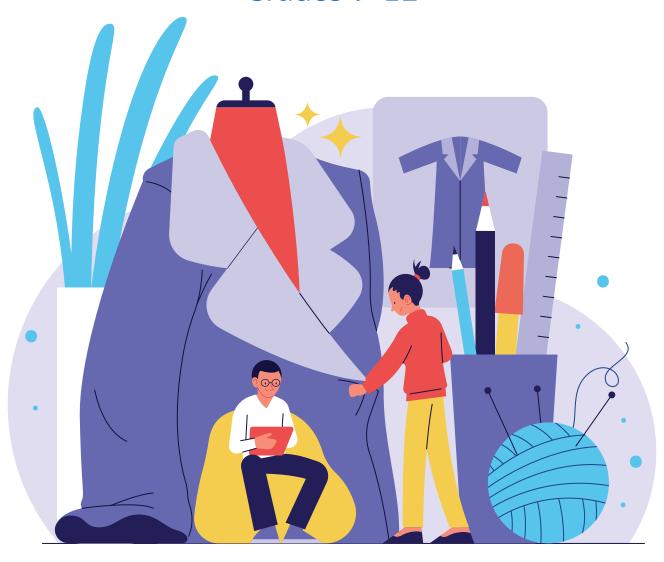
National Curriculum of Pakistan 2022-23

TECHNICAL EDUCATION

FASHION DESIGNING & DRESS MAKING

Fashion Design
Grades 9-12







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NATIONAL CURRICULUM COUNCIL SECRETARIAT

MINISTRY OF FEDERAL EDUCATION AND PROFESSIONAL TRAINING, ISLAMABAD GOVERNMENT OF PAKISTAN



It is with great pride that we, at the National Curriculum Council Secretariat, present the first core curriculum in Pakistan's 75-year history. Consistent with the right to education guaranteed by Article 25-A of our Constitution, the National Curriculum of Pakistan (2022-23) aspires to equip every child with the necessary tools required to thrive in and adapt to an ever-evolving globalized world.

The National Curriculum is in line with international benchmarks, yet sensitive to the economic, religious, and social needs of young scholars across Pakistan. As such, the National Curriculum aims to shift classroom instruction from rote learning to concept-based learning.

Concept-based learning permeates all aspects of the National Curriculum, aligning textbooks, teaching, classroom practice, and assessments to ensure compliance with contemplated student learning outcomes. Drawing on a rich tapestry of critical thinking exercises, students will acquire the confidence to embark on a journey of lifelong learning. They will further be able to acknowledge their weaknesses and develop an eagerness to build upon their strengths.

The National Curriculum was developed through a nationwide consultative process involving a wide range of stakeholders, including curriculum experts from the public, private, and non-governmental sectors. Representatives from provincial education departments, textbook boards, assessment departments, teacher training departments, deeni madaris, public and private publishers, private schools, and private school associations all contributed their expertise to ensure that the National Curriculum could meet the needs of all Pakistani students.

The experiences and collective wisdom of these diverse stakeholders enrich the National Curriculum, fostering the core, nation-building values of inclusion, harmony, and peace, making the National Curriculum truly representative of our nation's educational aspirations and diversity.

I take this opportunity to thank all stakeholders, including students, teachers, and parents who contributed to developing the National Curriculum of Pakistan (2022-23)

Dr. Mariam Chughtai

Director National Curriculum Council Secretariat Ministry of Federal Education and Professional Training

Fashion Design [9-12] Progression Grid

Domain A: Textiles

Standard: Practice and master the skills of still life drawing, design process for collection designing, printing and dying techniques and software skills including MS office and adobe photoshop.

4	Grade 9	Grade 10	Grade 11	Grade 12	
	Benchmark I:		Benchmark I:		
	By the end of grade 10 the students will be able to apply basics of still life drawing by practicing it on objects from nature.		By the end of grade 12 students will be able to apply different rendering styles in still life drawing.		
		Student Learning (Outcomes		
	Students will be able to	Students will be able to:	Students will be able to:	Students will be able to:	
	SLO:FD-09-A-01: Analyze proportions and perspectives of objects in still life drawing	SLO:FD-10-A-01: Draw composition of various still life (Fruit basket, pencilbox, jewellery box, bookshelf, etc.) according to proportions.	SLO:FD-11-A-01:Exploit elements and principles of design to make a still life composition. SLO:FD-11-A-02:	SLO:FD-12-A-01: Draw different objects according to proportions for basic exercise (vase, fruits, vegetables, bottles etc in pointillism technique.	
	SLO:FD-09-A-02: Draw different objects(Shoe, glass, bottle, jug, stool, chair, vase, fruits, vegetables, etc. according to proportions	SLO:FD-10-A-02: Apply shading techniques with poster paints to the compositions SLO:FD-10-A-03: Draw	Practice different types of shading techniques e.g. smudging, hatching, cross hatching, pointillism SLO:FD-11-A-03:Apply Shading techniques to	SLO:FD-12-A-02: Draw a still-life composition and render it incorporating all shading techniques like smudging, hatching, cross hatching and	

SLO:FD- 09-A-03: Apply Shading techniques using pencils and black pens in still life drawn	Nature Study in various mediums and techniques including:	make pointillism exercise on A3 size paper	pointillism in a single composition.
pens in still life drawn objects.	Roots		

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark II:		Benchmark II:	
By the end of grade 10 the students will be able to use principles of design in designing different types of prints and applying color schemes to it successfully.		between morning, afternoon and evening color palate and create color palates accordingly.	
	Student Learn	ing Outcomes	
Students will be able to	Students will be able to:	Students will be able to:	Students will be able to:
SLO:FD-09-A-04:Discuss the importance of Color Theory in drawing and Design	SLO:FD-10-A-04: Define the Elements of Design Line	SLO:FD-11-A-04: Apply the procedure to make morning, afternoon and evening color	SLO:FD-12-A-03: Identify accent color in a print.
SLO:FD-09-A-05:Develop color wheel Primary Colors Secondary Colors Tertiary Colors	ShapeFormColorTextureSpace	palettes SLO:FD-11-A-05: Create 3 examples of color palates comprising of morning, afternoon and evening colors.	SLO:FD-12-A-04: Create a sample book with collecting prints from market research and identifying accent color in each print.

- Warm Colors
- Cool Colors
- Tints and shades

SLO:FD-09-A-06: Develop Color Schemes/ Combinations

- Split Complementary Colors
- Analogous Colors
- Neutral Colors
- Monochromatic colors
- Complementary colors

SLO:FD-09-A-07: Develop tints, shade and tones of primary colors

SLO:FD-10-A-05: Classify the Principles of Design

- Balance
- o Rhythm
- Emphasis
- Composition
- Proportion
- Repetition

SLO:FD-10-A-06: Identify elements and principles of design from the given drawing:

SLO:FD-10-A-07: Create different types of design on 12 by 12 inches template and render it using paint mediums

- l. Geometrical design
- II. Floral design
- III. Abstract design

Incorporate tints, shade and tones in creating these color palates which will be considered. Each color palate should consist of at least 5 to 6 colors.

SLO:FD-11-A-06: Design a composition and paint that single composition in any single example from morning, afternoon and evening color palates each enabling the students to assess how colors can change the overall feel of a composition.

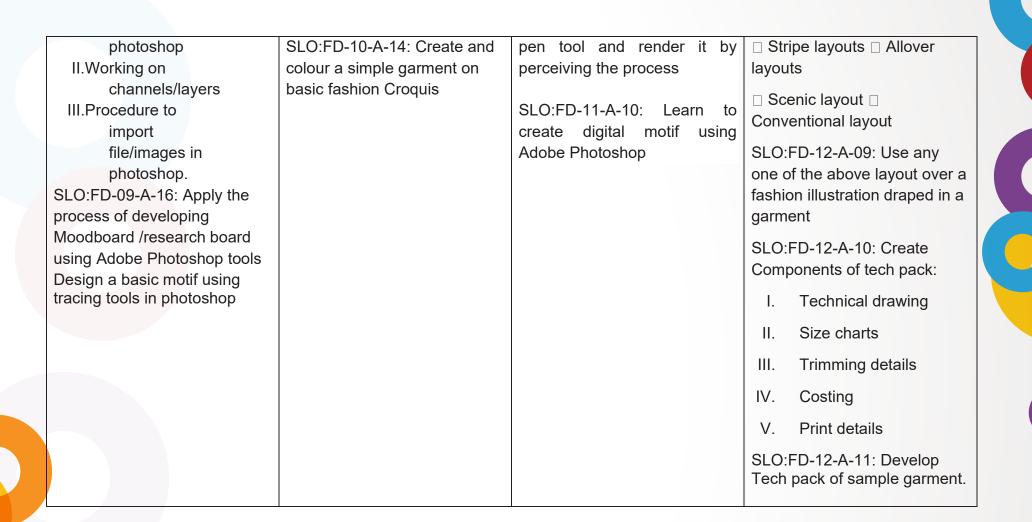
SLO:FD-12-A-05: Design a composition and develop a color palate which must consist of accent color. Paint the composition in the color palate to practice the effective placement and quantity of accent color in a composition.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark III:			

By the end of grade 10 the students will be able to use MS word, excel and power point for documentation purpose.		
Student Learning Outcomes	<u> </u>	
Students will be able to	Students will be able to:	
SLO:FD-09-A-08: Discuss the importance of IT, computer component and peripherals	SLO:FD-10-A-08: Discuss features of MS Excel Worksheet	
SLO:FD-09-A-09:Install drivers and applications according to the software specification.	SLO:FD-10-A-09: Format the worksheet according to given criteria.	
SLO:FD-09-A-10:Format and print MS word document according to	SLO:FD-10-A-10: Apply Formulas according to the requirement.	
given requirement. SLO:FD-09-A-11:Insert slides with different layouts in MS Powerpoint.	SLO:FD-10-A-11: Generate Charts/Graphs according to the given data	
SLO:FD-09-A-12:Practice how to insert text, tables, images, etc and set of effects to animate the slide according to the requirement.		

SLO:FD-09-A-13:Apply Slide	
Transitions and Sound Effects	
on Objects/text/images	
according to requirement on	
power point.	

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark VI:	Benchmark VI:		
By the end of grade 10 the stud Photoshop for creating basic monoral mood boards and the basic produgitally.	otif in print design, designing	By the end of grade 12 students digital fashion illustration, design different repeats and make tech software.	n textile prints digitally in
	Student Learn	ing Outcomes	
Students will be able to	Students will be able to:	Students will be able to:	Students will be able to:
SLO:FD-09-A-14:Discuss the basic concept of CAD and its importance in	SLO:FD-10-A-12: Use different tools for making basic fashion Croquis	SLO:FD-11-A-07: Draw 11 head croqui with pen tool	SLO:FD-12-A-06:Create digital motif and use it for creating different textile repeats
fashion industry. SLO:FD-09-A-15: Apply	SLO:FD-10-A-13: Create and colour basic fashion Croquis using tools in photoshop	SLO:FD-11-A-08: Produce digital fashion illustration with garment and render it accordingly	SLO:FD-12-A-07: Render these motifs using different color pallets
Photoshop including: I.Use of different tools in		SLO:FD-11-A-09: Perform practical of stylized croqui with	SLO:FD-12-A-08: Make Digital Samples of



Grade 9	Grade 10	Grade 11	Grade 12
Benchmark V:		Benchmark V:	

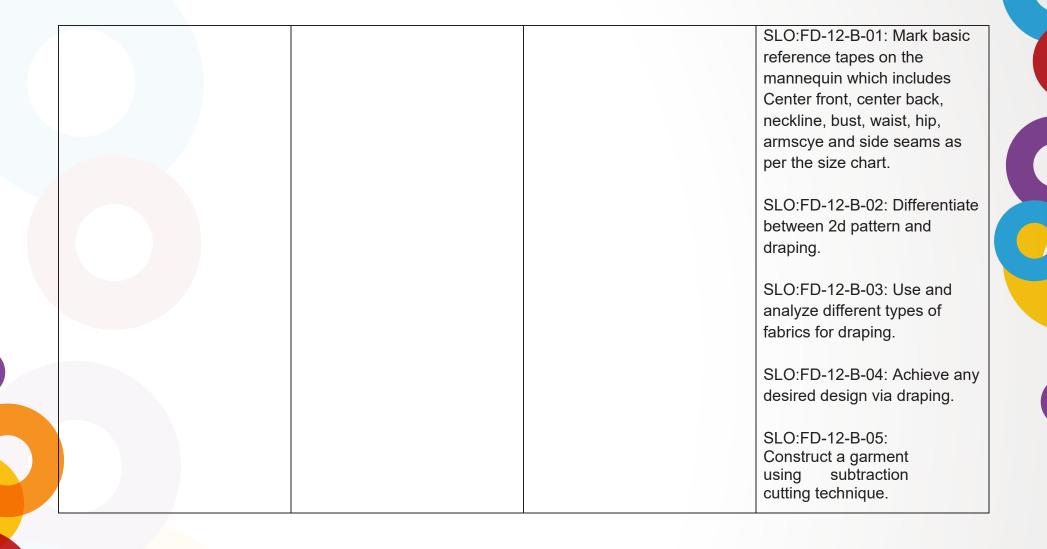
By the end of grade 10 students will be able to draw a garment design using the design process.		By the end of grade 12 students will be able to create samples by applying different types of printing and dying techniques.	
	Student Learn	ing Outcomes	
Students will be able to	Students will be able to:	Students will be able to:	Students will be able to:
SLO:FD-09-A-17: Discuss the importance of research in Design development process	SLO:FD-10-A-15: Carry out design development process for creating final garment	SLO:FD-11-A-11: Experiment with different dyeing objects, pot dying, jiggers etc.	SLO:FD-12-A-12: Design samples of screen printing including pigment printing,
SLO:FD-09-A- 18:Discuss design process. i.e.	designs SLO:FD-10-A-16: Draw final	SLO:FD-11-A-12: Create different dyeing samples by using natural material to	emboss printing and paste printing SLO:FD-12-A-13: Design
I. Topic selection	garment design according to the selected theme and render	extract dyes such as leaves,	block printing samples
II. Theme	it by using different media and materials	flowers etc.	SLO:FD-12-A-14: Design
III. Research process	materials	SLO:FD-11-A-13: Prepare	Digital printing samples
		Dyeing samples at least 10-12	SLO:FD-12-A-15: Create
IV. Analysis		□ Folding □ Marbling	samples with hand
V. Sample development		☐ Knotting ☐ Rushing	embellishment materials including, kora, dhabka,
VI. Product execution		□ Shibori □ Chunri	variations of sequence,
VI. I Toddot excoditori		□ Sun burst □ Spiral or	katdana, beadwork etc.
SLO:FD-09-A-19:Perform brainstorming for theme selection		swirl □ Batik	SLO:FD-12-A-16: Create a composition on A3 size by using different hand embroidery stitches along with different embellishment

SLO:FD-09-A-20:Develop	SLO:FD-11-A-14: Use the material to enhance the
Mind map	process of fabric dying for creativity.
SLO:FD-09-A-21:Create	various fabric qualities
Research board/Theme	SLO:FD-11-A-15: Create
board, mood board, color	samples with hand embroidery
board and textile board	stitches including Running
	stitch, Back stitch, Cross
SLO:FD-09-A-22:Differentiate	stitch, Satin stitch, Chain stitch & lazy daisy, Fly and feather
between research	stitch, French knot
methodologies i.e. Primary	Suton, i fonon knot
and secondary research	

Domain B: Draping

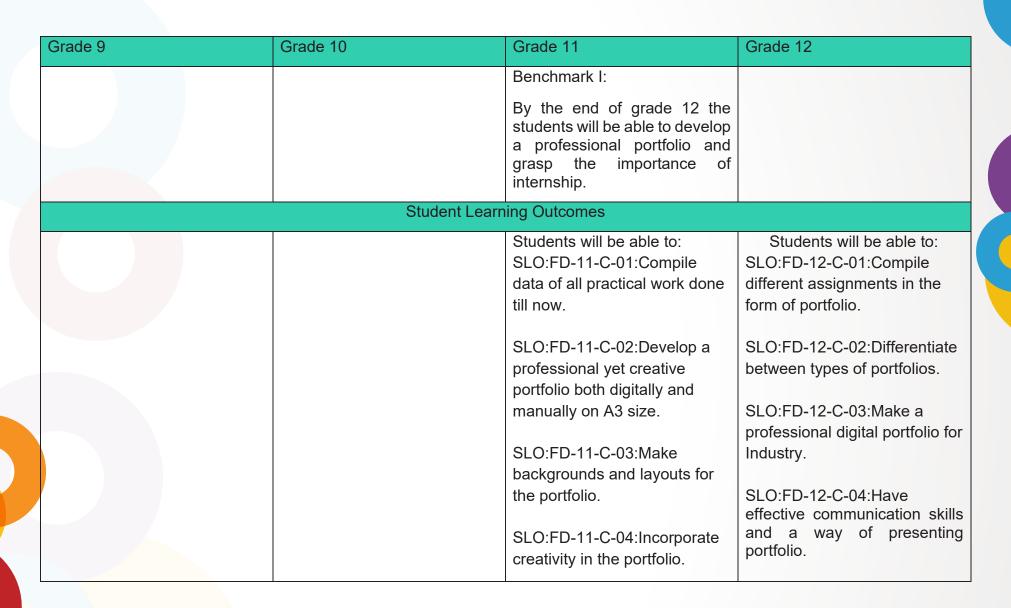
Standard: To provide students with the skill of draping which includes fabric manipulation by different techniques such as subtraction cutting.

Grade 9	Grade 10	Grade 11	Grade 12
		Benchmark I: By the end of grade 12 students will be able to drape fabric without the help of 2d patterns.	
Student Learning Outcomes			
			Students will be able to:



Domain C: Portfolio development

Standard: Compile data in the form of a professional portfolio both digitally and manually.



Domain D: Introduction to Fashion

Standard: Develop fashion projects by following forecasting trends, covering the steps involved in the design process to create a complete fashion product.

complete fashion product.						
Grade 9	Grade 10	Grade 11	Grade 12			
Benchmark: Analyze the evolution of fashion and the importance of fashion forecasting		Benchmark: Observe and apply the design process to create a fashion product.				
Student Learning Outcomes						
Students will be able to	Students will be able to	Students will be able to	Students will be able to			
SLO:FD-09-D-01:Define fashion, considering its historical context and contemporary significance.	SLO:FD-10-D- 01:Research on iconic designers such as Coco Chanel, Christian Dior, Hubert de Givenchy, and	SLO:FD-11-D-01:Explore and analyze color trends, garment trends, and print/surface trends, gathering information from	SLO:FD-12-D-01:Define the importance of planning and organizing tasks in fashion design			
SLO:FD-09-D-02: Explain the history of fashion design from the 1960s to the present day.	others, and be able to discuss their contributions to the fashion world.	SLO:FD-11-D-02:Design process by creating a flow	SLO:FD-12-D-02: Interpret and apply the design process involved in manufacturing a fashion			
SLO:FD-09-D-03:Observe and analyze the importance of fashion in everyday life, particularly within the local fashion industry.	SLO:FD-10-D-02:Explain the concept of fashion forecasting, identify different types (short-term and long-term), and recognize the significance of agencies like WGSN and trend zoom.	chart including all steps involved in the production of a fashion product. Steps include:	SLO:FD-12-D-03: Creat a comprehensive flow chart encompassing various steps from theme selection to garment production.			
		 color board, design extraction, illustration, technical drawing, pattern making, 	SLO:FD-12-D-04: interpret the whole perspective of the design process.			

fabric swatching,
mocks/toiles,
product/garment production.

Domain E: Illustration

Standard: Create fashion figures through various steps and produce croquis with different poses and styles, ultimately developing complete garments by following the entire design production process, from theme selection to final illustration.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark: Develop and display the right techniques of creating 9-head, 10-head, and 11-head croquis.		Benchmark: Illustrate garments on croquis based on a given theme.	
Student Learning Outcomes			
Students will be able to	Students will be able to	Students will be able to	Students will be able to
SLO:FD-09-E-01:Explain the principles and techniques involved in illustrating fashion figures (croquis). SLO:FD-09-E-02: of	SLO:FD-10-E-01:Drawing an 11-head stylized fashion figure/croqui. SLO:FD-10-E-02:Describe different silhouettes.	SLO:FD-11-E-01:Illustrate different types of garments over stylized croquis and practicing rendering techniques using watercolors. SLO:FD-11-E-02:Organize a	SLO:FD-12-E-01:Create croquis with advanced and dynamic poses, showcasing a deeper understanding of human anatomy and movement.
Draw a 9-head skeleton croqui. SLO:FD-09-E-03:Draw a 10-skeleton croqui.	SLO:FD-10-E-03:Learn to illustrate garments over stylized croquis.	hands-on activity where students use natural/artificial materials to drape garments creatively over the 11-head	SLO:FD-12-E-02:Incorporate detailed facial features into their fashion figures, including expressions and nuanced facial anatomy.

SLO:FD-09-E-04:Draw an 1° Fashion figure/croqui.

SLO:FD-09-E-05:Develop Technical drawings of trousers, skirts and dress variations.

SLO:FD-10-E-04:Draw 9-head, 10-head, and 11-head basic skeleton croquis.

SLO:FD-10-E-05:Draw stylized 11-head croqui with various poses and silhouettes.

SLO:FD-10-E-06:Illustrate different types of garments over stylized croquis and render them using watercolors.

SLO:FD-10-E-07:Carry out an activity using natural/artificial materials such as dried leaves, stones, plastic bottles, etc., to drape garments over the head croqui in a creative and innovative way. croqui, encouraging innovative design thinking.

SLO:FD-11-E-03:Engage in collaborative illustration projects, where students work together to create a cohesive collection of fashion illustrations, simulating a real-world collaborative design process.

SLO:FD-11-E-04:Stay informed about current trends in the fashion illustration industry, attending exhibitions, following contemporary illustrators, and incorporating elements of innovation into their own work.

SLO:FD-12-E-03:Experiment with a variety of illustration media beyond watercolors, such as markers, digital tools, mixed media, and understand the impact of different mediums on the final illustration.

SLO:FD-12-E-04: Interpret client briefs and creat fashion illustrations that align with specific design requirements, considering factors like target audience, brand identity, and cultural influences.

