Title	Fashion, art and culture
Summary / overview	Fashion, art and culture invariably influence each other. But what drives fashion and art? Increasing interest in batik reflects both cultural and functional considerations - including school uniforms! In this project, students will examine fashion, fashion design, traditional art and crafts and begin to understand how different cultures influence fashion and art. Students share, compare and work collaboratively to research and create their own fashion designs.
Theme(s)	Fashion, craft and fine art
Objective(s)	1. Students will identify, share and compare fashion trends in each other's countries. 2. Students will build an understanding of the cultural impact on fashion and how tradition and art and craft influences fashion in each country. 3. Students will work collaboratively in small teams to create designs of garments or fabrics and develop an understanding of the design process 4. Students will develop an understanding of appropriate writing styles and context.

Organisational details

Languages	English / Bahasa Indonesia
Subject Area(s)	Art & Culture, Studies of Society and the Environment (History and Geography), English (Speaking, Reading, Writing and Listening) This is appropriate for students between the ages of 12 and 17.
Duration	8 weeks

Project description

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 1	Fashion and Me	Introduce this collaborative project to your students and explain the aims and the sorts of activities they will be undertaking with each other and their partner schools. Begin as a whole class, brainstorming with your students the latest fashion trends for both males and females. List any well known fashion labels and the 'branding' that goes along with them, including to whom you think the brand is targeted and what it's key messages are (e.g. Quiksilver – youthful, surf culture etc). Students can upload and share with their partner school, their own digital images and/or magazine images and how different brands portray their label in the different countries on their wikispace. Students can annotate the images with their views on the different brands, what they stand for and who they target, and what they think is fashion and fashionable.	The Internet Fashion Magazines Billboards and Posters	Web resources / fashion magazines		When you are breaking your students into groups, make sure that they have a clear understanding of the tasks assigned to them and the timelines impacting on them. Groups should contain students with mixed abilities.

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 2	Comparing and sharing fashion ideas	Using the Wikispace and the images that the two classes have uploaded there, get your students to communicate with each other and their partner school about the respective fashions trends in each country, compare differences and similarities and why these may be so. In a whole group discussion, begin talking about cultural sensitivities and traditions and how these influence the development of fashion in each culture. (i.e. batik design, indigenous art and craft, etc.) Then, break into small groups and explore the place of traditional art and craft and fashion within the community. Ask questions such as: Is there any overlap? Is fashion influenced by culture, art and craft? How?				

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Weeks 3 - 6	Designing a garment	Over the next few weeks, your students will work in small collaborative groups to design a garment or piece of material either in a traditional way or a fashion design. The designs can be drawn/painted free hand, or digitally, and use a range of creative media or software that may be available to them. The students will use the Wikispace as a central point of contact and sharing their work. They will need to discuss the process they will use to create their design and determine who undertakes what roles and tasks. The process could involve: 1. research to find examples of fashion in which they're interested (Fashion magazines, websites etc) 2. research into a craft (such as batik or indigenous Australian or multicultural designs) that could form the material 3. interviewing a 'crafter' (who creates batik) or a fashion designer 4. sketches and descriptions of the items 5. record the process with digital photos and post these on the Wikispace 6. posting ideas and drawings on the Wikispace and receiving feedback from their partner school				

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 7	Digital fashion parade / online gallery	By Week 6, the designs should be completed. The artwork will be posted on the Wikispace. Each piece should have a description of the piece and, if a craft is used to develop the material, a procedural description of *how to* create it. A 'guest designer(s)' could also be encouraged to 'open' the parade by posting a message to the Wikispace, with an image of their work. Student groups from both partner schools access the Wiki and provide feedback on each other's designs.				

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints

Week 8	Reflections	Use the Wikispace to get your students from both schools to reflect on the different designs that emerged during this activity.
		
		Ask them to explore the following questions:
		    What insights does this give us into each other's culture?
		    What are the differences between fashion and the similarities in what we designed?
		    What challenges do fashion designers have when creating new fashion with the aim of spanning different countries and cultures?
		    What were some of the cultural sensitivities that need to be considered when designing fashion for different contexts?				

Outcomes/ outputs	A digital fashion parade / gallery of designs					