



Chapter 3

Elements of Fashion

Introduction

Elements of Fashion as a part of Fashion Studies gives perceptible understanding about fashion and fashion terminologies. The concurrent chapters in the unit underscore the segments of the fashion apparel industry in menswear, womenswear and childrenswear. The last chapter emphasizes the importance of trims in a fashion apparel and classifies its varieties as per its usage, material and placements.

Objectives

The objective of the chapter is to acquaint students with the word fashion and other fashion terminologies used in the industry. The unit also provides a wide perspective on the position and role of fashion centers in the fashion business. It introduces students to the apparel industry through basic segments in fashion clothing and its categories to achieve the following:

1. To familiarize students with the basic segments in fashion clothing.
2. To teach students about fashion, fashion centers, categories of clothing & trims.
3. To sensitize students about different garments in each category of menswear, womenswear and childrenswear.
4. To teach students the difference between high fashion and mass fashion.
5. To distinguish between custom made and ready to wear garments.

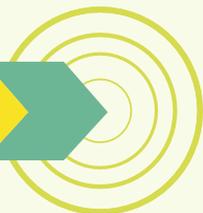
Learning Outcome

After finishing the course students shall be able to do the following:

1. To demonstrate understanding of the roles and impacts of fashion capitals in fashion industry.
2. To demonstrate understanding the menswear category in apparel.
3. To demonstrate to ability classify products in womenswear.
4. To display knowledge about the product categories in childrenswear.
5. To demonstrate ability to recognize and understand the usage of various trims in fashion apparels.

Teaching Pedagogy

All classroom sessions can be conducted through lectures and demonstrations with additional





visual references like magazines, books or actual patterns or garment samples to facilitate better understanding of the subject.

1. Illustrated class lectures and practical demonstrations
2. Class-room quiz
3. Presentations both by faculty and students followed by discussions in class
4. Review and feedback on assignments

Assessment And Review of Learning

Each unit culminates in review questions for which the descriptive answers shall be assessed based on the appropriateness of the subject. In the Teachers Manual a set of fill- in- the-blanks are given for revising the key-points of the chapters. Teachers can also plan the same questions in the form of a quiz. Additional activities may be planned to inculcate interest in the subject and motivate students to go and source additional information from market and web. Every chapter ends with an exercise with its objective, procedure and discussion details for students to be given by teachers to make them familiar with the terms used in the chapter.

1. Written test to assess and evaluate knowledge and understanding
2. Practical assignments to assess and evaluate application and skills
3. Presentations to assess and evaluate content and presentation skills

References

1. Inside Fashion Business by Jeanette Jarnow & Kitty G. Dickerson
2. Inside Fashion Design by Sharon L. Tate & Mona S. Edwards
3. Fashion from Concept to Consumer by - Gini Stephens Frings
4. Ready - To - Wear Apparel Analysis by Brown Rise
5. Textiles by Kadolph
6. Textile Fiber to Fabric by Bernard P. Corbman
7. Textile and Fashion by Jenny Udale



The chapter aims at inculcating the understanding about the roles of fashion capitals in fashion the industry. It also aims at giving a precise knowledge about the classes of garments produced in the fashion industry.

Chapter 1: Elements of fashion

Section 3.1.1 Introduction to fashion terminology and an overview of the fashion industry.

Section 3.1.2 Haute Couture: Definition of Haute Couture and its development by the designers.

Section 3.1.3 High Fashion Ready-to-Wear Apparel: Introduction to High Fashion Ready-to-Wear Apparel and role of fashion capitals like London, Milan, New York, Paris and Tokyo. The section also talks about emergence of India as a Fashion Centre.

Section 3.1.4 Mass-Produced and Ready-to-Wear garments: Introduction to off - shore manufacturing in fashion centers.

1. Exercise given

Objective: To gain knowledge about fashion cities.

Procedure:

- ❁ Choose any one fashion city.
- ❁ Collect names and visuals of fashion shows that happen in that city.
- ❁ Paste the visuals in a scrap book.

Observation and Discussion:

- ❁ Students are to explain the process by maintaining a scrap book.
- ❁ The visuals collected by the student can be discussed in the class for student's and class views.

Teacher's role Students should be asked to make design folders (which can be a plastic file with transparent pockets to put pictures) and label them. This creates interest in the subject and enhances learning when they label them. Refer to pictures and designs in the folder to explain terminology and encourage discussions.

2. Fill in the blanks

1. **Hatue couture** is a French word for high - class dressmaking.
2. **Pret a Porter** is a French word for ready-to-wear garments.
3. **New York, London, Milan and Paris** are four big fashion capitals of the world.
4. **Paris** is the oldest fashion capital.
5. Production of goods in countries beyond the geographic boundary of the retailing company is called **Off-Shore Manufacturing**.





6. **Boutique** is a small shopping outlet that specializes in elite and fashionable items which are sold at higher prices.
7. **Heritage crafts and skilled labour** are two reasons which offer Indian designers have an extra mileage to create their exclusive collections.
8. Introduction of mini skirts to women's wardrobe can be credited to **Mary Quant** designer.
9. **United States of America** is the country which can be credited to introduce casual and sportswear garments in the fashion industry.
10. Fashion products fall into basic categories of **Menswear, Womenswear and Childrenswear**
11. **Avan grade** are the styles or fashion that are designed or are prevalent ahead of their time.

The chapter aims at inculcating the understanding of menswear category in apparel.

Chapter 3.2: Menswear

Section 3.2.1 Introduction to Menswear: Menswear is introduced in this section, highlighting the changes in the preferences of men in selection of their garments over a period of time.

Section 3.2.2 Colour in Menswear: This section highlights the type of colours and fabrics preferred in menswear collections.

Section 3.2.3 Fabrics for Menswear: This section highlights key requirements in men's wear fabrics. Suitability of fabric for shirt weight and bottom weight is additional.

Section 3.2.4 Classic Shirt and its types: Introduces a classic shirt with its key features and its other styles like Hawaiian shirt, T shirt, Oxford buttoned shirt and a Dress shirt.

Section 3.2.5 Introduces the pant as a garment with its key features. It also introduces some of the other pant styles such as Dressy pants, Baggy trousers, Jeans and Cargo pants.

Section 3.2.6 Shorts: Introduces shorts as a garment with its styles such as Bermudas, Khaki and Safari shorts.

Section 3.2.7 Suits: Introduction to suit as a formal wear and describes the difference between a two-piece suit and a three-piece suit.

Section 3.2.8 Today's Indian Menswear fashion market: The last section in this chapter talks about the current Indian menswear market, the preference of today's consumer and the product categories in menswear available in the range.



1. Exercise given

Objective: To understand a certain category in menswear.

Procedure:

- ❁ Select any one category of menswear e.g. Active Sportswear, Casual wear, Formal office wear, Ethnic wear etc.
- ❁ Collect visuals of different products in the chosen category.
- ❁ Paste the visuals in a scrap book.

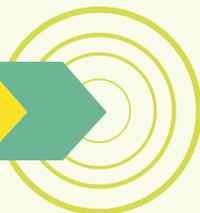
Observation and Discussion:

- ❁ Students are to explain the process by maintaining a scrap book.
- ❁ The visuals collected by the students can be discussed in the class for student's and class views, and selection of category.

Teacher's role Students should be made familiar with menswear categories. The exercise can be divided among various groups of students. Each group can be given one category, in such a way that all the categories are covered by the whole class. During presentation the teacher can show the class various categories as worked by various student groups and discuss to bring clarity in their concepts about menswear product categorization.

2. Fill in the blanks

1. The menswear apparel category can be divided into **casual wear, active sportswear, formalwear** and **outerwear**.
2. **Beatles** was a popular group of music band which had mass fan following in the decade of 60s bringing a dramatic change in the menswear dressing.
3. **Jodhpuri pants** and **Nehru jackets** are examples of garment fusing ethnic and western sensibility.
4. **Waistcoat** added to a two piece suit makes it a three piece suit.
5. **Cnavas, gabardine** and **denim** are three commonly used fabrics for menswear casual pants.
6. **Chambray, striped** and plaids are commonly used patterned fabric for menswear shirting, created by the combination of colours.
7. Three collar variations for menswear shirts are **band collar, shirt collar** and **wing collar**.
8. **Epaulets** are buttoned flaps in a shirt on either side of the shoulder.
9. **Formal** is look marked by wearing suits, shirts and trousers, accessorized with ties.





10. The concept of **Friday dressing** was introduced by corporate industry in the US to relax the uptight dress code in offices.
11. A **T-shirt** is casual, non collared or collared shirt made up of knitted fabric.

The chapter aims at enhancing knowledge of womenswear apparel segment and its product categories.

Chapter 3: Womenswear

Section 3.1 Introduction to Womenswear: The section acquaints students with womenswear as an apparel category. The section highlights the changes in the preferences of clothing by women of 21st century.

Section 3.2 Elements of Design in Womenswear: Describes the importance of colour, fabric and shape as the basic elements of design in womenswear and their effects on the clothing.

Section 3.3 Garment Collections: Illustrates the fundamental garments in womenswear such as dresses, blouses, pants, skirts, kurta and salwars and sari blouses with their variations.

1. Exercise given

Objective: To understand garment collections in womenswear.

Procedure:

- ❁ Collect visuals of different garments in womenswear.
- ❁ Paste the visuals in a scrap book.

Observation and Discussion:

- ❁ Students are to explain the process by maintaining a scrap book.
- ❁ The visuals collected by the student can be discussed in the class for students and class views.

Teacher's role Students should be asked to collect pictures and maintain a scrap book or design folders (which can be a plastic file with transparent pockets to put pictures) and label them. This creates interest in the subject and enhances learning when they label them. Refer to pictures and designs in the folder to explain terminology and encourage discussions.

2. Fill in the blanks

1. The womenswear apparel category can be divided into **evening wear, sportswear, causal wear, street wear, formal wear, night wear and maternity wear.**
2. **Colour, Fabric** and **Silhouette** are the elements of design in womenswear apparel.
3. **Petite** is the clothing size for short slender women.



4. **Couture fashion shows** and **Pret a Porter fashion shows** are the events held in fashion capitals like Paris, London, Milan and New York for showcasing the fashion trends for womenswear.
5. An **ensemble** is a complete set of garments co-coordinated to be worn from top to bottom simultaneously.
6. Garment collections designed as a group of coordinated pieces have similar **fabric** and **colour palette**.
7. The trend forecast information indicated the **colour palette, new fabric trends, surface treatments, silhouettes** and **design** details.
8. Womens ready-to-wear garments follow specific **trend prediction** for the season.

The chapter aims at bringing forth the essential elements of childrens wear garments.

Chapter 4 : Childrenswear

Section 4.1 introduction to childrens wear: This section covers the introduction to childrens wear and gives principal knowledge of how this category of apparel is different from menswear and womenswear.

Section 4.2 Newborn's Clothing Elements: The section elaborates upon the elements such as fabric, colours, prints and trims in newborn's clothing.

Section 4.3 Infant's Clothing Elements: This section covers the elements of colour, prints and fabric preferred in infant's clothing.

Section 4.4 Toddler's Clothing Elements: This section focuses on the clothing elements of toddlers.

Section 4.5 Preteen's and Teen's Clothing Elements: Teen and Pre-teens age category is different from the above mentioned categories of childrenswear. Therefore this section concentrates on the preference of garments by teens and pre-teens keeping in view the changes in the body shape of children and the social media awareness.

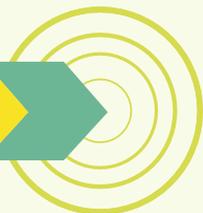
1. Exercise given

Exercise 1

Objective: To understand garment collections according to age group of children.

Procedure:

- ❁ Choose any one age category in childrens wear.
- ❁ Collect visuals of different garments in the chosen category.
- ❁ Paste the visuals in a scrap book.





Observation and Discussion:

- ✿ Students are to explain the process by maintaining a scrap book.
- ✿ The visuals collected by the student can be discussed in the class for student's and class views.

Teacher's role Students should be asked to collect pictures and maintain a scrap book or design folders (which can be a plastic file with transparent pockets to put pictures) and label them. This creates interest in the subject and enhances learning when they label them. Refer to pictures and designs in the folder to explain terminology and encourage discussions.

Exercise 2

Objective: To understand the effect of various elements such media and social networking on childrens wear.

Observation and Discussion:

1. List out the various elements in today's child life, like media, social networking etc.
2. Discuss the effect of the chosen elements on childrens wear in terms of:
 - ✿ Designs available in childrens wear
 - ✿ Preference by children

Teacher's role Students should be made familiar with the effect of various social media in the preferences and developing of taste for the kind of clothing that is worn. Teachers should encourage students to indulge in discussion and sharing of experiences and preferences among each other, to understand and highlight the key elements given in the exercise.

2. Fill in the blanks

1. Some of the major influences on children wear can be attributed to **cartoon characters, films, bestseller novels** for children.
2. Children wear is different from menswear and womenswear for the simple reason that children continue to **grow**.
3. Newborns are children aged from **birth to few months**.
4. The reasons for using fabrics like flannel, knits etc. for newborn's clothing are because they are **very soft** and **lightweight**.
5. Infants are children from the age category of **3 months to 1 year**.
6. The head size of a small child is **one fifth** of its height, while an adult has **one eighth** of the body size.



7. Toddlers are children belonging to an age group of **1 year to 4 years**.
8. In **toddler's** age group the child develops basic motor skills and becomes physically more active.
9. Change in the body shape occurs in **Preteens** age group.
10. The changes in the body shapes of teens, requires different **silhouettes** and **variations** in garments to fit in the **contours**.

The chapter aims to impart knowledge about trims used in fashion garments.

Chapter 5: Trims

Section 5.1 Introduction to Trims: The section brings forth the knowledge of various trims and its importance in a fashion garment.

Section 5.2 Trim Classifications: Classifies trims as Fastenings, Hardware, Zippers, Lacings, Linear Trim, Shaped Edges, Frills or Ruffles, Circular Ruffle, Braids, Ribbons and Rickracks, Appliqués and Patches, Studs and Heat-Transfer Prints. The aim is to define the role and usage of each classified trim with examples.

1. Exercise given

Objective: To understand various trims used in garments.

Procedure:

- ❖ List any ten different kinds of trims applied on a garment.
- ❖ Collect the visuals of trims or actual trims.
- ❖ Paste the visuals in a scrap book.
- ❖ Keep the trims in a plastic pouch and paste the pouch in the scrap book.
- ❖ Name all the material collected in the scrap book.

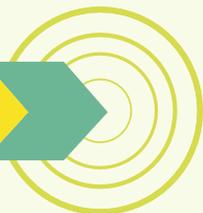
Observation and Discussion:

- ❖ Students are to explain the process by maintaining a scrap book.
- ❖ The visuals collected by the student can be discussed in the class for student's and class views.

Teacher's role Students should be asked to add these to the design folder made earlier and label each trim. Refer to these pictures or trims collected to explain terminology and encourage discussions.

2. Fill in the blanks

1. Trims are **functional** and **decorative** purpose in a garment.





2. Two design areas that use trims frequently are **childrens wear** and **Womenswear lingerie**.
3. **Appliqué work** and **laces** are often used on children's clothing as a decorative detail, adding value to the overall look of the garment.
4. **Lingerie** is a French word for women's inner wear and at home garments.
5. The size of the button is governed by its **line**.
6. **Buttonholes** are slits made in one of the two parts of a placket through which the buttons slip to close the placket.
7. Metal fastenings used in luggage and closures, such as the dog leash clips, snaps, buckles and locks are referred to as **Hardware**.
8. The **zip** is a sliding closure applied on straight plackets.
9. **Fabric loops** are an alternative to eyelets.
10. **Ties** are like braids used to secure the opening in a garment.
11. **Linear** trims are decorative stitches applied to seam lines and garment edges.
12. **Frills or ruffles** are straight or circular shaped fabric gathered along the edge at the hem, on the edge of the garment, or as an area trim.
13. **Appliqué** is shaped pieces of fabric sewn to a garment with decorative stitches.
14. Studs were first used by **Levi-Strauss** as a means of reinforcing the seams on work pants designed for miners in the Californian gold fields.