

Fashions and Trends

How have fashions adapted and changed over time?

"When a person is in fashion, all they do is right." Lord Chesterfield

"I happened to come along in the music business when there was no trend."

Elvis Presley

Changes in dance and fashion in London, since 1911.

<http://www.youtube.com/watch?v=7Jxfgld3XTs>

"Fashion is not something that exists in dresses only. Fashion is in the sky, in the street, fashion has to do with ideas, the way we live, what is happening."
~Coco Chanel

"Each generation goes further than the generation preceding it because it stands on the shoulders of that generation. You will have opportunities beyond anything we've ever known." Ronald Reagan



This learning project is designed to help you to develop your

- research skills
- time management abilities
- creative and critical thinking skills

The presentation of your project will also be assessed. Have fun!

Can change in fashion influence the way people think, live and work?

INQUIRY QUESTION: How have fashions adapted and changed over time?

Your task:

- **Choose ONE** fashion trend that you would like to investigate.

Stimulus ideas:



clothing, accessories, tattoos, games, telephones, social media, sport, music, pets, home decor, cooking, gardening, recycling, comics, hobbies, art, food, building materials, shopping and much more! It is important that you choose something you genuinely want to research.

Write about why you chose the topic, what you already know and what you hope to learn.

- **Research aspects such as:**

- when your chosen fashion trend started;
- what it looked like originally;
- what the fashion trend looked like at significant points; and
- what it looks like now (...and what it may look like in the future).

The research should include internet research as well as interviews. A bibliography should be included as part of your project.

- **Consider:** in what ways has this fashion trend influenced the way we think, live or work.
- **Record** your progress:
provide as much information as you can, in any form you choose, about your progress along the way. This could be your rough draft of the project, interview notes, obstacles and achievements, changes you made along the way.
- **Create** a project to show your learning.



Assessment Rubric

Criteria	Outstanding Achievement	High Achievement	Proficient Achievement	Below Expectations
Response to the task	Response to the task is relevant, reflective, comprehensive and inspired.	Response to the task is relevant, thoughtful and focused.	Response to the task is relevant and purposeful but inconsistent.	Response to the task shows obvious misinterpretation of the requirements.
Understanding of the selected topic	Deep understanding of the selected topic is demonstrated throughout the work.	Thorough understanding of the selected topic is demonstrated throughout the work.	Reasonable understanding of the selected topic is demonstrated throughout the work.	Shallow understanding of the selected topic is demonstrated throughout the work.
Creative thinking skills	Ability to explore concepts and develop and justify unique understandings demonstrates superior creative thinking skills.	Striving to explore concepts and develop unique understandings demonstrates highly developed creative thinking skills.	Attempting to explore concepts and develop unique understandings demonstrates emergent creative thinking skills.	Some attempt to explore concepts and develop unique understandings demonstrates budding creative thinking skills.
Critical thinking skills	Ability to make connections and understand relationships between concepts demonstrates sophisticated critical thinking skills.	Reaching to understand relationships between concepts and make judgements demonstrates advanced critical thinking skills.	Trying to understand relationships between concepts and make judgements demonstrates developing critical thinking skills.	Limited ability to understand relationships between concepts and make judgements demonstrates minimal critical thinking skills.
Research skills	Quality research is evidenced by a varied selection of information sources, consistently and accurately acknowledged and referenced.	Skilful research is evidenced by a range of information sources, appropriately acknowledged and referenced.	Developing research ability is evidenced by use of limited information sources, inconsistently acknowledged and referenced.	Unsuccessful research is evidenced by single source information, incorrectly acknowledged and referenced.
Presentation skills	Presentation of work is dynamic, engaging, logically organised, concise and polished.	Presentation of work is effective, motivating, organised and coherent.	Presentation of work has the potential to be effective but needs improvement.	Presentation of work is poorly organised and seems unfinished.

Teacher tips

How this might be presented:

Tell students that they are going to complete a learning project where they will be conducting their own research and creating their own project. The project will have a definite timeline so that their progress can be seen along the way.

(Students will probably need quite a scaffold for their first learning project. A time line might help those who spend a lot of time “researching” but never really getting anywhere).

Explain that the project will have two parts...(1) a Record of Progress and (2) a Finished Project. These may be completed and presented in any form.

(1) A Record of Progress

This details work efforts along the way and tells the story of the search and findings. Things kept could include initial brainstorm of ideas, rough draft of the project, why they chose the topic, what they already know about it, what they hope to learn, interview notes (face-to-face, surveys, questionnaires), obstacles and achievements, changes made along the way. Students can report on things such as dead-ends and unexpected gold mines. At the conclusion students could write about what they have learned, how their thinking may have changed, any unanticipated or secondary findings concerning the topic itself, etc.

This may be presented in any form...in an exercise book, a word document, as a film clip, in a shoe box...

(2) A Finished Project

The student creates the project in any form or in a number of forms: a glog (graphics blog) using interactive multimedia (audio, video, text, hyperlinks and images), a portfolio (digital or paper), in book form, as a film...

Go through the Assessment Rubric so students know what they're aiming towards.

Gather a few examples of projects from other topics to help inspire students or invite a high school student to talk about the types of projects they develop.

Have a brainstorming session with the class to list as many ideas as possible.

Use a sharing circle with the class as a means of generating enthusiasm and discussing good leads or suggestions. Students share their chosen topic and outline their draft idea.

Set a time line to help everyone stay on track. For example:

Project timeline

Weeks 1 & 2

Choose your topic and begin your Record of Progress (why you chose it, what you already know, what you want to learn, etc)

Create a draft plan of your project and how you might present it.

Be prepared to share your topic idea with the class. Listen to the topic ideas of your classmates and let them know if you have any good leads.

List what you need to research and how you will do it. Include internet research ideas, library, interviews you could have, surveys, etc

Prepare interview questions and decide how you will present this information.

Organise your bibliography now so you can add to it along the way.

When you're ready, start your research!

**Checkpoint
One**

Research

Weeks 3, 4 & 5

Begin your research...keep a record of all the sites you visit, texts you read, clips you watch, people you interview.

Don't wait until all your research is completed before starting to organise your project.

Be prepared for our Research Sharing Session. At this session you will be showing and discussing your progress so far.

**Checkpoint
Two**

Organisation

Weeks 5, 6 & 7

Now is the time to really focus on the organisation and presentation of your project. You should now have a lot of information collected in your Record of Progress. It's time to begin reflecting on your topic and what you know now. Maybe you have discovered other things that you weren't expecting.

Ensure that your Finished Project is polished. It should be free of errors and of the highest possible quality.

Make sure your bibliography is complete.

**Final
Checkpoint**