

**Program Name** : Diploma in Dress Designing & Garment Manufacturing  
**Program Code** : DD  
**Semester** : Second  
**Course Title** : Advanced Fashion Drawing  
**Course Code** : 22014

### 1. RATIONALE:

Anatomy drawing of female will help a student to represent fashion ideas on paper illustrating in various poses with the appropriate facial expressions. The texture and drape of the textile can be incorporated as per the actual outlook.

### 2. COMPETENCY:

The aim of the course is to help the student to attain the following industry identified competency through demonstrations, teaching and learning experiences.

- **Render the fashion garments and accessories on a stylized human figure.**

### 3. COURSE OUTCOMES (COs):

The student will be able to

- Illustrate using one- point perspective.
- Illustrate stylized human figures with different poses and expressions.
- Apply design detailing to garments.
- Develop individual style of illustration.
- Use wet and mixed medias for effective presentations.
- Illustrate using advanced perspective.

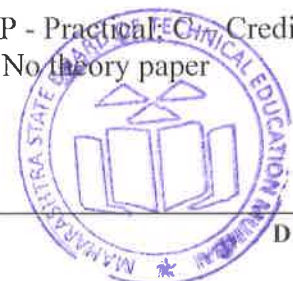
This course will emphasise on fleshed female illustrations. The student will be able to show styles, garment details through techniques of sketching and rendering.

### 4. TEACHING AND EXAMINATION SCHEME

Teaching Scheme			Credit (L+T+P)	Examination Scheme											
L	T	P		Theory						Practical					
				Paper Hrs.	ESE		PA		Total		ESE		PA		Total
			Max		Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
--	--	4	4	--	--	--	--	--	--	50#	20	50~	20	100	40

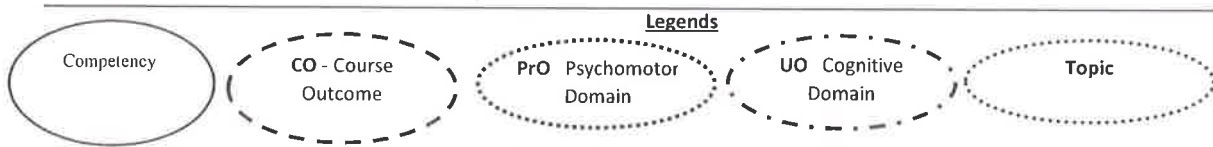
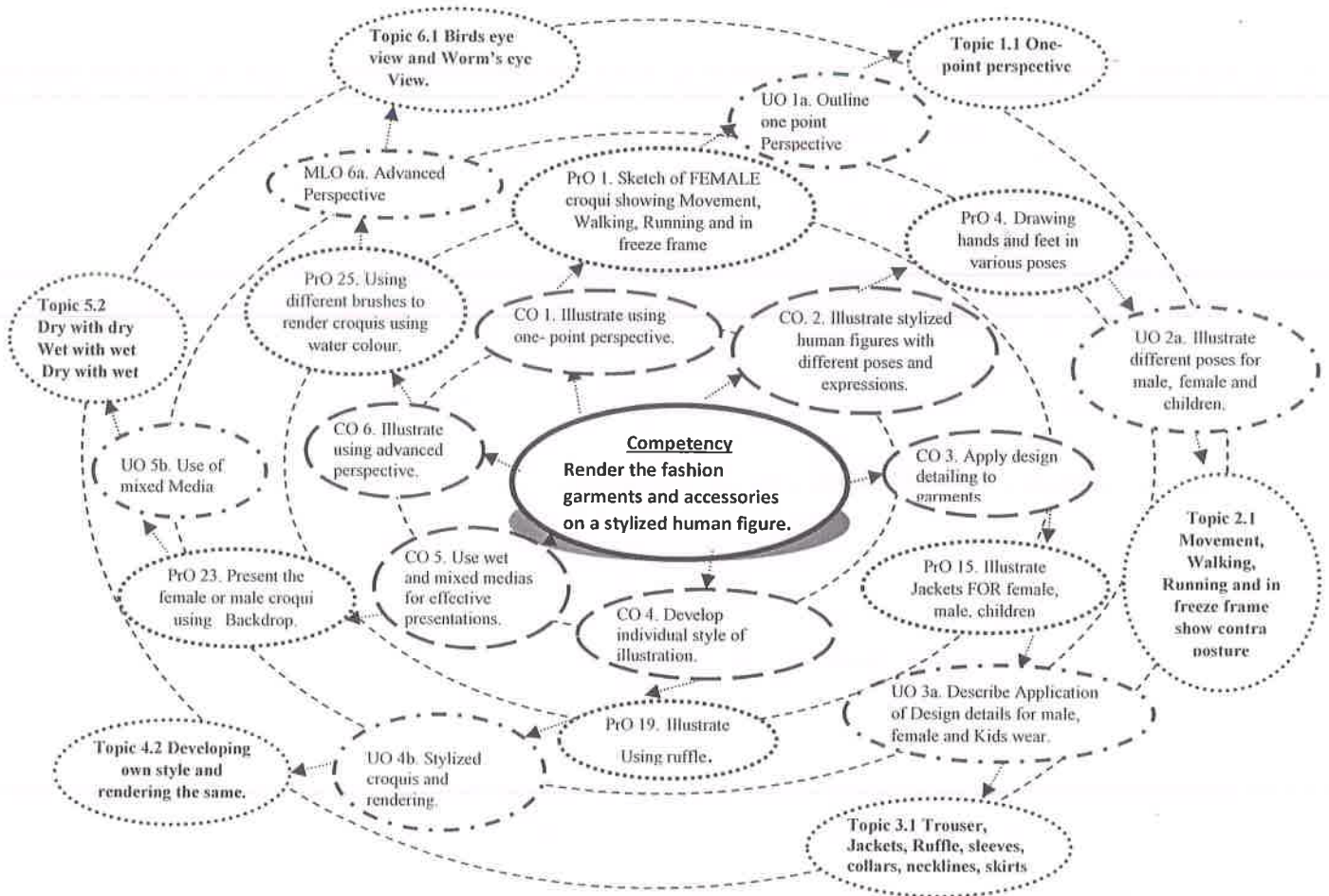
'#':No Practical Examination, (~): For the practical only courses, the PA has two components under practical marks i.e. the assessment of practicals (seen in section 6) has a weightage of 60% (i.e.30 marks) and micro-project assessment (seen in section 12) has a weightage of 40% (i.e.20 marks). This 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; Credit, ESE - End Semester Examination; PA - Progressive Assessment, #: No theory paper



**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

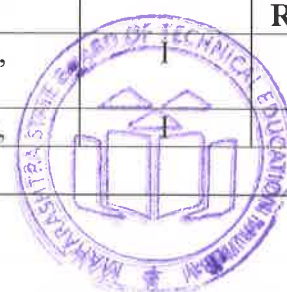


**Figure 1 - Course Map**

**6. SUGGESTED PRACTICALS / EXERCISES:**

The practicals /exercises in this section are psychomotor domain LOs (i.e. sub components of the Cos) are to be developed and assessed so the students can attain the competency.

Sr. No.	Practical Outcomes (PrOs)	Unit No.	Approx. Hrs. Required
1.	Sketch of FEMALE croqui showing Movement, Walking, Running and in freeze frame	1	2 hrs
2.	Sketch of FEMALE croqui showing Movement, Walking,	1	2 hrs



	Running and in freeze frame		
3.	Sketch Face view – ¾ front view, ¾ back view, profile view and full back view of female croqui	II	2 hrs
4.	Draw hands and feet in various poses	II	2 hrs
5.	Illustrate Hair and hair types to show different hairstyles	II	2 hrs
6.	Sketch of MALE croqui showing Movement, Walking, Running and in freeze frame	II	2 hrs
7.	Sketch Face view – ¾ front view, ¾ back view, profile view and full back view of male croqui	II	2 hrs
8.	Draw hands and feet in various poses	II	2 hrs
9.	Illustrate Hair and hair types to show different hairstyles	II	2 hrs
10.	Sketch of Childrens croqui showing Movement, Walking, Running and in freeze frame	II	2 hrs
11.	Sketch Face view – ¾ front view, ¾ back view, profile view and full back view of childrens croqui	II	2 hrs
12.	Draw hands and feet in various poses	II	2 hrs
13.	Illustrate Hair and hair types to show different hairstyles	II	2 hrs
14.	Illustrate Trouser(female/male), skirts FOR female, children	III	2 hrs
15.	Illustrate Jackets FOR female, male, children	III	2 hrs
16.	Illustrate collars FOR female, male, children	III	2 hrs
17.	Illustrate necklines, FOR female, male, children	III	2 hrs
18.	Illustrate sleeves & FOR female & children	III	2 hrs
19.	Illustrate Using ruffle.	IV	2 hrs
20.	Illustrate using crow quill to develop own style of stylized croqui	IV	2 hrs
21.	Present the female croqui using Naturalistic & Psychological style of rendering	V	2 hrs
22.	Present the male croqui using Simplified style and Decorative style to show	V	2 hrs
23.	Present the female or male croqui using Backdrop	V	2 hrs
24.	Use different brushes to render croquis using water colours	VI	2 hrs
25.	Use different brushes to render croquis using water colour.	VI	2 hrs
26.	Use different brushes to render fabric textures using ink medium	VI	2 hrs
27.	Use different brushes to render FABRIC textures(Velvet, Fur) using poster colours.	VI	2 hrs
28.	Use of palettes, knives, to create a texture with dry media (Suede)	VI	2 hrs
29.	Use Wet media to show details of female garments & their fabric textures (Embroidered fabric, Linen, Smocking, Shirring and Lace)	VI	2 hrs
30.	Use Dry with wet media to show texture (knits, Leather, Dobby, Satin, Crepe, Georgette, wool)	VI	2 hrs
31.	Illustrate a Bird's eye view of an object	VII	2 hrs
32.	Illustrate a Worm's eye view to show a close up of female pose.	VII	2 hrs
	<b>Total :</b>		<b>64</b>

**Note**

i. A suggestive list of PrOs is given in the above table. More such PrOs can be added to attain the COs and competency. A judicial mix of minimum 24 or more practical need to be



performed, out of which, the practicals marked as '\*' are compulsory, so that the student reaches the 'Application Level' of Bloom's Taxonomy' as generally required by the industry.

ii. The 'Process' and 'Product' related skills associated with each PrO are to be assessed according to a suggested sample given below:

S. No.	Performance Indicators	Weightage in %
1.	Selecting appropriate materials.	10
2.	Illustrate skillfully	20
3.	Selecting proper colour harmonies	20
4.	Drawing proportionate figures	30
5.	Presentation of output	20
<b>Total :</b>		<b>100</b>

The above PrOs also comprise of the following social skills/attitudes which are Affective Domain Outcomes (ADOs) that are best developed through the 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 equipments.
- e. Follow ethical Practices.

The ADOs are not specific to any one PrO, but are embedded in many PrOs. Hence, the acquisition of the ADOs takes place gradually in the student when s/he undertakes a series of practical experiences over a period of time. Moreover, the level of achievement of the ADOs according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:

- 'Valuing Level' in 1<sup>st</sup> year
- 'Organizing Level' in 2<sup>nd</sup> year
- 'Characterizing Level' in 3<sup>rd</sup> year.

#### 7. MAJOR EQUIPMENT / INSTRUMENTS REQUIRED:

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

S. No.	Equipment/Instruments/Other resources name with Broad Specifications	PrO. No.
1.	Drawing Table and Drawing board	All 1 to 7
2.	Stationery material – Drawing sheets	All 1 to 7
3.	Colouring material – Poster Colour, Colour Pencil etc.	All 1 to 7
4.	Fabric samples to demonstrate drape and fall	7

#### 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	Unit Outcomes (UOs) (in cognitive domain)	Topics and Sub-topics
<b>Unit – I Basics of Perspective</b>	1a. Outline one point Perspective.	1.1 One-point perspective
<b>Unit – II Illustrating Poses</b>	2a. Illustrate different poses for male, female and children.  2b. Illustrate Male, female and children body details	2.1 Movement, Walking, Running and in freeze frame show contra posture 2.2 Faces – ¾ front view, ¾ back, profile and full back with features 2.3 Expressions with stances 2.4 Drawing hands and feet in various poses 2.5 Hair and hair types
<b>Unit – III Design Details</b>	3a. Describe Application of Design details for male, female and Kids wear. 3b. Choose relevant accessories.	3.1 Trouser, Jackets, Ruffle, sleeves, collars, necklines, skirts. 3.2 Accessories.
<b>Unit – IV Sketching Styles</b>	4a. Describe Basics of Stylized croquis  4b. Stylized croqui and Rendering 4c. Styles of illustrations with presentation skills	4.1 Use of stick and ink, crow quill and markers to show quick sketched life drawings. Use of strokes to bring out style in Illustrations 4.2 Developing individual style and rendering the same 4.3 Choosing the style that suits the Project Naturalistic style, Psychological style, Simplified style and Decorative style. Backdrop, digital presentation, scanning and scanning of fabrics
<b>Unit – V Rendering tools and Effects</b>	5a. Suggest relevant Wet Media  5b. Use of mixed media  5c. Textural experiments with mixed media	5.1 Understanding brushes (types and Properties and strokes) Understanding water, photo, ink, poster and Acrylic Using palettes, knives, blades and other alternative objects of painting 5.2 Dry with dry Wet with wet Dry with wet 5.3 Cotton, Wool, Chiffon, Suede, Velvet, Fur, Leather, Dobby, Knits, Satin, Crepe, Georgette, Embroidered fabric, Linen, Smocking, Shirring and Lace
<b>Unit – VI Advanced Perspective</b>	6a. Advanced Perspective	6.1 Birds eye view and Worm's eye view



**Note:** To attain the COs and competency, above listed UOs need to be undertaken to achieve the 'Application Level' and above 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 accelerated the attainment of the various outcomes in this course:

- Participating in various competitions.
- Active involvement in exhibitions.
- Contributing towards a fashion show / exhibition

### 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:

- Guide students in using the sheet and material on drawing board.
- Show videos to explain various sketching techniques.
- Demonstrate most of the assignments.
- Guide students in undertaking micro-projects.
- Give mini projects to students.

### 12. SUGGESTED LIST OF MICRO PROJECTS

The micro-project could be group – based.

- Illustrate 3 croquis in different poses. Use this as a base to demonstrate drape of any 3 fabrics which are totally different in texture and drape. The project must be theme based.

### 13. SUGGESTED LEARNING RESOURCES :

Sr. No.	Title of Book	Author	Publication & ISBN No
1	Figure Drawing For Fashion Design	Drudi, Elisabetta 'Kuky' Paci, Tiziana	Amsterdam, Pepin Press, 2010 ISBN-9789054961505
2	Dynamic Anatomy	Hogarth, Burne	New York, Watson- Guptill Publications, 2003 ISBN -9780823015528
3	Drawing Fashion Designers	Fernandez, Angel & Roig, Gabriel Martin	Singapore, Page One Publishing Pte. Ltd. 2007 ISBN -9789812456946
4	Children's Fashion Illustration	Kumagai, Kajiro Walker, Joseph W. - Transl. Walker, Kiyoko - Color Analyst	Tokyo, Graphic-Sha Publishing Company Ltd., 1990 ISBN -9784766105797



5	Men's Fashion Illustrations	Tokyo, Graphic-Sha Publishing Company Ltd., 1989	Kumagai, Kajiro ISBN -9784766105292
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**14. SUGGESTED SOFTWARE / LEARNING WEBSITES:**

- a) <http://rapidfireart.com/2015/12/07/how-to-draw-a-face-in-8-steps/>
- b) <https://design.tutsplus.com/tutorials/human-anatomy-fundamentals-how-to-draw-feet--cms-21733>
- c) <https://design.tutsplus.com/tutorials/how-to-illustrate-dynamic-hair-using-adobe-illustrators-paintbrush-tool--vector-3846>
- d) <https://helpx.adobe.com/in/illustrator/using/brushes.html>
- e) <https://shop.mybluprint.com/art/article/drawing-fabric/>



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