

FASHION LONDON

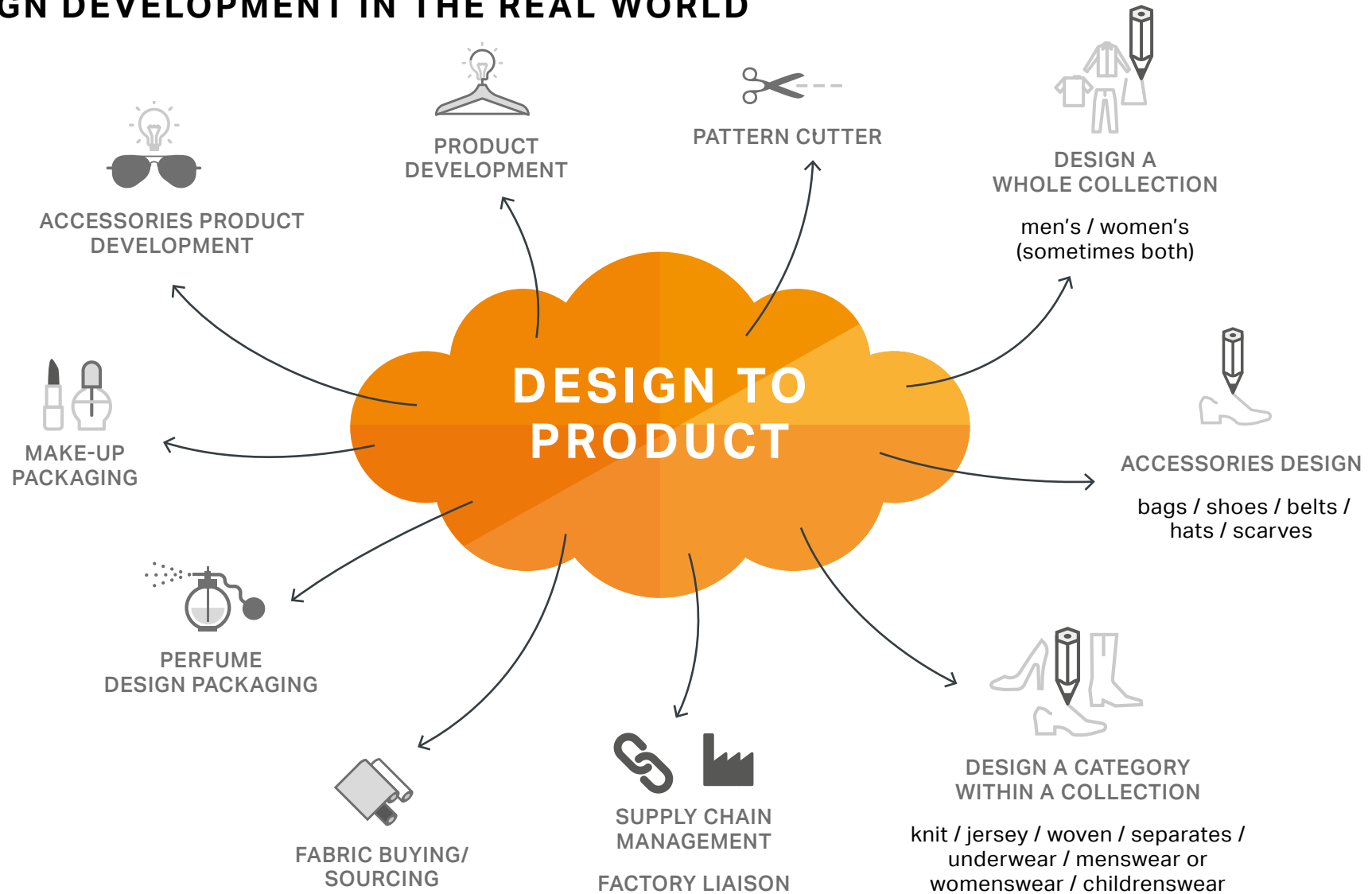
# LESSON 5: DESIGN TO PRODUCT

**In this session you will:**

- ♦ create your t-shirt, based on the research done in lesson 2 and the design drawn up in lesson 4.



## CAREERS: DESIGN DEVELOPMENT IN THE REAL WORLD



**DISCOVER: SETTING THE SCENE**  
**THE CRAFT OF SAVILLE ROW**

London’s Savile Row is world-renowned. It is the place to go for stylish suits made by highly skilled tailor.

**What does tailor mean?**

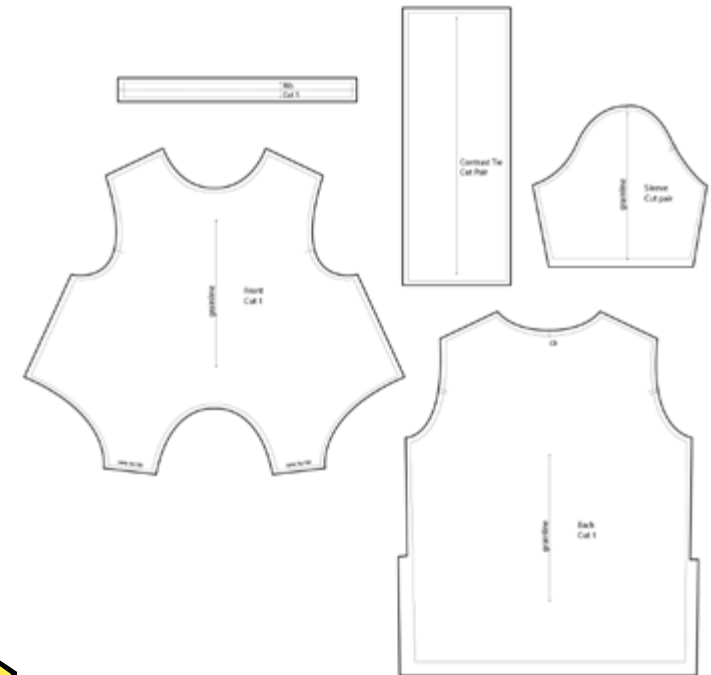
**Dictionary definitions:**

1. A person whose occupation is the making, mending, or altering of clothes, particularly suit, coats and outerwear garments.
2. To make (a uniform) to order; cut (a ready-made uniform) so as to cause to fit more snugly; taper.

**What is pattern cutting?**

Pattern cutting in the fashion industry is the process of taking a design and making it into a paper pattern before cutting the fabric. To transfer a 2D design into a 3D product, it is necessary to first create a pattern out of card or paper. The person who creates the pattern is known as a pattern cutter.

Here is an example of a pattern and the t-shirt it is for.



## DISCOVER: CREATING A GARMENT FROM CONCEPT AND DESIGN DEVELOPMENT ACTIVITY 5A

**For this task you will be able to experience the role of a designer and pattern cutter.**

- ◆ You will need to bring an old t-shirt/s or shirt/s to work with
- ◆ Use your design ideas from lesson 4 to guide the activity and explore more design options
- ◆ Start to alter and customise their t-shirt/garments according to your design idea.

Note: this can be a group or individual activity.

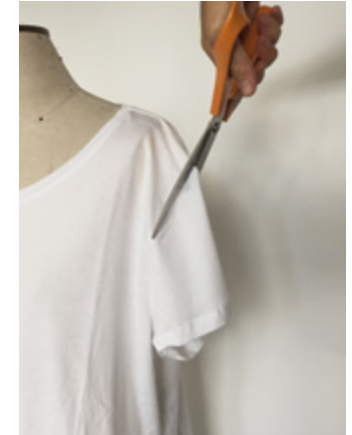
There are no rules to this activity, you can use all the t-shirts/garments they bring and mix them up or work on just one. This exercise encourages resourcefulness and creativity.

Why not use art materials where appropriate and explore a range of possibilities and different versions of their designs?

Each version should be recorded through drawing and or photography.

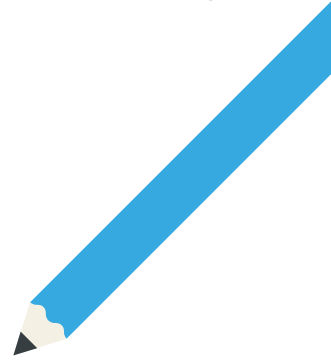
**Ideas to help you get started:**

- ◆ combine layers
- ◆ cut the garment up and sew it back together
- ◆ cut a new neckline shape
- ◆ change a sleeve shape or remove
- ◆ use paint or markers to show surface design or patterns for print or embroidery.



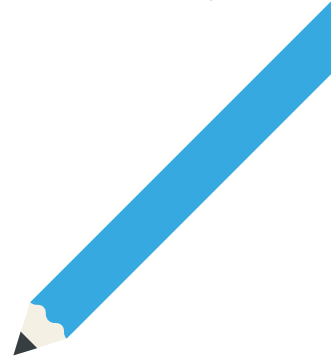
**DISCOVER:** CREATING A GARMENT FROM CONCEPT AND DESIGN DEVELOPMENT – 3D MANIPULATION  
ACTIVITY 5A

Record your ideas through drawing and or photography.

A large, empty rectangular box with a thin black border, intended for drawing or photography. It occupies the left third of the drawing area.A large, empty rectangular box with a thin black border, intended for drawing or photography. It occupies the middle third of the drawing area.A large, empty rectangular box with a thin black border, intended for drawing or photography. It occupies the right third of the drawing area.

**DISCOVER: CREATING A GARMENT FROM CONCEPT AND DESIGN DEVELOPMENT – 3D MANIPULATION**  
**ACTIVITY 5A** continued

Record your ideas through drawing and or photography.

A large, empty rectangular box with a thin black border, intended for drawing or photography. It occupies the left third of the page's width.A large, empty rectangular box with a thin black border, intended for drawing or photography. It occupies the middle third of the page's width.A large, empty rectangular box with a thin black border, intended for drawing or photography. It occupies the right third of the page's width.

**DISCOVER: CREATING A GARMENT FROM CONCEPT AND DESIGN DEVELOPMENT – APPLYING DESIGNS**  
**ACTIVITY 5B**

Once your 3D designs have been finished, it is time to go back to drawing.

- ◆ You should create 3–5 final designs using their 3D outcomes to draw from.
- ◆ Have your customer board and concept board with you to make sure your final designs represent both areas.
- ◆ Check your designs are 'on message' in accordance with their brand and tagline.



**NOTE**

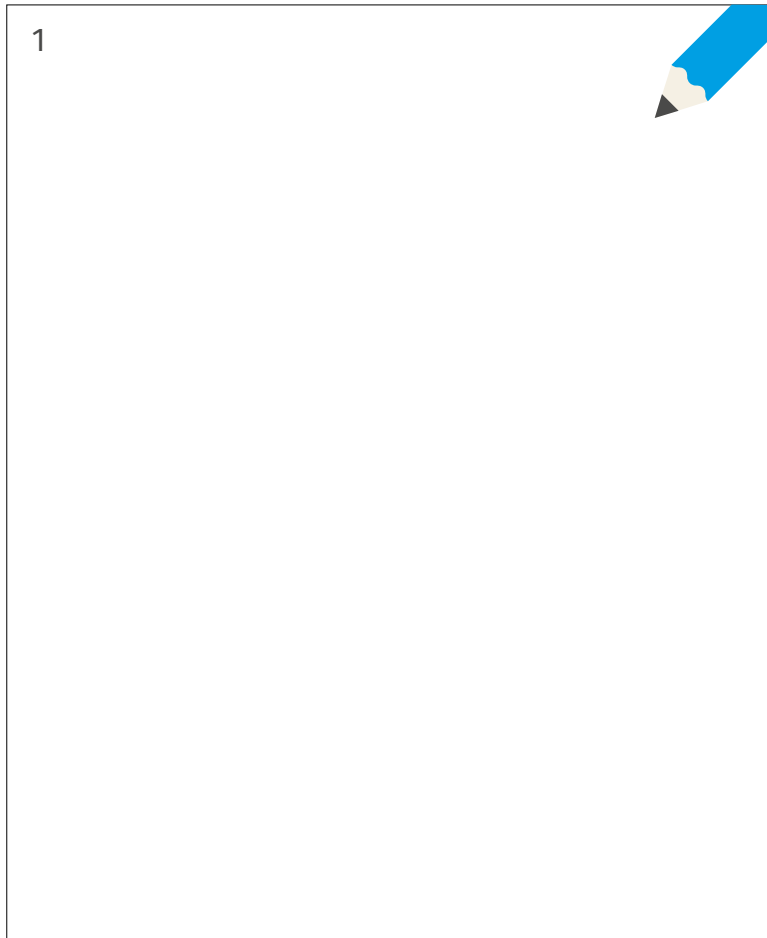
This can be done with a shirt or any other garment appropriate to the ideas and aims of each student/team.

## DISCOVER: CREATING A GARMENT FROM CONCEPT AND DESIGN DEVELOPMENT – APPLYING DESIGNS

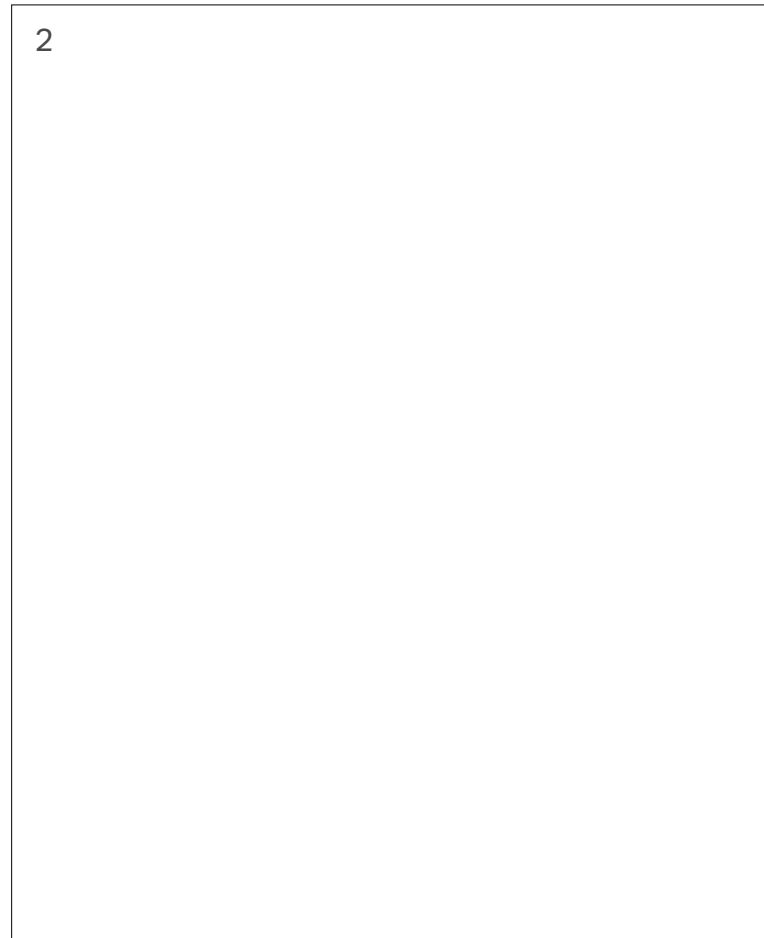
### ACTIVITY 5B continued

Create 3–5 final designs using your 3D outcomes to draw from.

1



2



Do your final designs:  
Represent your concept?  
Represent your customer?



**DISCOVER: CREATING A GARMENT FROM CONCEPT AND DESIGN DEVELOPMENT – APPLYING DESIGNS**

**ACTIVITY 5B** continued

3

4

Do your final designs:  
Represent your concept?  
Represent your customer?

**DISCOVER: CREATING A GARMENT FROM CONCEPT AND DESIGN DEVELOPMENT – APPLYING DESIGNS**

**ACTIVITY 5B** continued

5

Do your final designs:

Represent your concept?

Represent your customer?

## EXPLORE: FIELD TRIP ACTIVITY: LONDON COLLEGE OF FASHION ACTIVITY 5C

Complete these task sheets after your visit.

### IMAGE, DRAWING OR DESCRIPTION

Photograph or draw the outcomes from your LCF workshop

### REFLECTION

What did you learn about London College of Fashion?

Which outcome from your workshop do you like the most and why?

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Outcome 1

**EXPLORE: FIELD TRIP ACTIVITY: LONDON COLLEGE OF FASHION**  
**ACTIVITY 5C** continued

**IMAGE, DRAWING OR DESCRIPTION**

Photograph or draw the outcomes from your LCF workshop

**REFLECTION**

What did you learn about London College of Fashion?

Which outcome from your workshop do you like the most and why?

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Outcome 2





**CONNECT: PERFORMING AND EVALUATING**  
**ACTIVITY 5F** (Optional)

Discuss the following questions as a whole class or small group, depending on whether you gave or watched a presentation. Answers could be verbal, written on the board, flip chart or in your workbooks.



**If you WATCHED the presentation:**

Did you enjoy the presentation?

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What did you like most about the presentation?

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What skills do you think are needed to make a good presentation?

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**If you GAVE the presentation go to next page**

**CONNECT: PERFORMING AND EVALUATING**  
**ACTIVITY 5F** continued

Discuss the following questions as a whole class or small group, depending on whether you gave or watched a presentation. Answers could be verbal, written on the board, flip chart or in your workbooks.



**If you GAVE the presentation:**

How did you feel the presentation went?

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What went well when presenting?

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What could have been improved on when presenting (consider: speed of delivery, images used, content)?

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## CONNECT: LESSON REFLECTION WORKSHEET ACTIVITY 5G

1. What did you learn about converting a 2D sketch into a 3D product?

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2. What new skills did you learn?

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3. What did you enjoy most?

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4. What skills would you like to develop?

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HOW WELL DID YOU...



focus in the class?

try new ideas?

try alternative versions?