

Program Name : Diploma in Dress Designing & Garment Manufacturing

Program Code : DD

Semester : First

Course Title : Fundamentals of Fashion Drawing

Course Code : 24102

1. RATIONALE

This subject enables us to understand the basics of designing as relates to negative and positive space. They also need to start with fundamentals of drawing techniques, hence, various ways of learning basic drawing skills is given to form a solid base. The subject also emphasizes on basics of colour, various possibilities of combining colours and its effective use in fashion designing.

2. COMPETENCY

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

- **Illustrate and render different types of human figures.**

3. COURSE OUTCOMES (Cos)

The student will be able to

1. Illustrate proportionate male, female and child croqui.
2. Draw different types of lines and shapes.
3. Illustrate different figure types.
4. Develop textile designs according to body types.
5. Develop colour wheel and colour schemes.
6. Prepare colour scheme for different figure types.

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	Max	Min	Max	Min	
2	--	4	6	2	35	14	15*	00	50	20	50@	20	50	20	100	40

**:10 marks of theory PA is for micro-project assessment to facilitate attainment of COs and the remaining 10 marks for tests and assignments given by the teacher.*

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.



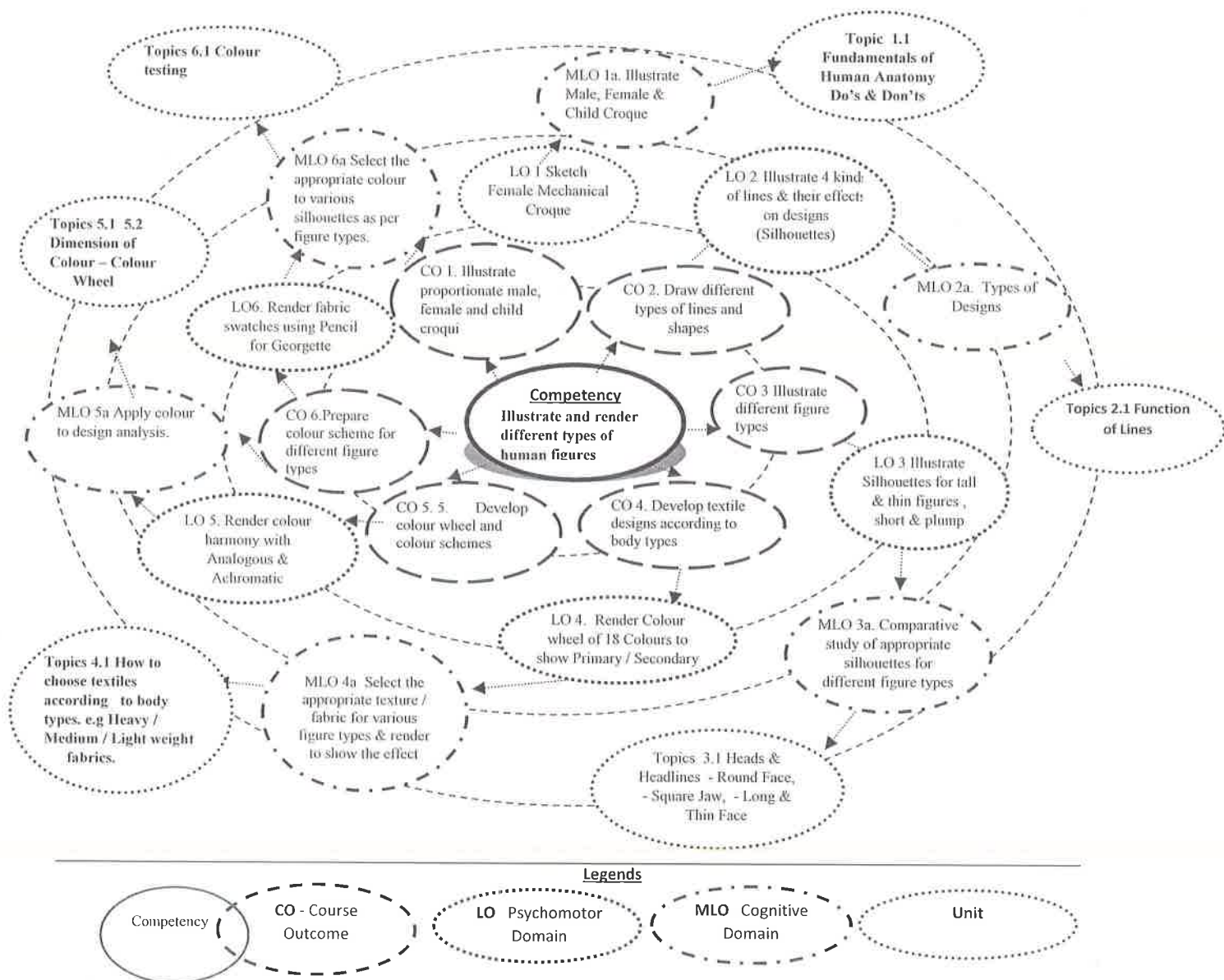


Figure 1 - Course Map

6. SUGGESTED PRACTICALS / EXERCISES:

The practicals /exercises 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 Exercises (Pr Os)	Unit No.	App. Hrs. required
1.	Sketch Female Mechanical Croque with 8 – 10 heads	I	2 hrs.
2.	Sketch Female Mechanical Croque with 8 – 10 heads(contd)	I	2 hrs.
3.	Sketch Female Croque using various profiles (spine/arms/legs)	I	2 hrs.
4.	Sketch Female Croque using various profiles (spine/arms/legs)(contd)	I	2 hrs.
5.	Sketch Male Mechanical Croque with 8 – 10 heads	I	2 hrs.



6	Sketch Male Mechanical Croque with 8 – 10 heads(contd)	I	2 hrs.
7	Sketch Male Croque using various profiles (spine/arms/legs)	I	2 hrs.
8	Sketch Male Croque using various profiles (spine/arms/legs)(contd)	I	2 hrs.
9	Sketch Child Mechanical Croque (6m-14 yrs)	I	2 hrs.
10	Sketch Child Mechanical Croque (6m-14 yrs)(contd)	I	2 hrs.
11	Sketch Child Croque using various profiles (spine / ribcage/arms/legs)	I	2 hrs.
12	Sketch Child Croque using various profiles (spine / ribcage/arms/legs)(contd)	I	2 hrs.
13	Illustrate Structural Designs using the Principles of Unity	II	2 hrs.
14	Illustrate Structural Designs using the Principles of Unity(contd)	II	2 hrs.
15	Illustrate Structural Designs using the Principles of Dominance & Contrast	II	2 hrs.
16	Illustrate Structural Designs using the Principles of Dominance & Contrast(contd)	II	2 hrs.
17	Illustrate Structural Designs using the Principles of Proportion	II	2 hrs.
18	Illustrate Structural Designs using the Principles of Proportion(contd)	II	2 hrs.
19	Illustrate Structural Designs using the Principles of Balance	II	2 hrs.
20	Illustrate Structural Designs using the Principles of Balance (contd)	II	2 hrs.
21	Illustrate Structural Designs using the Principles of Rythm	II	2 hrs.
22	Illustrate Structural Designs using the Principles of Rythm(contd)	II	2 hrs.
23	Illustrate Silhouettes for cool/warm	III	2 hrs.
24	Illustrate Silhouettes for cool/warm(contd)	III	2 hrs.
25	Render Colour wheel of 18 Colours to show Primary / Secondary	IV	2 hrs.
26	Render Colour wheel of 18 Colours to show Primary / Secondary (contd)	IV	2 hrs.
27	Render colour harmony with Analogous & Achromatic	V	2 hrs.
28	Render colour harmony with Analogous & Achromatic(contd)	V	2 hrs.
29	Render colour harmony with monochromatic & Polychromatic schemes	V	2 hrs.
30	Render colour harmony with monochromatic & Polychromatic schemes(contd)	V	2 hrs.
31	Render colour harmony in Double complementary & split complementary.	V	2 hrs.
32	Render colour harmony in Double complementary & split complementary(contd)	V	2 hrs.
Total			64 hrs



Note :

To attain the COs and competency, a judicious mix from the above listed LOs need to be performed to achieve up to the 'Precision Level' of Dave's 'Psychomotor Domain Taxonomy'. Assessment of the 'Process' and 'Product' related skills in the laboratory / workshop/field work should be done as per suggested sample below:

Sr. No.	Performance Indicators	Weightage in %
1	Design Analysis : Use of line, shape, texture & colour	40
2	Illustration	20
3	Rendering	20
4	Developing Male / Female / Child Croque	20
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 conduct of experiments, as well as aid to procure equipment by authorities concerned.

Sr. No.	Equipment Name with Broad Specifications	Experiment Sr. No.
1.	Drawing Table and Drawing board	All 1 to 8
2.	Stationery material – Drawing sheets	All 1 to 8
3.	Colouring material – Poster Colour, Colour Pencil etc.	All 1 to 8

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
Unit – I	1a. Illustrate Male, Female &	1.1 Fundamentals of Human Anatomy



Human Anatomy	Child Croque	Do's & Don'ts 1.2 Basic body proportions 1.3 Development of Male, Female & Child Croque. 1.4 8 heads to 10 heads 1.5 Basic Profile – Spine, Ribcage, Arms, Legs
Unit – II Analysis of Lines & Shapes	2a. Types of Designs Analyse Designs using line and shape principle through a comparative study	2.1 Types of Lines 2.2 Function of Lines 2.3 Structure Design : Contrasts & Dominance, Unity, Proportion, Balance, Rythm 2.4 Decorative Design : Figured Fabrics, Stripes, Plaids
Unit – III Analysis of different figure types	3a. Comparative study of appropriate silhouettes for different figure types	3.1 Styling for figure types - Tall & Thin - Short & Plump - Tiny figure - Tall & Buxom - Perfect figure 3.2 Problem spots - Long & Thin Neck - Short & Heavy Neck - Slopping Round Shoulders - Wide Shoulders - Large Bust - Heavy Abdomen & Waist - Wide Hips - Heavy Legs 3.3 Heads & Headlines - Round Face - Square Jaw - Long & Thin Face
Unit – IV Textures & Figure Type	4a. Select the appropriate texture / fabric for various figure types & render to show the effect	4.1 How to choose textiles according to body types. e.g Heavy / Medium / Light weight fabrics.
Unit – V Qualities of Colour	5a. Apply colour to design analysis.	5.1 Power of Colour 5.2 Dimension of Colour – Colour Wheel 5.3 Colour Harmony 5.4 Relationship of Colour
Unit – VI Colour & the Individual	6a. Select the appropriate colour to various silhouettes as per figure types.	6.1 Colour testing 6.2 Colour & Complexion 6.3 Colour & Hair 6.4 Colour & Eyes 6.5 Colour & Figure Application of Principles of Design to Colour



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	Line & Shape	8 hrs.	2	2	4	8
II	Texture	4 hrs.	1	2	3	6
III	Colour	10 hrs.	2	2	4	8
IV	Human Anatomy	2 hrs.	2	3	-	5
V	Figure Types & Problem	8 hrs.	2	2	4	8
Total			9	11	15	35

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

Note: This specification table provides general guidelines to assist student for their learning and to teachers to teach and assess with respect to attainment of LOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may 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 accelerated the attainment of the various outcomes in this course:

- a. Participating in various competitions.
- b. Active involvement in exhibitions.
- c. Contributing towards Tvashtar.

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:

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

12. SUGGESTED MICRO PROJECTS

The micro-project could be group – based.

1. Select photographs of coats , suits, blouses, dresses, or evening clothes from magazines and catalogues which illustrate the following :
 - a. Fine structural design with pleasing space divisions
 - b. Poor structural design
 - c. Decorative details that harmonize with the structural design
 - d. Decorative details that are inappropriate or excessive
 - e. Becoming designs for the short, plump girl



- f. Becoming designs for the tall, thin girl
Mount illustrations and give reasons for your selections.
- 2a. Ask students to bring in items which display a fine use of colour : china, pottery, decorative tiles, small scatter rugs, Paisley shawls, bits of tapestry or brocade, and other art objects.
- 2b. Analyze above colour displays to see whether a definite colour scheme has been used for any of the items.
3. Plan a colour harmony for a striped dress fabric using at least three colours found in any one flower, fish, bird, etc., on display. Mix colours to match those in the illustration.
Make several trial colour sketches until you arrive at a pleasing sequence of varying widths of stripes. Sketch final stripe on manila paper or heavy white drawing paper. Plan to have it cover a space of approximately 5 by 7 inches. Paint in stripes.

13. SUGGESTED LEARNING RESOURCES :

Sr. No.	Title of Book	Author	Publication
1	Clothing Construction & Wardrobe Planning	Dora S. Lewis Mabel G. Bowers & Marietta Kettunen	by Macmillan Company, New York, 1960
2	Timeless Beauty. [Create Your Own Individual Style Whatever Your Size, Shape Or Colouring]	Mathis, Carla Mason & Connor, Helen	London. Judy Piatkus (Publishers) Ltd, 1993
3	Fashion Illustration	Maite Lafuente	
4	The Fundamentals of Drawing	Barrington Barber	Barnes and Noble books – New York, 2002
5	Drawing for Fashion designers	Angel Fernandez & Gabriel Marketing	Pageone, Singapore
6	Fashion Design Drawing and presentation	Patric John, Ireland	B.T. Batsford, London
7	Fashion drawing Basic Principles	Anne Allen & Jalian Scaman	B.T. Batsford, London
8	The Art of colour & design	Matland Graves	McGraw hill Book Co., New York
9	Elements of Design, Rediscovering colours, Textures, forms & shapes	Loan Oei	Thames & Hudson Ltd., London
10	Illustration Today	Robert Ross	International Textbook company, PennsyIvania
11	Figure Drawing For Fashion Design	Drudi, Elisabetta 'Kuky' Paci, Tiziana	Amsterdam, The Pepin Press, 2010
12	A Programmed Manual - Art Principles In Clothing	Pankowski, Edith And Pankowski, Dallas	New York, The Macmillan Company, 1972



14. SUGGESTED SOFTWARE / LEARNING WEBSITES

- a) <https://www.collegefashion.net>
- b) <https://www.wikihow.com>
- c) <https://www.collegefashion.net>
- d) <https://www.designorate.com>
- e) <http://learn.leighcotnoir.com>
- f) www.fiber2fashion.com
- g) www.youtube.com
- h) www.pinterest.com
- i) www.google/images.com
- j) www.videomo.com

