

MAHARASHTRA STATE BOARD OF TECHNICAL EDUCATION (MSBTE)**I – Scheme**

II – Semester Course Curriculum

Course Title: **Fundamentals of Fashion Illustration**

(Course Code:)

Diploma programme in which this course is offered	Semester in which offered
Fashion and Clothing Technology	Second

1. RATIONALE

Fashion illustration is the first step of garment production process. It is essential for students to sketch figures with proper parameters. Size, shape, form are pre-requisites for any creation in fashion illustration students will understand imagination, visualization, representation of ideas based on various principles from fashion world.

2. COMPETENCY

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

- **Render human figures for garment designing.**

3. COURSE OUTCOMES (COs)

The theory, practical experiences and relevant soft skills associated with this course are to be taught and implemented, so that the student demonstrates the following industry oriented COs associated with the above mentioned competency:

- Select the required tools and materials for different drawings and sketchings.
- Draw fashion figures for men, women and kids.
- Prepare relevant drawing using different elements of design.
- Draw different motifs, patterns and textures.
- Draw different types of darts, pleats and ruffles using principles of design.

4. TEACHING AND EXAMINATION SCHEME

Teaching Scheme (In Hours)			Total Credits (L+T+P)	Examination Scheme				
L	T	P		Theory Marks		Practical Marks		Total Marks
			C	ESE	PA	ESE	PA	
-	-	4	4	-	-	50	50 ^{~2}	100

(^{~2}): For the **practical only courses**, the PA has two components under practical marks i.e. the assessment of practicals (seen in section 6) has a weightage of 60% (i.e. 15 marks) and micro-project assessment (seen in section 12) has a weightage of 40% (i.e. 10 marks). This is designed to facilitate attainment of COs holistically, as there is no theory ESE.

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

5. COURSE MAP (with sample COs, Learning Outcomes i.e. LOs and topics)

This course map illustrates an overview of the flow and linkages of the topics at various levels of outcomes (details in subsequent sections) to be attained by the student by the end of the

course, in all domains of learning in terms of the industry/employer identified competency depicted at the centre of this map.

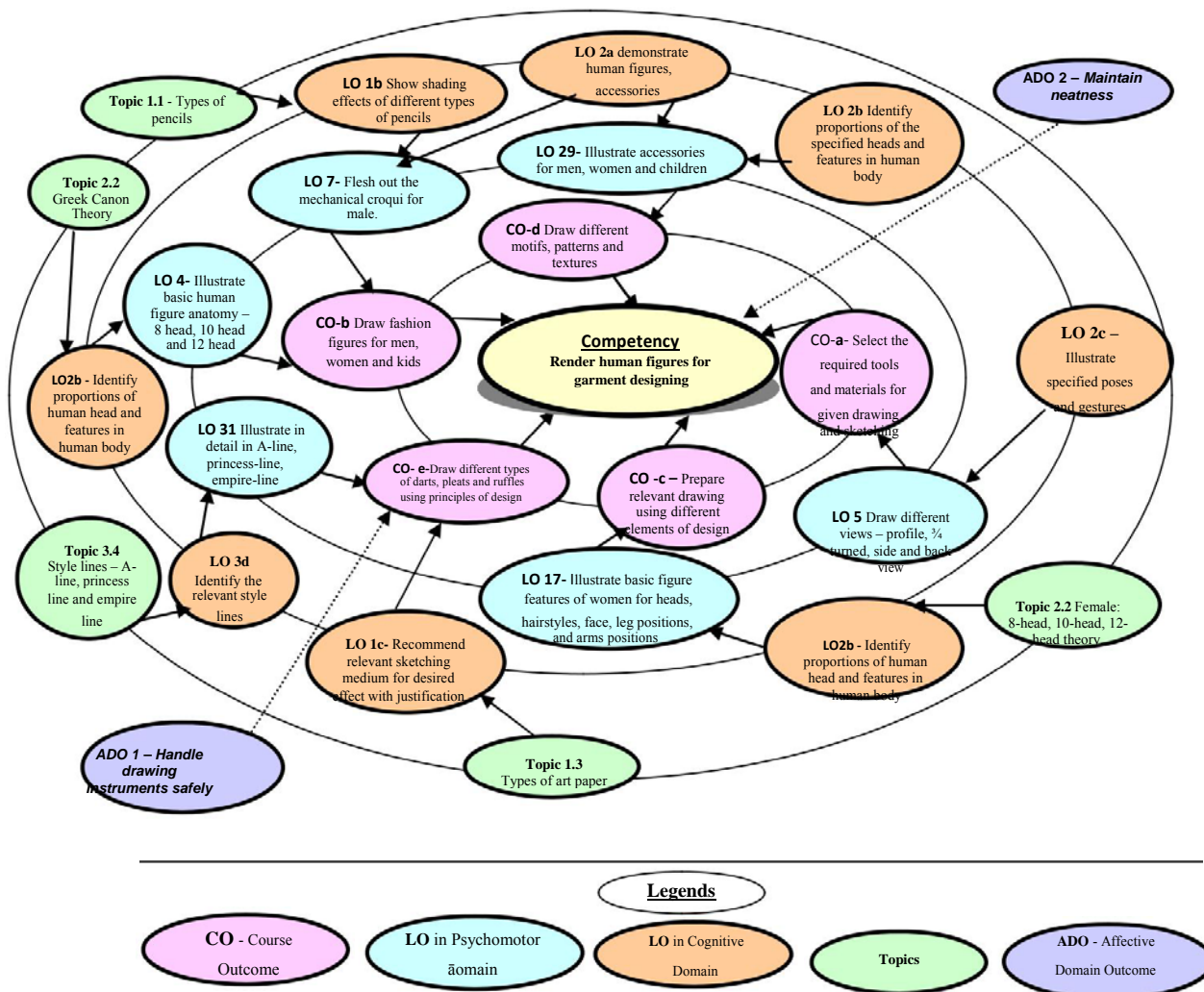


Figure 1 - Course Map

6. SUGGESTED PRACTICALS/ EXERCISES

The practicals/exercises/tutorials in this section are psychomotor domain LOs (i.e.sub-components of the COs), to be developed and assessed in the student to lead to the attainment of the competency.

S. No.	Practical Exercises (Learning Outcomes in Psychomotor Domain)	Unit No.	Approx. Hrs. Required
1.	Utilize the materials used in fashion illustration – carbon pencils(6 H to 12 B), charcoal, china graph pencil, micro tip pencil, staedtler pencil, poster and pastel, fabric paints to draw basic sketches, (Part-I)	I	02*
2.	Utilize the materials used in fashion illustration – carbon pencils(6 H to 12 B), charcoal, china graph pencil, micro tip pencil, staedtler pencil, poster and pastel, fabric paints to draw basic sketches, (Part-II)	I	02

S. No.	Practical Exercises (Learning Outcomes in Psychomotor Domain)	Unit No.	Approx. Hrs. Required
3.	Illustrate basic human figure anatomy – 8 head, 10 head and 12 head (Part-I)	II	02*
4.	Illustrate basic human figure anatomy – 8 head, 10 head and 12 head (Part-II)	II	02
5.	Draw different views – profile, ¾ turned, side and back view(Part-I)	II	02
6.	Draw different views – profile, ¾ turned, side and back view(Part-II)	II	02
7.	Flesh out the mechanical croqui for male.	II	02
8.	Flesh out the mechanical croqui for female.	II	02
9.	Illustrate the head theory for women – 8, 10, 12 (Part-I)	II	02
10.	Illustrate the head theory for women – 8, 10, 12 (Part-II)	II	02
11.	Illustrate the head theory for men – 8, 10, 12 (Part -I)	II	02
12.	Illustrate the head theory for men – 8, 10, 12 (Part -II)	II	02
13.	Illustrate the head theory for kids – 2, 4, 6 (Part-I)	II	02
14.	Illustrate the head theory for kids – 2, 4, 6 (Part-II)	II	02
15.	Modify the figure – enlargement and reduction of front 10 head (Part-I)	II	02
16.	Modify the figure – enlargement and reduction of front 10 head (Part-II)	II	02
17.	Illustrate in detail basic figure features of women for heads, hairstyles, face, leg positions, and arms positions.(Part-I)	III	02*
18.	Illustrate in detail basic figure features of women for heads, hairstyles, face, leg positions, and arms positions.(Part-II)	III	02
19.	Illustrate in detail basic figure features of men for heads, hairstyles, face, leg positions, and arms positions (Part-I)	III	02
20.	Illustrate in detail basic figure features of men for heads, hairstyles, face, leg positions, and arms positions (Part-II)	III	02
21.	Illustrate in detail basic figure features of kids for heads, hairstyles, face, leg positions, and arms positions.(Part-I)	III	02
22.	Illustrate in detail basic figure features of kids for heads, hairstyles, face, leg positions, and arms positions.(Part-II)	III	02
23.	Illustrate in detail the difference between specified male and female figure.(Part-I)	III	02*
24.	Illustrate in detail the difference between specified male and female figure.(part-II)	III	02
25.	Illustrate in detail the overlapping figures – front, back, and profile.(Part-I)	III	02
26.	Illustrate in detail the overlapping figures – front, back, and profile.(Part-II)	III	02
27.	Draw different poses for weight distribution. .(Part-I)	III	02*
28.	Draw different poses for weight distribution. .(Part-II)	III	02
29.	Illustrate in detail the accessories for men, women and children .(Part-I)	III	02
30.	Illustrate in detail the accessories for men, women and children	III	02

S. No.	Practical Exercises (Learning Outcomes in Psychomotor Domain)	Unit No.	Approx. Hrs. Required
	(Part-II)		
31.	Illustrate in detail the different style-lines such as A-line, princess-line, empire-line(Part-I)	III	02
32.	Illustrate in detail the different style-lines such as A-line, princess-line, empire-line (Part-II)	III	02
	Total		64

Note

- i. A suggestive list of practical LOs is given in the above table, more such practical LOs can be added to attain the COs and competency. A judicious mix of minimum 24 or more practical LOs/tutorials need to be performed, out of which, the practicals marked as '*' are compulsory, so that the student reaches the 'Precision Level' of Dave's 'Psychomotor Domain Taxonomy' as generally required by the industry.
- ii. Hence, the 'Process' and 'Product' related skills associated with each LO of the laboratory/workshop/field work are to be assessed according to a suggested sample given below:

S. No.	Performance Indicators	Weightage in %
1.	Selecting proper material	20
2.	Operate skillfully	30
3.	Selecting proper colour harmonies	10
4.	Drawing proportionate figures	20
5.	Presentation of output	10
6.	Submit report in time	10
	Total	100

Additionally, the following affective domain LOs (social skills/attitudes), are also important constituents of the competency which can be best developed through the above mentioned laboratory/field based experiences:

- 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 development of the attitude related LOs of Krathwohl's 'Affective Domain Taxonomy', the achievement level may reach:

- 'Valuing Level' in 1st year
- 'Organising Level' in 2nd year
- 'Characterising Level' in 3rd year.

7. MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

The major equipment with broad specification mentioned here will usher in uniformity in conduct of experiments, as well as aid to procure equipment by authorities concerned.

S. No.	Equipment/Instruments/Other resources name with Broad Specifications	Experiment S.No.
1	Drawing Table with Drawing Board of Full Imperial/ A1 size.	All 1 to 16
2	Stationary material- Drawing Sheet	All 1 to 16
3	Colouring material- Poster Colour, Colour Pencil	All 1 to 16

8. UNDERPINNING THEORY COMPONENTS

The following topics/subtopics should be taught and assessed in order to develop LOs in cognitive domain for achieving the COs to attain the identified competency.

Unit	Major Learning Outcomes (in cognitive domain)	Topics and Sub-topics
Unit – I Sketching Tools	1a. Describe the need for the specified type of pencils. 1b. Describe the criteria/procedure to apply the given type of colours and inks 1c. Recommend relevant sketching medium for desired effect with justification. 1d. Select relevant tools for fashion illustration.	1.1. Types of pencil 1.2. Types of colour, pen and ink 1.3. Types of art paper 1.4. Selection criteria for different sketching tools and raw materials.
Unit – II Human Anatomy	2a. Illustrate the given type of human figures and accessories 2b. Identify proportions of the specified heads and features in human body 2c. Illustrate the specified poses and gestures 2d. Illustrate the specified head theories	2.1. Introduction to human figure anatomy 2.2. History of Greek Canon theory 2.3. Steps in free hand sketching and gestures sketching. 2.4. Male: 8-head, 10-head, 12head theory. 2.5. Female: 8-head, 10-head, 12-head theory. 2.6. Kid: 2-head, 4-head, 6-head theory.
Unit – III Modifying the Figure	3a. Describe the method for enlargement and reduction of fashion figures. 3b. Explain the method for overlapping fashion figures. 3c. Illustrate different poses for weight distribution. 3d. Identify the relevant style lines.	3.1. Enlargement and reduction of male figures, female figures, kid's figures. 3.2. Method of overlapping the figures. 3.3. Different poses for weight distribution. 3.4. Style lines – A-line, princess line and empire line.

Note: To attain the COs and competency, above listed Learning Outcomes (LOs) need to be undertaken to achieve the 'Application Level' of Bloom's 'Cognitive Domain Taxonomy'

9. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

- Not applicable -

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:

- Organizing exhibitions.
- Organizing competitions.

- c. Organizing Community based events.

11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES

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

1. Guide student(s) in using the sheet and material on drawing board.
2. Show video films to explain different sketching techniques.
3. Demonstrate different colour harmonies.
4. Massive open online courses (*MOOCs*) may be used to teach various topics/sub topics.
5. '*L*' in item No. 4 does not mean only the traditional lecture method, but different types of teaching methods and media that are to be employed to develop the outcomes.
6. About **15-20% of the topics/sub-topics** which is relatively simpler or descriptive in nature is to be given to the students for *self-directed learning* and assess the development of the LOs/COs through classroom presentations (see implementation guideline for details).
7. With respect to item No.10, teachers need to ensure to create opportunities and provisions for *co-curricular activities*.
8. Guide student(s) in undertaking micro-projects.

12. SUGGESTED LIST OF MICRO PROJECTS

Only one micro-project is planned to be undertaken by a student assigned to him/her in the beginning of the semester. S/he ought to submit it by the end of the semester to develop the industry oriented COs. Each micro-project should encompass two or more COs which are in fact, an integration of practicals, cognitive domain and affective domain LOs. The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. 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 total duration of the micro-project should not be less than **16 (sixteen) student engagement hours** during the course.

In the first four semesters, the micro-project could be group-based. However, in higher semesters, it should be individually undertaken to build up the skill and confidence in every student to become problem solver so that s/he contributes to the projects of the industry. A suggestive list to be given to groups of 3 to 4 students is given here. Similar micro-projects could be added by the concerned faculty:

- a. **Illustrations:** Illustrate 20 hairstyles for bride.
- b. **Scrap book making:** each student of the batch will collect the cut outs and identify the silhouette and prepare the scrap book.
- c. **Illustration of various poses:** illustrate 50 poses for leg and arm positions each.

13. SUGGESTED LEARNING RESOURCES

S. No.	Title of Book	Author	Publication
1	Fashion Sketch Book	Abling Bina	Om Books International (2004) ISBN: 9781609012281
2	Illustrating Fashion	Kathryn Mc Kelvey & Munslow Jamine	Black Well Publishing House (2004) ISBN: 978-1-4051-3952-6

S. No.	Title of Book	Author	Publication
3	Encyclopedia of Fashion Details	Ireland Patrick John	B.T Batsford & Om Publishers (2005) ISBN:9780713464337
4	Fashion Design Illustration- Children	Ireland Patrick John	Om Books International (1995) ISBN: 9780713466249
5	Fashion Illustration & Rendering	Bhargav Ritu	Jain Publishers (2005) ISBN:9788180565274

14. SOFTWARE/LEARNING WEBSITES

- a. www.threadsmagazine.com/item/40563/essentials-for-a-fashion-sketching-tool-kit/page/all
- b. www.fsketcher.com/equipment/
- c. www.idrawfashion.com/blog/drawing-process/138-my-fashion-sketches-coloring-technique/www.pinterest.com
- d. www.design.tutsplus.com/articles/human-anatomy-fundamentals-basic-body-proportions--vector-18254
- e. www.design.tutsplus.com/articles/10-top-tips-for-fashion-illustration--cms-25881
- f. www.ecoursesonline.iasri.res.in/mod/page/view.php?id=114171
- g. www.abduzeedo.com/55-inspiring-fashion-sketches-illustrations
- h. www.youtube.com/watch?v=u_4HGoLAV2o
- i. www.youtube.com/watch?v=2nNDUDmK4wE
- j. https://books.google.co.in/books?id=to3v_S5JuPMC&pg=PA7&lpg=PA7&dq=fashion+illustration+poses&source=bl&ots=oEMA9E2HFP&sig=jyJW1tg6Jazt4rjwman999OYvLM&hl=en&sa=X&ved=0ahUKEwiV9tubhd3SAhUIF5QKHc0-BX8Q6AEIWjAO#v=onepage&q=fashion%20illustration%20poses&f=false