

GUJARAT TECHNOLOGICAL UNIVERSITY (GTU)

Competency-focused Outcome-based Green Curriculum-2021 (COGC-2021)
Semester-III

Course Title: Fashion Illustration & Pattern Making – I
(Course Code: 4335904)

Diploma programme in which this course is offered	Semester in which offered
Textile Design	Third

1. RATIONALE

Fashion illustration is an art of communicating fashion ideas in a visual form that originates with illustration, drawing and painting. It is also known as Fashion sketching. Illustrations are studies of designer's ideas before the actual production of clothes. In the world of fashion, fashion illustrations reduce the amount of waste produced tremendously. It helps the designer study form, function, fit and feel in advance of construction. Before photography, magazines, patterns, and books featured watercolor paintings and sketches of costumes. The vignettes, or quick drawings, convey ideas and inspirations. Fashion illustration is an art that offers a career. Pattern Making is a blueprint for the garment, on the basis of which the fabric is cut. It is the technical drawing or drafting of a garment. Standard size charts, dress forms or figure are measured, these measurements are then converted into 2D patterns and then garments are made from them. Fashion sketch is the first step in creating beautiful garments.

2. COMPETENCY

The purpose of this course is to help the student to attain the following industry identified competency through various teaching learning experiences.

The student will be able to develop garment by using patterns with consideration of difference in curves, proportions and different body types.

3. COURSE OUTCOMES (COs)

The practical exercises, the underpinning knowledge and the relevant soft skills associated with this competency are to be developed in the student to display the following COs:

- a) Students will understand terminology and be able to identify basic body types
- b) Students will be able to determine clothing silhouettes, fabric selection, and design elements appropriate for specific body types
- c) Students will analyze elements and principles of design as related to apparel
- d) Students will use basic design tools and techniques such as fashion drawing/sketching to clarify their ideas to others

4. TEACHING AND EXAMINATION SCHEME

Teaching Scheme (In Hours)			Total Credits (CI+T/2+P/2)	Examination Scheme				Total Marks
L	T	P		Theory Marks		Practical Marks		
0	-	6	C	CA	ESE	CA	ESE	100
			3	-	-	50	50	

(*): Out of 30 marks under the theory CA, 10 marks are for assessment of the micro-project to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for assessing the attainment of the cognitive domain UOs required for the attainment of the COs.

Legends: L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P -Practical; C – Credit, CA - Continuous Assessment; ESE -End Semester Examination.

5. SUGGESTED PRACTICAL EXERCISES

The following practical outcomes (PrOs) are the sub-components of the COs. *These PrOs need to be attained to achieve the Cos.*

S. No.	Practical Outcomes (PrOs)	Unit No.	Approx. Hrs. required
1.	Basic Croquis	1	04
2.	Neck Line :- (1 Basic + 1 Innovative)		
	• Square , Round , U – Shape , V – Shape	3	02
	• Horse Shoe , Jewel , Halter	3	02
	• Sweet Heart , Boat , Draw String	3	02
3.	Collar		
	• Chelsea , Shirt Collar , Peter Pan ,	3	02
	• Chinese , Decollate , Fab , Ruffles	3	02
4.	Sleeves		
	• Plain , Petal, Angel, Juliet , Allare	3	02
	• Leg-o-mutton , Puff , Raglan	3	02
5.	Skirts (All Skirt in Different Texture & Prints)		
	• Little , Gored , A-Line , Sarong , Wrap- Around , Tired	3	02
	• Balloon , (Umbrella) Circular , Handkerchief , Knife, Pleated,	3	02
6.	Trousers		
	• Hipsters , Jeans , Capris , Hare Pants , Shorts	3	02
	• Stretch Pants , Classic , ¾ Pants	3	02
7.	Silhouettes (Basic in Black & Innovation Anything)		
	• Straight , Fitted Waist	3	02
	• Sheet , Shirt , Tent	3	02
8.	Waist Lines		
	• Normal , Low Waist	3	02

	• Empire line , Princess line	3	02
9.	Yokes		
	• U Shape , V Shape	3	02
	• Square Shape , Round Shape	3	02
10.	Design Variation		
	• Using Pant(Any One) + Neck Line + Collar(Any One) + Neck Line + Collar (Trendy Teenage Outfit) - 1	2	04
	• Using Skirts + Sleeves (Party Wear) Semi Formal	2	02
11.	Draw two types of model for Women with Gesture component	4	04
12.	Draw two types of model for Women Torso	4	04
13.	Draw two types of model for Angles	4	04
14.	Draw two types of model for Balance line	4	04
15.	Draw two types of model for Arms	4	04
16.	Draw two types of model for Men with Gesture component	4	04
17.	Draw two types of model for Men with Dressing figure	4	04
18.	Draw two types of model for Men with Fashion details	4	04
19.	Draw two types of model for Men with Sketching for menswear	5	04
20.	Draw two types of model for Toddlers	4	04
			84

Note

- i. More **Practical Exercises** can be designed and offered by the respective course teacher to develop the industry relevant skills/outcomes to match the COs. The above table is only a suggestive list.
- ii. The following are some **sample** 'Process' and 'Product' related skills (more may be added/deleted depending on the course) that occur in the above listed **Practical Exercises** of this course required which are embedded in the COs and ultimately the competency..

S. No.	Sample Performance Indicators for the PrOs	Weightage in %
1	Students' understanding and mastery in different type of body shapes	20
2	Implementation of various techniques used to create different type of fashion sketch	20
3	Willingness and attitude to complete different assignment	10
4	Initiative regarding innovative way to complete the assignment	20
5	Overall preparedness and progress during the assignment.	30
Total		100

6. MAJOR EQUIPMENT/ INSTRUMENTS AND SOFTWARE REQUIRED

These major equipment with broad specifications for the PrOs is a guide to procure them by the administrators to usher in uniformity of practical in all institutions across the state.

S. No.	Equipment Name with Broad Specifications	PrO. No.
1	HB B and 2B pencils for drawing shapes and 4B, 6B & 8B pencils for shading, highlighting	1 to 21
2	A3 size sketchbook, Pastel colors and colour pencils for filling color, French curve for making curved drawing, Tracing paper	1 to 21

7. AFFECTIVE DOMAIN OUTCOMES

The following *sample* Affective Domain Outcomes (ADOs) are embedded in many of the above mentioned COs and PrOs. More could be added to fulfil the development of this course competency.

- a) Follow safety practices.
- b) Practice good housekeeping.
- c) Demonstrate working as a leader/a team member.
- d) Maintain tools and equipment
- e) Follow ethical practices.

The ADOs are best developed through the laboratory/field based exercises. Moreover, the level of achievement of the ADOs according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:

- i. 'Valuing Level' in 1st year
- ii. 'Organization Level' in 2nd year.
- iii. 'Characterization Level' in 3rd year.

8. UNDERPINNING THEORY

The major underpinning theory is given below based on the higher level UOs of *Revised Bloom's taxonomy* that are formulated for development of the COs and competency. If required, more such UOs could be included by the course teacher to focus on attainment of COs and competency.

Note: The Unit Outcomes (UOs) need to be formulated at different level of Revised Bloom's Taxonomy' to accelerate the attainment of the COs and the competency.

Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)	Topics and Sub-topics
Unit – I Basic Human Anatomy	1a. Use basic human proportions 1b. Use Body Figures & Features 1c. Use figure drawing	1.1 Anatomy and model drawing 1.2 8, 10, 12 head theory 1.3 Straight Flesh & Motion Posture 1.4 Hair styling, eye, face, arm, legs 1.5 Body movements (Female, male & kids) , leg and hand movement, face drawing and detailing

Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)	Topics and Sub-topics
Unit – II Figure Style	2a Reducing of figure 2b Elongation of figure 2c Figure foreshortening 2d Figure composition	2.1 8 head to 6 head 2.2 8 head to 10 head and 12 head 2.3 With 3 D — effect 2.4 Theme based
Unit– III Garment Details	3a. Garment Detailing 3b. Style manipulation 3c. Style Illustrations	3.1 Collars, Cuffs, Sleeves , Yokes, Necklines , Pockets 3.2 Skirt, Trouser, Gowns, Frocks, Shirt , Jackets
Unit – IV Sketching	4a Folds and Curves 4b Different action 4c Different poses	4.1 Folds and curves of different fabric drapes 4.2 Composition of different action & poses
Unit – V Rendering	5a Rendering Techniques 5b Fabric Rendering 5c Drawing a fully fledged fashion figure	5.1 Pencil, Steadier and Color Pencil, Charcoal 5.2 Different Varieties of Fabric 5.3 Fashion figure with all the parts of the body 5.4 Front view, back view, side view with different angle

9. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

Unit No.	Unit Title	Teaching Hours	Distribution of Theory Marks			
			R Level	U Level	A Level	Total Marks
I	Basic Human Anatomy		-NA-			
II	Figure Style					
III	Garment Details					
IV	Sketching					
V	Rendering					
Total						

Legends: R=Remember, U=Understand, A=Apply and above (Revised Bloom's taxonomy)

Note: This specification table provides general guidelines to assist students for their learning and to teachers to teach and question paper designers/setters to formulate test items/questions to assess the attainment of the UOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may slightly vary from above table.

10. SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related **co-curricular** activities which can be undertaken to accelerate the attainment of the various outcomes in this course: Students should perform following activities in group and prepare reports of about 5 pages for each activity. They should also collect/record physical evidences for their (student's) portfolio which may be useful for their placement interviews:

- a) Make collage as a method of illustration
- b) Undertake micro-projects in teams
- c) Development of costume on Croquis
- d) Visit any fashion show

11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)

These are sample strategies, which the teacher can use to accelerate the attainment of the various outcomes in this course:

- a) Massive open online courses (**MOOCs**) may be used to teach various topics/sub topics.
- b) Guide student(s) to take micro-projects.
- c) Blend the basic concepts with more specialized instruction
- d) Visualization, Cooperative Learning, inquiry based instruction, differentiation, effective use of technology, think-pair and share etc pedagogies can be implemented as per the enlisted course outcomes.
- e) Give at least 10 competitive problems for each course outcomes of this course
- f) Practice, practice and practice - expose students to wide range of problems
- g) About **20% of the topics/sub-topics** which are relatively simpler or descriptive in nature is to be given to the students for **self-learning**, but to be assessed using different assessment methods.
- h) With respect to **section No.10**, teachers need to ensure to create opportunities and provisions for **co-curricular activities**.
- i) Guide students on how to address issues on environment and sustainability using the knowledge of this course

12. SUGGESTED MICRO-PROJECTS

Only one micro-project is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. In the first four semesters, the micro-project are group-based (group of 3 to 5). However, **in the fifth and sixth semesters**, the number of students in the group should **not exceed three**.

The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each micro-project should encompass two or more COs which are in fact, an integration of PrOs, UOs and ADOs. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The duration of the micro-project should be about **14-16**

(fourteen to sixteen) student engagement hours during the course. The students ought to submit micro-project by the end of the semester to develop the industry-oriented COs.

A suggestive list of micro-projects is given here. This has to match the competency and the COs. Similar micro-projects could be added by the concerned course teacher:

Suggested List of Micro-Project.

1. Product development through fashion illustration in apparels and accessories
2. Photo Analysis –Different garments of female , male & kids
3. Make portfolio having collection of different types of costume.

13. SUGGESTED LEARNING RESOURCES

S. No.	Title of Book	Author	Publication with place, year and ISBN
1	Fashion illustration : flat drawing	Leonart, Aitana	Bath: Parragon Book, ISBN: 9781405494328
2	Fashion Illustration	Manmeet Sodhia	Kalyani Publishers ,2008 ISBN:9788127244149
3	New Encyclopedia of Fashion Details	Patrick John Ireland	Batsford, 2008, ISBN: 9781906388065
4	Fashion Drawing :The Basic Principles	Anne Allen, Julian Seaman	London : B.T. Batsford ,1993 ISBN:9780713470963
5	Snap Fashion sketchbook	Bill Glazer	Prentice Hall , 2007 ISBN:9780132194235
6	Fashion Source Book, 2 nd Edition	Kathryn McKelvey	Wiley-Blackwell ,2006 ISBN: 978-1-405-12693-9

14. SUGGESTED LEARNING WEBSITES

- a) <https://www.skillshare.com/browse/fashion-illustration>
- b) <https://www.etelestia.com/>
- c) <https://www.fashionillustrationtribe.com/>
- d) <https://patternlab.london/home/technical-drawing-for-fashion-free-digital-fashion-illustration-course/>
- e) <https://www.format.com/online-portfolio-website/fashion-design/guide>
- f) <https://www.georgebrown.ca/programs/fashion-techniques-and-design>

15. PO-COMPETENCY-CO MAPPING

Semester:- III ^d	Fashion Illustration & Pattern Making – I
	POs

Competency & Course Outcomes	PO 1 Basic & Discipline specific knowledge	PO 2 Problem Analysis	PO 3 Design/development of solutions	PO 4 Engineering Tools, Experimentation & Testing	PO 5 Engineering practices for society, sustainability & environment	PO 6 Project Management	PO 7 Life-long learning
Develop garment by using patterns with consideration of difference in curves, proportions and different body types							
Course Outcomes							
CO a)	3	2	1	-	1	-	3
CO b)	3	2	1	-	1	-	3
CO c)	3	2	3	-	1	-	3
CO d)	3	3	3	-	1	2	3

Legend: '3' for high, '2' for medium, '1' for low and '-' for no correlation of each CO with PO.

16. COURSE CURRICULUM DEVELOPMENT COMMITTEE

GTU Resource Persons

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1.	Mr. S B Goswami, Lecturer	GPG Surat	9377568889	goswami.shailesh@gmail.com
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