

National Curriculum of Pakistan  
2022-23

# TECHNICAL EDUCATION

## FASHION DESIGNING & DRESS MAKING

Fashion Design  
Grades 9-12



**NATIONAL CURRICULUM COUNCIL SECRETARIAT**  
MINISTRY OF FEDERAL EDUCATION AND  
PROFESSIONAL TRAINING, ISLAMABAD  
GOVERNMENT OF PAKISTAN



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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.

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

<p>SLO:FD-09-A-03: Apply Shading techniques using pencils and black pens in still life drawn objects.</p>	<p>Nature Study in various mediums and techniques including:</p> <ul style="list-style-type: none"> <li>○ Leaves</li> <li>○ Flowers</li> <li>○ Trees</li> <li>○ Branches</li> </ul> <p>Roots</p>	<p>make pointillism exercise on A3 size paper</p>	<p>pointillism in a single composition.</p>
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Grade 9	Grade 10	Grade 11	Grade 12
<p>Benchmark II:</p> <p>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.</p>		<p>Benchmark II:</p> <p>By the end of grade 12 students will be able to differentiate between morning, afternoon and evening color palate and create color palates accordingly.</p>	
Student Learning Outcomes			
<p>Students will be able to</p> <p>SLO:FD-09-A-04: Discuss the importance of Color Theory in drawing and Design</p> <p>SLO:FD-09-A-05: Develop color wheel</p> <ul style="list-style-type: none"> <li>○ Primary Colors</li> <li>○ Secondary Colors</li> <li>○ Tertiary Colors</li> </ul>	<p>Students will be able to:</p> <p>SLO:FD-10-A-04: Define the Elements of Design</p> <ul style="list-style-type: none"> <li>○ Line</li> <li>○ Shape</li> <li>○ Form</li> <li>○ Color</li> <li>○ Texture</li> <li>○ Space</li> </ul>	<p>Students will be able to:</p> <p>SLO:FD-11-A-04: Apply the procedure to make morning, afternoon and evening color palettes</p> <p>SLO:FD-11-A-05: Create 3 examples of color palates comprising of morning, afternoon and evening colors.</p>	<p>Students will be able to:</p> <p>SLO:FD-12-A-03: Identify accent color in a print.</p> <p>SLO:FD-12-A-04: Create a sample book with collecting prints from market research and identifying accent color in each print.</p>

<ul style="list-style-type: none"> <li>○ Warm Colors</li> <li>○ Cool Colors</li> <li>○ Tints and shades</li> </ul> <p>SLO:FD-09-A-06: Develop Color Schemes/ Combinations</p> <ul style="list-style-type: none"> <li>○ Split Complementary Colors</li> <li>○ Analogous Colors</li> <li>○ Neutral Colors</li> <li>○ Monochromatic colors</li> <li>○ Complementary colors</li> </ul> <p>SLO:FD-09-A-07: Develop tints, shade and tones of primary colors</p>	<p>SLO:FD-10-A-05: Classify the Principles of Design</p> <ul style="list-style-type: none"> <li>○ Balance</li> <li>○ Rhythm</li> <li>○ Emphasis</li> <li>○ Composition</li> <li>○ Proportion</li> <li>○ Repetition</li> </ul> <p>SLO:FD-10-A-06: Identify elements and principles of design from the given drawing:</p> <p>SLO:FD-10-A-07: Create different types of design on 12 by 12 inches template and render it using paint mediums</p> <ol style="list-style-type: none"> <li>I. Geometrical design</li> <li>II. Floral design</li> <li>III. Abstract design</li> </ol>	<p>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.</p> <p>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.</p>	<p>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.</p>
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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**

Students will be able to

SLO:FD-09-A-08: Discuss the importance of IT, computer component and peripherals

SLO:FD-09-A-09: Install drivers and applications according to the software specification.

SLO:FD-09-A-10: Format and print MS word document according to given requirement.

SLO:FD-09-A-11: Insert slides with different layouts in MS Powerpoint.

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.

Students will be able to:

SLO:FD-10-A-08: Discuss features of MS Excel Worksheet

SLO:FD-10-A-09: Format the worksheet according to given criteria.

SLO:FD-10-A-10: Apply Formulas according to the requirement.

SLO:FD-10-A-11: Generate Charts/Graphs according to the given data



SLO:FD-09-A-13:Apply Slide Transitions and Sound Effects on Objects/text/images according to requirement on power point.			
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Grade 9	Grade 10	Grade 11	Grade 12
Benchmark VI: By the end of grade 10 the students will be able to use Adobe Photoshop for creating basic motif in print design, designing mood boards and the basic process of creating fashion croquis digitally.		Benchmark VI: By the end of grade 12 students will be able to create stylized digital fashion illustration, design textile prints digitally in different repeats and make tech packs for garments on a software.	

Student Learning Outcomes			
Students will be able to SLO:FD-09-A-14:Discuss the basic concept of CAD and its importance in fashion industry. SLO:FD-09-A-15: Apply basics of Adobe Photoshop including: I.Use of different tools in	Students will be able to: SLO:FD-10-A-12: Use different tools for making basic fashion Croquis SLO:FD-10-A-13: Create and colour basic fashion Croquis using tools in photoshop	Students will be able to: SLO:FD-11-A-07: Draw 11 head croqui with pen tool SLO:FD-11-A-08: Produce digital fashion illustration with garment and render it accordingly SLO:FD-11-A-09: Perform practical of stylized croqui with	Students will be able to: SLO:FD-12-A-06:Create digital motif and use it for creating different textile repeats SLO:FD-12-A-07: Render these motifs using different color pallets SLO:FD-12-A-08: Make Digital Samples of

<p>photoshop</p> <p>II.Working on channels/layers</p> <p>III.Procedure to import file/images in photoshop.</p> <p>SLO:FD-09-A-16: Apply the process of developing Moodboard /research board using Adobe Photoshop tools</p> <p>Design a basic motif using tracing tools in photoshop</p>	<p>SLO:FD-10-A-14: Create and colour a simple garment on basic fashion Croquis</p>	<p>pen tool and render it by perceiving the process</p> <p>SLO:FD-11-A-10: Learn to create digital motif using Adobe Photoshop</p>	<p><input type="checkbox"/> Stripe layouts <input type="checkbox"/> Allover layouts</p> <p><input type="checkbox"/> Scenic layout <input type="checkbox"/> Conventional layout</p> <p>SLO:FD-12-A-09: Use any one of the above layout over a fashion illustration draped in a garment</p> <p>SLO:FD-12-A-10: Create Components of tech pack:</p> <ol style="list-style-type: none"> <li>I. Technical drawing</li> <li>II. Size charts</li> <li>III. Trimming details</li> <li>IV. Costing</li> <li>V. Print details</li> </ol> <p>SLO:FD-12-A-11: Develop Tech pack of sample garment.</p>
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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 dyeing techniques.	
<b>Student Learning Outcomes</b>			
<p>Students will be able to</p> <p>SLO:FD-09-A-17: Discuss the importance of research in Design development process</p> <p>SLO:FD-09-A-18: Discuss design process. i.e.</p> <ol style="list-style-type: none"> <li>I. Topic selection</li> <li>II. Theme</li> <li>III. Research process</li> <li>IV. Analysis</li> <li>V. Sample development</li> <li>VI. Product execution</li> </ol> <p>SLO:FD-09-A-19: Perform brainstorming for theme selection</p>	<p>Students will be able to:</p> <p>SLO:FD-10-A-15: Carry out design development process for creating final garment designs</p> <p>SLO:FD-10-A-16: Draw final garment design according to the selected theme and render it by using different media and materials</p>	<p>Students will be able to:</p> <p>SLO:FD-11-A-11: Experiment with different dyeing objects, pot dyeing, jiggers etc.</p> <p>SLO:FD-11-A-12: Create different dyeing samples by using natural material to extract dyes such as leaves, flowers etc.</p> <p>SLO:FD-11-A-13: Prepare Dyeing samples at least 10-12</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Folding <input type="checkbox"/> Marbling</li> <li><input type="checkbox"/> Knotting <input type="checkbox"/> Rushing</li> <li><input type="checkbox"/> Shibori <input type="checkbox"/> Chunri</li> <li><input type="checkbox"/> Sun burst <input type="checkbox"/> Spiral or swirl <input type="checkbox"/> Batik</li> </ul>	<p>Students will be able to:</p> <p>SLO:FD-12-A-12: Design samples of screen printing including pigment printing, emboss printing and paste printing</p> <p>SLO:FD-12-A-13: Design block printing samples</p> <p>SLO:FD-12-A-14: Design Digital printing samples</p> <p>SLO:FD-12-A-15: Create samples with hand embellishment materials including, kora, dhabka, variations of sequence, katdana, beadwork etc.</p> <p>SLO:FD-12-A-16: Create a composition on A3 size by using different hand embroidery stitches along with different embellishment</p>

<p>SLO:FD-09-A-20:Develop Mind map</p> <p>SLO:FD-09-A-21:Create Research board/Theme board, mood board, color board and textile board</p> <p>SLO:FD-09-A-22:Differentiate between research methodologies i.e. Primary and secondary research</p>		<p>SLO:FD-11-A-14: Use the process of fabric dyeing for various fabric qualities</p> <p>SLO:FD-11-A-15: Create samples with hand embroidery stitches including Running stitch, Back stitch, Cross stitch, Satin stitch, Chain stitch &amp; lazy daisy, Fly and feather stitch, French knot</p>	<p>material to enhance the creativity.</p>
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**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
		<p>Benchmark I:</p> <p>By the end of grade 12 students will be able to drape fabric without the help of 2d patterns.</p>	
Student Learning Outcomes			
			Students will be able to:

			<p>SLO:FD-12-B-01: Mark basic reference tapes on the mannequin which includes Center front, center back, neckline, bust, waist, hip, armscye and side seams as per the size chart.</p> <p>SLO:FD-12-B-02: Differentiate between 2d pattern and draping.</p> <p>SLO:FD-12-B-03: Use and analyze different types of fabrics for draping.</p> <p>SLO:FD-12-B-04: Achieve any desired design via draping.</p> <p>SLO:FD-12-B-05: Construct a garment using subtraction cutting technique.</p>
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**Domain C: Portfolio development**

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

Grade 9	Grade 10	Grade 11	Grade 12
		<p>Benchmark I:</p> <p>By the end of grade 12 the students will be able to develop a professional portfolio and grasp the importance of internship.</p>	
<b>Student Learning Outcomes</b>			
		<p>Students will be able to:</p> <p>SLO:FD-11-C-01:Compile data of all practical work done till now.</p> <p>SLO:FD-11-C-02:Develop a professional yet creative portfolio both digitally and manually on A3 size.</p> <p>SLO:FD-11-C-03:Make backgrounds and layouts for the portfolio.</p> <p>SLO:FD-11-C-04:Incorporate creativity in the portfolio.</p>	<p>Students will be able to:</p> <p>SLO:FD-12-C-01:Compile different assignments in the form of portfolio.</p> <p>SLO:FD-12-C-02:Differentiate between types of portfolios.</p> <p>SLO:FD-12-C-03:Make a professional digital portfolio for Industry.</p> <p>SLO:FD-12-C-04:Have effective communication skills and a way of presenting portfolio.</p>

**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.

Grade 9	Grade 10	Grade 11	Grade 12
<b>Benchmark:</b> Analyze the evolution of fashion and the importance of fashion forecasting		<b>Benchmark:</b> Observe and apply the design process to create a fashion product.	
<b>Student Learning Outcomes</b>			
<p>Students will be able to</p> <p>SLO:FD-09-D-01:Define fashion, considering its historical context and contemporary significance.</p> <p>SLO:FD-09-D-02: Explain the history of fashion design from the 1960s to the present day.</p> <p>SLO:FD-09-D-03:Observe and analyze the importance of fashion in everyday life, particularly within the local fashion industry.</p>	<p>Students will be able to</p> <p>SLO:FD-10-D-01:Research on iconic designers such as Coco Chanel, Christian Dior, Hubert de Givenchy, and others, and be able to discuss their contributions to the fashion world.</p> <p>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.</p>	<p>Students will be able to</p> <p>SLO:FD-11-D-01:Explore and analyze color trends, garment trends, and print/surface trends, gathering information from leading forecasting agencies.</p> <p>SLO:FD-11-D-02:Design process by creating a flow chart including all steps involved in the production of a fashion product. Steps include:</p> <ul style="list-style-type: none"> <li>● brainstorming,</li> <li>● theme selection,</li> <li>● research,</li> <li>● mood board,</li> <li>● color board,</li> <li>● design extraction,</li> <li>● illustration,</li> <li>● technical drawing,</li> <li>● pattern making,</li> </ul>	<p>Students will be able to</p> <p>SLO:FD-12-D-01:Define the importance of planning and organizing tasks in fashion design</p> <p>SLO:FD-12-D-02: Interpret and apply the design process involved in manufacturing a fashion product</p> <p>SLO:FD-12-D-03: Create a comprehensive flow chart encompassing various steps from theme selection to garment production.</p> <p>SLO:FD-12-D-04: interpret the whole perspective of the design process.</p>

		<ul style="list-style-type: none"> <li>• fabric swatching,</li> <li>• mocks/toiles,</li> </ul> product/garment production.	
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**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
<b>Benchmark:</b> Develop and display the right techniques of creating 9-head, 10-head, and 11-head croquis.		<b>Benchmark:</b> Illustrate garments on croquis based on a given theme.	
Student Learning Outcomes			
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 Draw a 9-head skeleton croqui.  SLO:FD-09-E-03:Draw a 10-skeleton croqui.	Students will be able to  SLO:FD-10-E-01:Drawing an 11-head stylized fashion figure/croqui.  SLO:FD-10-E-02:Describe different silhouettes.  SLO:FD-10-E-03:Learn to illustrate garments over stylized croquis.	Students will be able to  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 hands-on activity where students use natural/artificial materials to drape garments creatively over the 11-head	Students will be able to  SLO:FD-12-E-01:Create croquis with advanced and dynamic poses, showcasing a deeper understanding of human anatomy and movement.  SLO:FD-12-E-02:Incorporate detailed facial features into their fashion figures, including expressions and nuanced facial anatomy.



<p>SLO:FD-09-E-04:Draw an 11-head Fashion figure/croqui.</p>	<p>SLO:FD-10-E-04:Draw 9-head, 10-head, and 11-head basic skeleton croquis.</p>	<p>croqui, encouraging innovative design thinking.</p>	<p>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.</p>
<p>SLO:FD-09-E-05:Develop Technical drawings of trousers, skirts and dress variations.</p>	<p>SLO:FD-10-E-05:Draw stylized 11-head croqui with various poses and silhouettes.</p>	<p>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.</p>	<p>SLO:FD-12-E-04: Interpret client briefs and create fashion illustrations that align with specific design requirements, considering factors like target audience, brand identity, and cultural influences.</p>
	<p>SLO:FD-10-E-06:Illustrate different types of garments over stylized croquis and render them using watercolors.</p>	<p>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.</p>	
	<p>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.</p>		



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