

Unit 127: Fashion Visualisation

Unit code:	A/502/5417
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to develop learners' skills in researching and exploring a variety of fashion visualisation techniques used by fashion designers and illustrators. Learners will produce a range of individual approaches using a variety of media, methods and materials to develop their own style and response to a given brief.

● Unit introduction

Fashion designers and illustrators need to be able to communicate their fashion ideas in original, exciting and innovative ways to meet the needs of their clients.

Visual communication skills are essential for learners if they are to work as successful practitioners in this increasingly competitive sector. Fashion designers and illustrators need to be flexible and experimental in their approach to presenting design solutions for a wide variety of client briefs.

The aim of this unit to enable the learners to research and explore a variety of fashion visualisation techniques used by fashion designers and illustrators.

Learners will investigate and develop awareness of the work of historical and contemporary illustrators, as a source of inspiration for their own work in this unit.

Learners will explore a variety of materials, media, techniques and processes used when presenting fashion ideas including digital media. They will develop their own fashion visualisation style in response to a given brief.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to research fashion visualisation styles and techniques
- 2 Be able to use media, materials, techniques and processes
- 3 Be able to produce fashion ideas
- 4 Be able to communicate fashion ideas using a personal style to a given brief.

Unit content

1 Be able to research fashion visualisation styles and techniques

Historical and contemporary fashion illustration: eg purpose, roles, illustration; source material eg books, magazines, posters, slides, CD ROM databases, internet; historical and contemporary fashion illustrators eg Paul Iribe, Georges Lepape, Sonia Delauney, Antonio (Antonio Lopez), Manolo Blahnik, Anna Kiper, Renié, Wacker Eins

Influences of artistic movements and artists on the work of fashion illustrators: eg early 20th century, Avant-garde artists (colour, proportion, Paul Iribe, Georges Lepape, Sonia Delauney)

2 Be able to use media, materials, techniques and processes

Media: eg pencil, fineliner pen, ink, marker, charcoal, oil and chalk pastel, gouache, watercolour, acrylic, lens-based

Techniques and processes: eg drawing, painting, collage, monoprint, lino print, screen-print, hand and machine stitch, photography, digital imagery

Materials: surfaces eg papers (colours, textures, weights, patterns); non-traditional surfaces eg cardboards, acetates, plastics, textiles, hand-made surfaces

Templates: fashion figure eg female, male, child, poses (front, back, side); own template poses; sources (primary, secondary) eg life-drawing, own photographs

Use of templates: eg layout pads, tracing, lightbox, enlarger, photocopy, photographic, computer generated

Work in the style of selected illustrators: practitioners (current, historical); style eg media, methods, materials, scale, proportion, colour, shape, composition, illustration format, text

Analysis of the possibilities and limitations of media, methods, materials and styles: eg written analysis, visual analysis, audio analysis

3 Be able to produce fashion ideas

Fashion ideas: eg flat working drawings, fashion detail, full fashion drawings for male, female children, garments, accessories; individual drawings, collections

4 Be able to communicate fashion ideas using a personal style to a given brief

Develop own fashion visualisation for an identified purpose: eg fashion collection, mood boards, poster, magazine layout, specification drawings, client brief

Selection and use of suitable media, methods and materials: eg drawing, wet and dry media, painting, collage, printmaking, digital imagery

Selection and use of suitable influences from the work of other illustrators: eg bold-flat colour (work of Paul Iribe)

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 research contemporary fashion visualisation styles and techniques [IE, CT]	M1 research diverse contemporary and historical fashion visualisation styles and techniques	D1 research and present independently, a sophisticated and engaging body of fashion visualisation styles and techniques
P2 research historical fashion visualisation styles and techniques [IE, CT]	M2 select and use media, materials, techniques and processes to produce diverse fashion ideas	D2 use media, materials, techniques skilfully and creatively and processes to produce creative fashion ideas
P3 select and use media, materials, techniques and processes [IE, SM]	M3 present coherent and creative fashion ideas which meet a given brief.	D3 communicate a meaningful collection of fashion ideas which demonstrate an individual style to meet a given brief.
P4 produce fashion ideas [IE, SM]		
P5 use own style to communicate fashion ideas to a given brief. [IE, CT, RL, SM]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

For this unit, learners must be able to access historical and contemporary fashion illustrations either by studying first hand in a museum or gallery or through books and the internet. It is envisaged that the unit will be delivered through briefs that reflect current professional practice. Learners must have the opportunity to explore the range of media, materials and techniques used to present fashion ideas and should develop their own styles of presentation

For learning outcome 1 learners need to research fashion visualisation in both a contemporary and historical context. Information can be from primary sources eg galleries and museums, or from secondary sources eg books and the internet. This should include the work of recognised fashion designers demonstrating a variety of techniques. Learners need to evaluate the methods and techniques used to achieve design ideas and the key developments in fashion illustration. Learners should review the work and provide written documentation to support the work.

For learning outcome 2, tutors should encourage learners to test and investigate media, materials, techniques and processes used in the creation of fashion design ideas. Learners should have the opportunity to develop life-drawing skills if possible. Learning outcome 2 can be evidenced by a portfolio of work which demonstrates that the learner has explored a variety of media, materials, techniques and processes associated with fashion visualisation. Exploration in the first instance may be tutor led. Learners must demonstrate that they have selected and used media, materials and processes safely and effectively when producing their work. Evidence could take the form of tutor observation or learners recording the materials and media used and their application and relevance to health and safety issues. There should be evidence of an understanding of risk assessments and the importance of COSHH regulations.

For learning outcome 3, learners should produce design ideas that demonstrate the use of a range of different materials, techniques and processes including drawing software. Additionally, learners need to evaluate their exploratory work in terms of the potential and limitations of the techniques and styles explored.

For learning outcome 4, learners must develop their own fashion visualisation response to a set brief. Learners need to be encouraged to select media, methods, materials and styles that show fashion ideas in an exciting and innovative manner which reflects the learner's strengths and fully meets the requirements of the set brief. This work needs to be accompanied by an evaluation of the work undertaken.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and assignments.
Assignment 1: Contemporary Fashion Visualisation Lecture and discussion on contemporary fashion visualisation. Portfolio presentation.
Learner-initiated study.
Assignment 2: Historical Fashion Visualisation Lecture and discussion on historical visualisation and the influence of other artists. Portfolio presentation.
Learner-initiated study.
Assignment 3: Fashion Visualisation Media, Materials and Techniques Lecture. Demonstration. Practical exercises and life drawing. Presentation of portfolio. Evaluation of work undertaken. Group critique.
Learner-initiated study.
Assignment 4: Fashion Visualisation Research by learner. Worksheets and ideas. Presentation of work. Group critique.
Review of unit and assessment.

Assessment

For P1, learners should research contemporary fashion illustration techniques. Learners should present their work in an organised portfolio supported by written notes.

For P2, learners should research historical fashion illustration techniques. Learners should present their work in an organised portfolio supported by written notes.

For P1 and P2, research may be mainly tutor led and exploration limited to magazines, journals and websites.

For P3, learners must select and use different media, materials, techniques and processes associated with fashion illustration. Assessment evidence may take the form of a well-organised folder including learner-generated copies and drawings of examples of the work of others, supported by written notes. Life-drawing exercises should be incorporated if available. The use of materials may be limited.

For P4, learners are required to produce a range of fashion ideas developed from their exploration of P3. The work should be well organised and accompanied by annotation.

For P5, learners are required to show evidence of a personal style in response to a given brief. Learners may provide evidence in the form of a folder or sketchbook of fashion visualisation in response to set project briefs, together with evidence of the collection, development and use of a range of templates. Learners may provide evidence of effective evaluation of their own work through evaluative commentary throughout sketchbook or folder work, audio commentary linked clearly to practical work or evidence of peer evaluation in written or audio form.

Evidence for M1, should demonstrate that learners have researched a wide range of fashion illustration both contemporary and historical. The work needs to demonstrate sound organisational skills in the investigation and exploration of the work of others. At this level workers should work independently.

M2 requires evidence of the creative use of a wide range of media, materials, techniques and processes. The work should be well organised and clearly demonstrate exploration by the accompanying annotation.

For M3, learners must provide evidence of an individual style for communicating appropriate fashion ideas to a given brief. Visual evidence should show a sound understanding of the learner's strengths as a fashion illustrator and of the requirement of a set brief.

To achieve a distinction, learners will show a clear understanding of the variety of fashion illustrations from their studies of historical and contemporary illustrators. Learners must take a lead from these studies and explore their own style in a creative and imaginative way showing a high level of technical skills.

For D1, learners must independently research and present a coherent body of work.

For D2, learners should present fashion ideas which have been skilfully and creatively worked to using a variety of media, techniques, materials and processes.

For D3, learners' visual communication of fashion ideas should show an individual, exciting and meaningful approach that exploits the potential and limitations of the techniques used. Evidence should show sophistication and fluency.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
PI, M1	Assignment 1: Contemporary Fashion Visualisation	Designer puts together a practical portfolio for presentation at interview.	Lecture notes on contemporary fashion visualisation. Research by learner. Portfolio presentation.
PI, P2 M1 D1	Assignment 2: Historical Fashion Visualisation	Designer puts together a practical portfolio for presentation at interview.	Lecture notes on historical visualisation and the influence of other artists. Research by learners. Portfolio presentation.
P3, P4, P5 M2, M3 D2	Assignment 3: Fashion Visualisation Media, Materials and Techniques	Designer puts together a practical portfolio for presentation at interview.	Lecture notes. Handouts from demonstration. Notes on health and safety. Practical exercises. Life-drawing exercises. Presentation of portfolio. Evaluation of work undertaken. Participation in group critique.
PI, P2, P3, P4, P5 M1, M2, M3 D1, D2, D3	Assignment 4: Fashion Visualisation	Designer produces visuals for new collection.	Research by learner. Worksheets and ideas. Presentation of work. Group critique.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Art and Design sector suite. This unit has particular links with the following unit titles in the BTEC Art and Design suite:

Level 1	Level 2	Level 3
Introduction to Fashion Visualisation and Presentation	2D Visual Communication	Visual Recording in Art and Design
Introduction to Creative Use of Computers	Working to Fashion Briefs	Design Methods in Art and Design
Introduction to Fashion Marketing and Promotion	Working with Digital Art and Design Briefs	Computers in Art and Design

National Occupational Standards

This unit also provides development opportunities for some of the underpinning skills, knowledge and understanding of the following National Occupational Standards:

Skillfast-UK Sector Skills Council

Textiles and Material Design

- D2 – Develop and communicate design ideas for textiles and materials
- D4 – Contribute to producing detailed designs for textiles and materials
- D5 – Contribute to realising design prototypes for textiles and materials.

Essential resources

Learners require access to a learning resource centre, contemporary fashion magazines, journals, trade journals, trend information, CD ROM databases, websites on fashion design, fashion illustration, fashion photography and fashion in film.

Learners also need access to studio/workshop spaces including life drawing facilities wherever possible and innovative and electronic media and materials.

Employer engagement and vocational contexts

Centres should develop links with practising fashion designers and illustrators, to deliver assignments to learners or to provide work experience.

Links with employers are essential to the delivery of the programme for work experience and employment.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk

Business and finance advice:

- local and regional Business Link – www.businesslink.gov.uk

Assignments should be vocationally relevant; centres should consider the delivery of 'live projects', for example, to support the vocational content of the unit and programme.

Creative and Cultural Skills (www.ccskills.org.uk), the Sector Skills Council for Arts, Crafts and Design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the arts, crafts and design sector, including job descriptions.

Skillfast-UK, the Sector Skills Council for Fashion and Textiles (www.skillfast-uk.org), provides details on careers (www.skillfast-uk.org/justthejob) and the industry and has regularly updated news and events pages.

Indicative reading for learners

Textbooks

Belanger Grafton C – *Fashions of the Thirties* (Dover Publications, 1993) ISBN 978-0486275802

Blackman C – *100 years of Fashion Illustration* (Laurence King, 2007) ISBN 978-1856694629

Borrelli L – *Fashion Illustration By Fashion Designers* (Thames & Hudson, 2008) ISBN 978-0500513972

Dawber M – *Imagemakers: Cutting Edge Fashion Illustration* (Mitchell Beazley, 2004)

Dawber M – *New Fashion Illustration* (Batsford, 2005) ISBN 978-1840009835

Dawber M – *Big Book of Fashion Illustration: A World Source Book of Contemporary Illustration* (Batsford, 2007) ISBN 978-0713490459

Hyland A and Bell R – *Hand to Eye: Contemporary Illustration* (Laurence King, 2003) ISBN 978-1856693394

Ireland J – *Figure Templates for Fashion Illustration* (Batsford, 2002) ISBN 978-0713485721

Ireland J – *New Fashion Figure Templates* (Batsford, 2007) ISBN 978-0713490336

Lafuente M – *Essential Fashion Illustration* (Rockport Publishers, 2006) ISBN 978-1592532537

Mckelvey K – *Fashion Source Book* (Wiley Blackwell, 2006) ISBN 978-1405126939

Wintour A et al – *Manolo Blahnik Drawings* (Thames & Hudson, 2009) ISBN 978-0500288092

Journals

Drapers

Vogue

Websites

www.drapersonline.com

Drapers magazine online

www.nylonmag.com

Nylon magazine online

www.vam.ac.uk/collections/fashion/resources/links/links/index

The Victoria and Albert Museum

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	researching historical and contemporary fashion visualisation examples and the work of other fashion designers selecting and using a variety of media, materials and techniques producing fashion design ideas
Creative thinkers	researching fashion visualisation and using this information to inform ideas using media, materials techniques and processes to generate design ideas
Reflective learners	continuously reviewing and refining ideas to develop ideas evaluating all work at relevant stages
Self-managers	managing time effectively working to meet deadlines
Effective participators	participating in group discussion and group critiques.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	researching the work of other fashion designers working with alternative materials and media
Creative thinkers	working to develop new ideas and initiatives developing their own styles of work
Reflective learners	reflecting on work undertaken to identify areas for improvement seeking the opinions of others
Team workers	working as part of a team to present ideas working with peer group within a workspace
Self-managers	setting individual goals managing work to meet deadline and criteria
Effective participators	working effectively within shared environment participating in all group activities.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching historical and contemporary fashion visualisation and the work of other fashion designers
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	presenting research findings on historical and contemporary fashion visualisation and fashion designers
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	participating in group discussion contributing to group critiques
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	using research material to inform ideas
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	presenting written information to accompany work undertaken completing evaluation of work undertaken.