variations of garment component. <ul style="list-style-type: none"> Sleeves (Simple Sleeve and Sleeve with Cuff) Collars (Band Collar and Two Piece Collar) Necklines (Round Neckline and V-Shape Neckline) Understand the technical drawings/sketches of garment components: <ul style="list-style-type: none"> Sleeves (Simple Sleeve and Sleeve with Cuff) Collars (Band Collar and Two Piece Collar) Necklines (Round Neckline and V-Shape Neckline) Interpret complete garment in the terms of technical drawing 	<ul style="list-style-type: none"> Draw variations of garment components and their technical sketches <ul style="list-style-type: none"> Sleeves (Simple Sleeve and Sleeve with Cuff) Collars (Band Collar and Two Piece Collar) Necklines (Round Neckline and V-Shape Neckline) Prepare a folder of garment components 	03 Periods (T) 06 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) 	Classroom/ Labs

Chapter 04 (CAD for Fashion Designing-)

Theory (T) = 16, Practicum (P) = 27, Total=43

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction to CAD	<p>After studying this unit students must be able to:-</p> <ul style="list-style-type: none"> Know the basic concept of CAD Know the importance of CAD in Fashion Industry Know the basics of Adobe Photoshop Understand working on Channels/Layers Understand the use of basic Tools of Adobe Photoshop Experiment and use different shapes using basic tools 	<ul style="list-style-type: none"> Practice the uses of different tools Develop basic shapes using channels/layers on Adobe Photoshop 	06Periods (T) 06 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) 	Classroom/ Labs
Creating Motif using Adobe Photoshop	<ul style="list-style-type: none"> Know the procedure to import file/images in Adobe Photoshop Understand the process of developing Moodboard/research board using Adobe Photoshop tools Use tracing tools to create basic motif 	<ul style="list-style-type: none"> Develop mood board/Research Board using Adobe Photoshop Trace and colour a motif using Adobe Photoshop 	03 Periods (T) 06 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) 	Classroom/ Labs
Introduction to basic fashion Croquis using Adobe Photoshop	<ul style="list-style-type: none"> Know the basics of fashion illustration Understand the process of making basic fashion Croquis Use basic tools for colouring Fashion Croquis 	<ul style="list-style-type: none"> Practice the uses of different tools for making basic fashion Croquis Create and colour basic fashion Croquis using tools 	03 Periods (T) 06 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) 	Classroom/ Labs
Illustration of basic Croquis with garment	<ul style="list-style-type: none"> Know the procedure to draw the garment in Adobe Photoshop Understand the procedure to draw the garment on Croquis in Adobe Photoshop Use basic tools to create and colour a garment on fashion Croquis Apply the procedure to draw the garment on Croquis in Adobe Photoshop 	<ul style="list-style-type: none"> Develop mood board/Research Board using Adobe Photoshop Trace and colour a motif using Adobe Photoshop Create and colour a simple garment on basic fashion Croquis 	04 Periods (T) 09 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) 	Classroom/ Labs

Assessment and Evaluation

The Technical subjects Curriculum just like Matric Tech emphasise having a classroom environment in which students will be encouraged to learn technical processes and knowledge of fashion designing within meaningful contexts. It is important that assessment strategies reflect this emphasis and are consistent in approach. An assessment program, which provides regular feedback, and is part of the learning process, is important to both student and teacher. Feedback tells students if they demonstrate understanding of concepts and if their actions display expected performance levels for inquiry, decision making, and problem solving. Regular feedback inspires confidence in learning fashion designing and in becoming technically literate.

Therefore the assessment of students' learning must be aligned with curriculum outcomes. The Curriculum provides suggestions for developing student learning across the general curriculum outcome areas: knowledge; skill and attitude. These outcomes describe a balance of inquiry problem solving, and decision making, within a suggested social-environmental context, for a given set of technical knowledge.

Incorporating assessment into the learning process

Assessment of students' learning must be part of every teaching and learning experience.

Students should learn to evaluate their own learning. Traditional student testing programs, which rely on final, one-time evaluations, provide data that is of limited use to students as they construct knowledge. Meaningful assessment, like meaningful learning, must be authentic and connected to real-life problems. A constructivist approach to learning and teaching has profound implications for the way learning is measured. Traditional classroom practice relies heavily on paper-and-pencil tests to measure students' learning and ability to apply knowledge. Learning is a processor connecting prior understanding with new learning. Consequently, an assessment strategy that measures the acquisition of facts and elements cannot serve a constructivist model.

To allow students to construct learning in the classroom through authentic experiences, assessment must be:

- Valid, leading to attainment of multi-dimensional technical learning;
- Open-ended, allowing for discussion and revision of new understanding;
- Tolerant of divergent thinking and promote the notion of no "one right answer";
- Presented in alternative modes, not just paper-and-pencil responses to limiting questions;
- Designed to promote analysis, comparison, generalization, prediction, and modification;
- Capable of promoting collaboration and team effort in demonstration of competence; and ongoing and cumulative, showing development over time.

Types of assessment

Assessment serves many important purposes. Some of them are given below:

- Diagnostic (to plan instruction to fit the student's prior knowledge)
- Formative (to improve performance and adapt instruction)
- Summative (to report on final performance)

Classroom assessment

The primary purpose of classroom assessment is not only to evaluate and classify students' performance but also to inform of teaching methods and learning environment, and to monitor student progress in achieving year-end learning outcomes. Therefore, classroom assessment is used for various purposes:

- Assessment as Learning
- Assessment for Learning

- Assessment of Learning

Traditionally, the focus of classroom assessment has been on assessment of learning (summative assessment). Assessment for learning has been used only for diagnostic processes and for feedback. In order to enhance learning of all students, the role of assessment as learning must provide an opportunity to students whereby they become critical and analysts of their own learning.

Assessment strategies

Teachers learn about students' progress not only through formal tests, examinations, and projects, but also through moment-by-moment observation of students. To assess students' knowledge, skills, competencies and attitudes, teachers require a variety of tools and approaches, such as:

- **Selected Response:** Multiple-choice, matching, completion tests, etc.
- **Self-constructed Response Questions:** Fill-in-the-blank phrase(s), essay (restricted and extended response), reports, procedures, explanations, short answer sentence(s), paragraph(s), label diagram, and graph/table, etc.
- **Performance and Activity Based Assessment:** Portfolios, presentation, illustrations, lab, workshops, workstations, field visits, demonstration, process skills, project, group discussion, exhibition, etc.
Note: Rubrics for all assessment tools must be prepared before administration.
- **Communication, Attitudes and Values Assessment:** Oral questioning, observation, interview, conference, process description, checklists, rating scales, anecdotal records etc.

Students' self-assessment

Students recognize the relationship between content achievement, skill proficiency, and assessment opportunities by setting their sights on their own demonstration. They can do self-assessment if they are provided with the knowledge-related checklists as well as checklists specific to applications and attitudes. Students assume the role of a researcher and use critical thinking skills as they find facts and make inferences to reach more conclusions about their learning. They are not receiving information passively and then simply giving it back to the teacher after memorizing it. Assessment should allow students to monitor their progress in various technical skills: initiating and planning; performing and recording; analyzing and interpreting; communication and teamwork. The curriculum calls for students to be actively involved in their learning, using the tools of fashion designing during classroom, laboratory, and workshop activities.

Quality in assessment

Assessment of professional and vocational learning must change as technical instruction moves from a focus on facts to a focus on in-depth understanding of major concepts and processes. Whereas the Quality Assessment will have the following major objectives:

- Measurement of what students should know and are able to do according to the Learning Outcomes
- Objective verification of the application of technical principles to familiar and unfamiliar situations; and
- Alignment with the Learning Outcomes and the Teaching/Learning Strategies.

Therefore, assessment and evaluation of the students' learning of technical aspects according to predetermined objectives and learning outcomes will ensure the quality of their academic achievements.

CONSTRUCTION OF TEST ITEMS

Written test items (selected response and creative response) should adhere to the following criteria:

- Items should be clearly written according to domain and depth of concept.
- Each test items should be written on the understanding level of learners.
- Test items should cover what learners have had opportunities to learn.

Too frequently, these test items measure students' gains in recall of factual information. There are other relevant facts for students to acquire. These are higher levels of thinking and competency that students should also develop.

These test items should measure students' achievement in:

- Understanding basic technical education concepts of Fashion Designing and acquired learning;
- Evaluating contents in terms of criteria or learning outcomes;
- Problem-solving skills;
- Analytical and creative thinking;
- Positive attitudes developed toward methods of thinking;
- Ability to work together with others;
- Relevant concepts and generalisations developed; and
- The ability to manipulate and utilise techniques and technical equipment.
- Understanding the concepts of basic drawing
- Understanding the concepts of Design development using CAD
- Creating Fashion Illustrations
- Developing research boards to select a theme
- Carrying out design development process
- Following procedures of Fashion Designing

Guidelines for Writing a Textbook

A textbook is an important teaching and learning resource and one of the most extensively used resources in classrooms. To reflect national needs and aspirations the needs and aspirations, the textbooks should be written in accordance with this curriculum. This curriculum meets not only the general aims and objectives but also fulfills the specific requirements of the individual subject. As the textbook serves as a framework for teaching, the author/authors should consider the following features:

- A textbook must include an introduction to the textbook, explaining how to use the textbook
- The textbook must be in line with the national curriculum, covering all SLOs of each content.
- Content and illustrations must be culturally, contextually and age appropriate.
- All text and material must be accurate, up-to-date and error-free.
- The continuity of the concepts, their integration and logical development should be ensured.
- Horizontal and vertical overlapping of the concepts should be avoided.
- The textbook should be informative and interactive with questions to be put at suitable intervals to provoke the students to think.
- The language used should be simple, clear, straight forward, unambiguous and easily comprehensible by the students of the particular level.
- Simple questions may be asked within the chapter, which requires students to recall, think, and apply what they have just learnt as well as to reinforce the learning of the concepts and principle.

- The examples and applications should be from everyday life and be supportive of our cultural values.
- Photographs and illustrations should be clear, labeled and supportive of the text. Tables, flow charts and graph may be given wherever needed.
- Key points at the end of each chapter should provide a summary of the important concepts and principles discussed in the chapter.
- End-of-the-chapter exercises must include a variety of assessment styles based on levels of Bloom's Taxonomy. These should encourage students to think, develop skills, and use information for a variety of purposes.
- Textbooks should be free from all kinds of biases including, gender, religion, occupation, social background etc.
- To make the students self-learner use of IT based resources may be encouraged. Relevant internet links and other online resources may be included.
- Glossary of the new vocabulary must be included.

Guideline for planning and writing a chapter

The textbook author may decide the titles of each chapter and can choose to cover students' learning outcomes (SLOs) from any themes in developing the content of the chapter. The textbook author must also keep in mind that a number of SLOs cannot be addressed in the text (as if this is done it would lead students to simply memorize the text and not serve the realization of the curriculum). These SLOs could be realized through questions and practical activities within and at the end of the chapter exercises.

- Learning outcomes must be given at beginning of each chapter.
- Decide on key ideas, facts, concepts, skills and values that can be developed.
- Illustrations must clearly convey the desired concept.
- Activities must demand from students to do inquiry and problem solving according to grade level.
- Ensure that the content is up to date, accurate and developmentally appropriate.
- Contents must be in line with chapter outcomes.
- Language must be consistent, culturally appropriate and grammatically correct (as if talking to a group).
- Language must engage and hold reader's attention.
- Recall previous learning, where possible.
- Structure the writing so that the sentence is simple, paragraphs deal with single ideas etc.
- Interesting information in the form of tidbits, fact file, point to ponder etc. must be given.
- Write a summary/concept map at end of each chapter, reviewing key knowledge and skills.
- End-of-chapter exercises
- Recall and integrate previous learning
- Engage students and develop their creativity
- Move from lower to higher order thinking
- Focus on multiple intelligences
- Keep the text contextually relevant in line with local teaching and learning.
- Provide website links for further research
- Add relevant designs, images and examples

Guidelines for Writing Learner Workbook

Workbooks are books that contain writing activities and exercises that build upon each chapter in the textbook. Workbook exercises help students to develop conceptual understanding of the concepts dealt with in the text, to develop skills and to apply knowledge to new situations. Basic features of a workbook A workbook should have:

- Various exercises and activities for each chapter, topic, subtopic.
- Exercises and activities that will enable student to develop and practice the content knowledge, skills and higher order thinking.
- Accurate and variety of exercises.
- Clear illustrations/ examples/ explanations to show what students are supposed to do, and/or what product looks like.
- Exercises and activities with a variety of purposeful, stimulating, challenging and innovative items to encourage students to review and practice the knowledge and skills they have learnt.
- Exercises that include both constructed and restricted response items.
- Activities, which requires readily available, acceptable, and affordable materials and resources.

Basic Requirements for Lab (Tools/Equipment)

SR#	Tools & Equipment	Quantity
1	Measuring Tape	25
2	Scissors (paper/fabric)	25
3	Mannequins	25
4	Drawing Board	5
5	Computers	5
6	Colour palette	5
7	Paint brushes (set)	25
8	Compass	25 sets

Curriculum Review and Validation Committee

The following members participated in the qualification validation of these qualifications:

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