

Unit 130: Fashion Presentation Techniques

Unit code:	M/502/5429
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, knowledge and understanding, through exploration, to the purpose and relevance of a range of traditional and contemporary fashion presentation media and techniques.

● Unit introduction

Fashion designers need to communicate fashion and style ideas in ways that are effective with a range of fashion audiences and markets.

To communicate effectively with fashion markets, the fashion designer needs to have an understanding of the potential and limitations of the specified markets. The understanding of the positioning, size, economic and social aspects of fashion markets will enable the designer to develop relevant, innovative and appealing methods of effective communication with those markets.

In order to develop this understanding and ultimately communicate with the intended audience, learners will initially explore and develop skills in a range of different media and fashion illustrative techniques and applications.

Learners will also become aware of sources of inspiration for contemporary fashion presentation. They will be introduced to research, referencing and forecasting materials including fabric, styling, colour, trend and street and cultural influences. They will also explore and develop an awareness of major historical and contemporary fashion styles, movements, designers and illustrators. Ultimately, learners will develop the ability to place current trends into historical context to increase their understanding of selected markets.

Learners will be encouraged to visit exhibitions, art galleries, trade fairs and cultural events to develop visual awareness and personal fashion interest. Learners will be required to research and develop a relevant and innovative fashion presentation solution for a specified market using methods explored in this unit.

Learners will develop their skills of analysis, evaluation, selection and perception in this unit.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to develop skills in fashion presentation
- 2 Understand how fashion and style can be communicated
- 3 Know about developments in the presentation of fashion ideas
- 4 Be able to communicate design ideas to suit specific markets.

Unit content

1 Be able to develop skills in fashion presentation

Mark-making techniques and media: drawing; painting; mixed media, collage; media eg pencil, fine-liner, pen, ink, marker, charcoal, oil and chalk pastel, gouache, watercolour, acrylic, oil

Techniques and technologies: photography eg colour, black and white, digital; computer aided design (CAD); scanning and manipulation; printing eg screen, photocopy

Presentation methods: theme and mood boards; design development sheets; sketchbook development work; working drawings; final presentation boards

2 Understand how fashion and style can be communicated

Contemporary trends in fashion information: forecasting; fabrics, style, colour, theme, mood; street style; cultural influences

Fashion communication media: newspapers; magazines; fashion magazines; forecasting publications; TV programmes; news media; retail outlets; internet sites; fashion shows; film

Contemporary fashion presentation: new trend presentation eg analysis of colour, composition, proportion, typeface, layout, references to the work of other practitioners, contemporary and historical

3 Know about developments in the presentation of fashion ideas

Historical and contemporary fashion presentation methods: fashion illustration eg Victorian fashion plates; fashion magazines eg *Vogue* in the 1950s; fashion writing eg news media, books, visual imagery, posters, billboards; fashion photography eg Cecil Beaton, David Bailey, Anthony Armstrong Jones, Mario Testino

Major fashion styles: 19th and 20th century fashion movements eg Paris couture, Surrealism, The New Look

Relationship of fashion styles to cultural trends: eg 'The Space Age', 'Punk', 'Glam Rock', 'Grunge'; how street style influences the catwalk

Influence of art movements on fashion developments: eg Diaghilev's Ballets Russes, Cubism, Surrealism, space exploration of the 1960s and 70s, Op Art, Pop Art

4 Be able to communicate design ideas to suit specific markets

Market awareness: market level; segment eg children's wear, bridal, leisure wear (ladies' and men's), high street (low, medium and high ends), couture

Appropriate media: format eg mood boards, presentation board, poster, digital eg presentation, web page

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 present fashion items using media, techniques and illustration methods [IE CT, RL]	M1 carry out and present a well-organised record of the sustained and systematic investigation of own and others' work using a range of media, techniques, illustration methods and styles	D1 show an independent, informed and exciting approach to communicating fashion ideas that thoroughly exploits the potential and limitations of the techniques used and is attractive to specialised markets.
P2 explain ways in which fashion and style can be communicated [CT, EP]	M2 show an individual and diverse style for communicating fashion ideas.	
P3 describe developments in the presentation of fashion ideas [IE, CT, RL]		
P4 communicate design ideas to suit specific markets. [CT, EP]		

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

Tutors should engage learners through a range of practical demonstrations. These sessions will provide the underpinning, understanding, awareness and skills of the way fashion ideas may be presented effectively for a specific market or purpose. Typically this would be through project briefs that reflect current professional practice. Learners also need the opportunity to engage in practical exploration of a range of media and techniques both within a guided environment and independently.

Learning outcome 1 explores traditional and innovative techniques and technologies. Initially this outcome could be delivered by group discussion and practical demonstration of the potential and limitations of a range of media, methods and materials. An inspiring presentation of images of the initial design work of fashion designers and examples of the presentation of fashion ideas would be a useful part of a sound introduction to the project brief.

Learners need to evaluate their own practical exploration of media, techniques and materials in the form of evaluative notes, within a sketchbook or on worksheets. Alternatively, learners may evaluate their work in audio form that clearly links to practical exploratory work. Additionally, learners should be encouraged to take part in, and document, peer group review and appraisal sessions with staff and other learners.

Tutors need to introduce learners to a range of presentation methods to explore the purpose and functions of different ways of presenting fashion ideas. A presentation of examples of fashion presentation techniques and a group discussion may be a useful method of delivery. Additionally learners require the opportunity to explore specific examples of a range of fashion presentation methods.

Learning outcome 2 explores different ways fashion and style can be communicated. Learners need access to a wide variety of examples of contemporary fashion presentation methods. Tutors will need to assist learners to analyse the functions and purposes of a range of fashion presentation methods. Learners need to analyse different market segments and fashion audiences. Tutors may find it useful to give learners specific areas to focus on and investigate, such as the markets that specific fashion brands target, the size of those markets and the purposes of particular campaigns, for example the promotion of a specific label or fashion style.

Learning outcome 3 explores the evolution of fashion communication methods. Tutors may find it useful to provide learners with an overview of the main developments in fashion presentation from the development of Victorian fashion plates, fashion magazines and newspapers. Learners should be given the opportunity to explore the development of fashion illustration and photography. The impact of fashion ideas promoted through television and digital media and through popular music culture should be explored. Learners need to explore and analyse the cultural and technical contexts of examples of a range of fashion communication methods.

Learning outcome 4 gives learners the opportunity to communicate fashion ideas to suit specific markets. Tutors may find it useful to discuss examples of different markets and the relevance of specific presentation methods with learners. Learners need to identify and analyse a specific target market, the fashion idea they wish to promote, and select appropriate presentation methods. Learners need to develop a fashion presentation solution that communicates clearly with the identified audience.

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.
Introduction to fashion communication.
Introduction to use of different media, fashion illustration, and presentation techniques and processes.
Application of media techniques – short tasks.
Assignment 1: Fashion Presentation
Stage 1: Sketchbook
Visit to exhibition/gallery/museum – exercise in recording and sketching using a range of media and techniques.
Fashion illustration techniques – short tasks.
Stage 2: Fashion illustration
Learners individually:
<ul style="list-style-type: none">• learners research a range of fashion magazines and fashion photographs• produce three fashion illustrations using a range of media for three different markets• analyse and discuss findings with group.
Application of presentation techniques – short tasks.
Introduction to research, referencing and forecasting material.
Stage 3: Fashion prediction
Learners:
<ul style="list-style-type: none">• learners research to produce fashion report analysis on forthcoming season• produce trend/style forecasting board for specific market/season.
Introduction to historical and contextual influencers.
Stage 4: Historical and contextual notebook
Learners:
<ul style="list-style-type: none">• collect and select key fashion influencers over a specific decade• produce visual notebook• analyse and evaluate findings• produce visual and word-processed report.

Topic and suggested assignments/activities and/assessment

Stage 5: Fashion communication report.

Learners research and develop a relevant and innovative fashion presentation solution for a specified market using methods explored in previous assignments.

Learners:

- research a specific market
- produce style/trend board
- produce finished fashion illustration for specific media
- produce report
- present findings and review.

Review of unit and assessment.

Assessment

For P1, learners need to demonstrate the ability to select and use appropriate media techniques illustration methods. They need to support their practical work with appropriate explanatory and analytical evaluation. This evidence may take the form of exploration of different ways of illustrating selected fashion images using a range of traditional and digital media in a sketchbook or notebook format or a series of work or design sheets.

Learners need to demonstrate awareness of a range of presentation methods and the purpose of different types of presentations. Evidence may take the form of theme or mood boards, design development sheets, sketchbook work, working drawings or presentation boards and appropriate explanatory and analytical evaluation.

To achieve P2, learners need to explain contemporary trends and presentation styles in fashion. Evidence may take the form of a research folder with written explanations.

For P2, learners will need to understand different ways in which fashion and style can be communicated. Evidence for this criterion may take the form of examples of a selection of presentation methods and accompanying analytical annotation, in the form of a mood boards, colour boards or work sheets.

To achieve P3, learners must provide evidence of understanding of historical and contemporary developments in art and design on the presentation of fashion ideas. This may take the form of examples of a range of methods of presenting fashion ideas and accompanying analysis of the cultural and technical contexts of chosen presentation examples. This research may be presented in the form of an organised resource (files, sketchbooks, onscreen presentation).

To achieve P4, learners need to communicate design ideas to suit specific markets. Learners must identify their selected market and the fashion trend they wish to promote to the selected market. They need to show evidence, in the form of a relevant presentation and evaluation, of the selection of appropriate media, materials and techniques.

To achieve M1, learners must carry out and present a well-organised record of the sustained and systematic investigation of their own and others' use of a range of media, techniques, illustration methods and styles. At this level, learners will be expected to demonstrate an increasingly independent and experimental approach to their research and development work.

For M2, learners must show an individual style for communicating fashion ideas in a way that is relevant to a specified market, through using the results of investigations to inform presentation decisions. Learners should present in-depth research and development of a fashion presentation solution for an identified market.

For DI, learners are required to show an individual, informed and exciting approach to communicating fashion ideas that exploits the potential and limitations of the techniques and is attractive to a specialised market. Work should be supported by independent research into historical and contemporary developments. Outcomes should show an informed understanding of the selected market and evidence of the ability to generate exciting and effective fashion presentation solutions.

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, P2, P3, P4 MI, M2 DI	Assignment 1: Fashion Presentation	Designer visits art gallery/ museum and produces visual notebook. Designer researches and produces three fashion illustrations in varying styles and media appropriate to specific market. Designer researches produces and reports written and visual material for specific season.	Sketch/ideas book. Visual research. Fashion illustrations. Presentation (recorded). Visual research report. Story/trend boards.

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 Marketing and Promotion	Working with Fashion Briefs	Fashion Marketing
Introduction to Creative Use of Computers	Working with Accessory Briefs	Fashion Visualisation
An Introduction to the Fashion Industry		Computer Applications in Fashion
		Fashion Promotion

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

- DI Research design information and ideas for textiles and materials using a range of techniques
- DI5 Plan and contribute to the realisation of final textile and material design.

Essential resources

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

Learners require access to studio or workshop spaces equipped with traditional, innovative and electronic media and materials.

Employer engagement and vocational contexts

Centres should develop links with practising fashion designers, 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 future 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

Blum S – *Designs by 'Erte': Fashion Drawings and Illustrations from 'Harper's Bazaar'* (Dover Publications, 1977) ISBN 978-0486233970

Burke S – *Fashion Artist: Drawing Techniques to Portfolio Presentation (Fashion Design Series)* (Burke Publishing, 2006) ISBN 978-0958239172

Borrelli L – *Fashion Illustration Now* (Thames & Hudson, 2000) ISBN 978-0810991231

Dawber M – *Imagemakers: Cutting Edge Fashion Illustration* (Mitchell Beazley, 2004) ISBN 978-1840009835

Dawber M – *New Fashion Illustration* (Batsford, 2005) ISBN 978-0713489613

Grafton C – *Fashions of the Thirties* (Dover Publications, 2006) ISBN 978-0486275802

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

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

Lafuente M – *Fashion Illustration Techniques* (Taschen, 2008) ISBN 978-3836504072

Peacock J – *The Complete Fashion Sourcebook: 2000 Illustrations Charting 20th-Century* (Thames & Hudson, 2005) ISBN 978-0500512760

Watanabe N – *Contemporary Fashion Illustration Techniques* (Rockport Publishers, 2009) ISBN 978-1592535569

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

Websites

www.lolc.co.uk

Land of Lost Content: Student fashion literature website

www.fashionillustrationgallery.com

Fashion Illustration Gallery: Art by fashion illustrators

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	investigating their own and others' work
Creative thinkers	using a range of media, techniques and illustrative styles
Reflective learners	reviewing their own and others work and acting on outcomes to improve and develop skills and knowledge
Self-managers	organising time and resources to develop skills and complete project briefs
Effective participators	discussing and participating in presentation 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 fashion illustrative styles, historical and contextual influencers researching specified markets, trends and styles
Creative thinkers	producing a variety of visual boards, notebooks, sketchbooks and drawings
Reflective learners	analysing and evaluating work and findings
Self-managers	developing relevant and innovative fashion presentation solutions for a specified market
Effective participators	actively participating in presentations and group discussions.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching fashion illustrative styles
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning fashion presentations
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	creating and finding illustrative materials
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring specific software, techniques and web based information
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	presenting analysed work in word processed format
Present information in ways that are fit for purpose and audience	presenting completed work for specific market
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	emailing tutor and peer group
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	participating in group discussions
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	presenting work in a variety of formats – group presentations, word processed reports
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing reports.