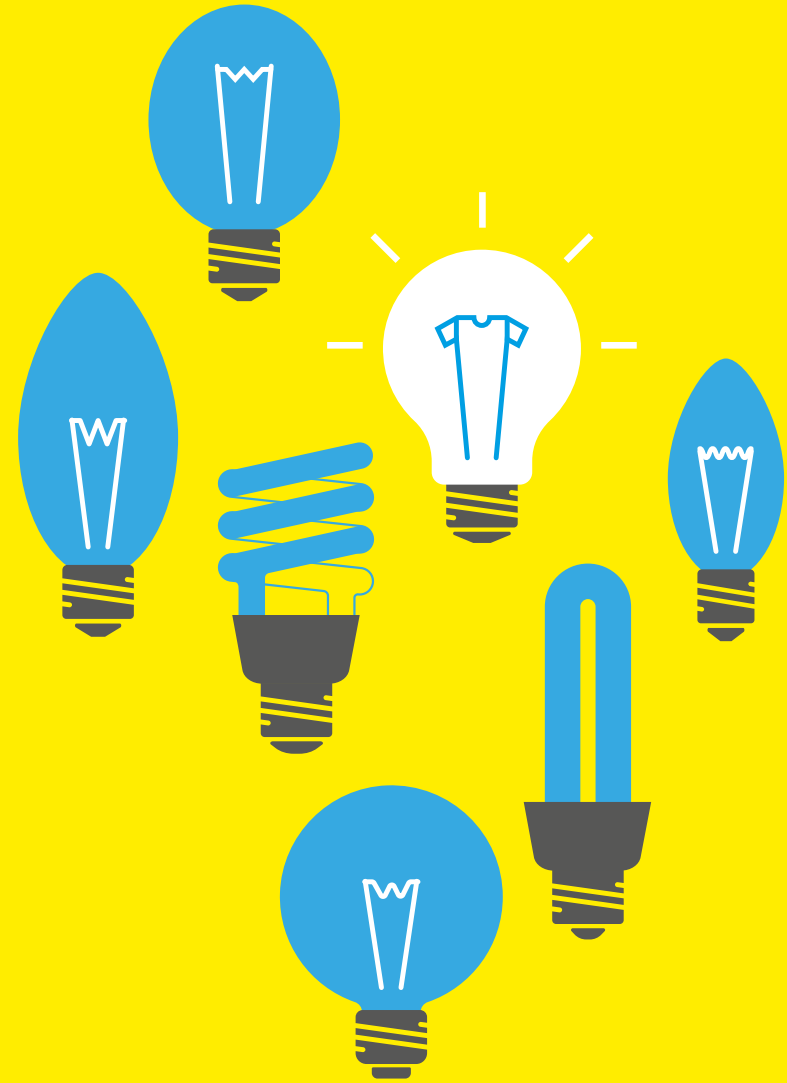


FASHION LONDON:

LESSON 3: THE CONCEPT

In this lesson you will:

- ♦ understand how a designer creates a concept
- ♦ create a fashion concept board



DISCOVER: SETTING THE SCENE WHAT IS A CONCEPT?

A concept is the idea a designer uses to create a collection.

It's the underlying logic, thinking, and reasoning for the design focus of a season.

Fashion designers create looks and collections by first developing a concept. They gain inspiration from visiting exhibitions, gathering images, looking at art, literature, fashion archives, film, theatre, music and researching into events in history. This conveys the mood, the style and the colour that the designer will work with to create their collection.

Each season, this research is done before a decision is made on the direction and concept of the season ahead.



MARY KATRANTZOU



COMME DES GARÇONS

DISCOVER: SETTING THE SCENE
WHAT IS A CONCEPT? continued

Lee Alexander McQueen (1969–2010) is well known for his innovative and exciting concepts.

Before becoming a well-known designer he learnt the craft of tailoring aged 16, by doing several apprenticeships. The first at Anderson and Sheppard and later at Gieves and Hawkes, Savile Row. Savile Row has long been associated with tailoring with many tailors being found there to this day.

Alexander McQueen was adept at combining traditional techniques with new and innovative approaches.

He gained inspiration from visiting exhibitions, images, art, literature, fashion archives, film, theatre, music and researching into events in history.



ALEXANDER MCQUEEN, SPRING/SUMMER 2009



ALEXANDER MCQUEEN, AUTUMN/WINTER 2006.

DISCOVER: SETTING THE SCENE
WHAT IS A CONCEPT? continued

Alexander McQueen

The Bumster trouser is an example of McQueen's virtuosity as a tailor. Its origins are thought to be from the following influences:

- ◆ Historians have identified early modern breeches, also worn low on the pelvis, as a possible influence on McQueen's work.
- ◆ 1990s street styles were also worn low, exposing the midriff and hipline.
- ◆ The experimental fashions and gay subculture associated with the 1980s club scene.
- ◆ The low-cut costumes created for the dancer and choreographer Michael Clark.



CROPPED TOP AND *BUMSTER* TROUSERS,
ALEXANDER MCQUEEN, SPRING/SUMMER 1994.

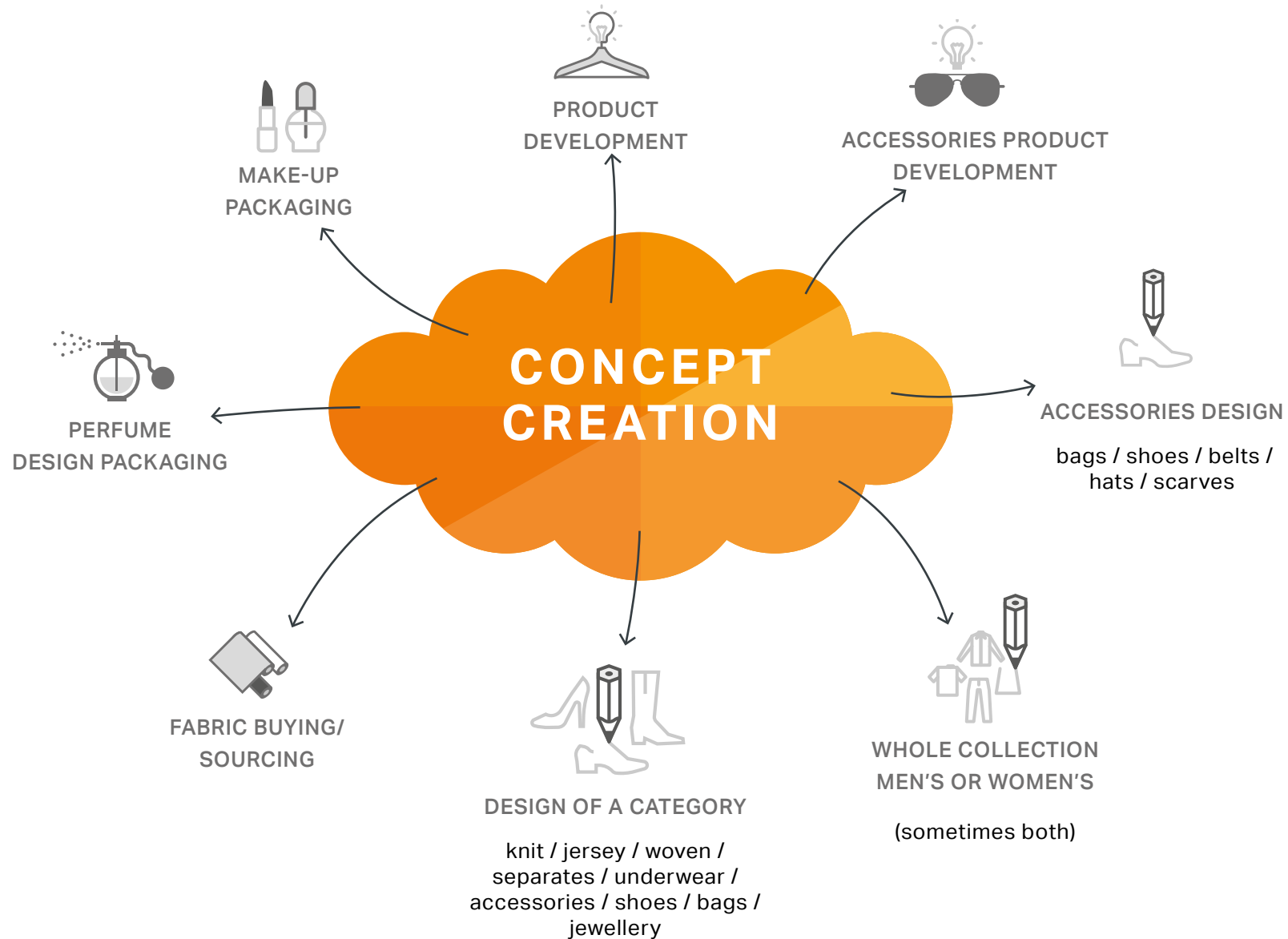


MAN'S BREECHES
1790-95



COME, BEEN & GONE
Michael Clark Company
1986

CAREERS: CONCEPT CREATION IN THE REAL WORLD



**DISCOVER: UNDERSTANDING CONCEPTS: ALEXANDER MCQUEEN
ACTIVITY 3A**

Choose three words from the list below that you think represent the concept and themes in this image:

- | | |
|-------------|-------------|
| FLORAL | HUNTING |
| TRADITIONAL | PAST |
| MODERN | CITY |
| LOOSE | COUNTRYSIDE |
| FUN | PRACTICAL |
| ROYAL | SPACE |
| SAFARI | BIRDS |
| FUTURE | SERIOUS |
| FITTED | SPORTS |
| FRILLY | |



ALEXANDER MCQUEEN, WIDOWS OF CULLODEN AW 2006,

DISCOVER: UNDERSTANDING CONCEPTS: ALEXANDER MCQUEEN A/W 2001 (Split across 3 tasks)
ACTIVITY 3B

Task 1

Choose 3 keywords from the list below that represent the collection:

FEMININE

DARK

ROMANTIC

NATURE

MODERN

OLD FASHIONED

FUN

BRIGHT

SERIOUS



WHAT A MERRY GO ROUND, AUTUMN WINTER 2001

DISCOVER: UNDERSTANDING CONCEPTS: ALEXANDER MCQUEEN A/W 2001 (Split across 3 tasks)
ACTIVITY 3B continued

Task 2

Pick an image (or images) that you feel McQueen has taken inspiration from for this collection.

Why did you choose the image / images?



DISCOVER: UNDERSTANDING CONCEPTS: ALEXANDER MCQUEEN A/W 2001 (Split across 3 tasks)
ACTIVITY 3B continued

Task 3

Students should paste or name their three chosen images below :



Write your three keywords here:



From this task you can see how images and keywords could lead you to a design concept.

DISCOVER

DECIDING ON THE CONCEPT

What is a concept board and what does a fashion designer need it for?

Concept boards are used convey the next season's colours or display cutting-edge design elements.

Magazine editors also use concept boards to pitch story ideas for upcoming issues.

Making a concept board is a great way to discover your personal design aesthetic or get your ideas organized for presentation.

For example:

This example of a concept board is by Greek designer Mary Katrantzou. The concept took its cues from an idealised childhood fantasy, imagination and hand-crafting.

This is an example of a designer using a concept board particularly focused on fabric and colour.



THE 'YOUTH' OF A YEAR MOODBOARD
Mary Katrantzo



EXPLORE: FIELD TRIP TO NATIONAL GALLERY / V&A / SCIENCE MUSEUM / TATE MODERN / YOUR LOCAL AREA ACTIVITY 3C

The purpose of the trip is to give you an understanding of how to find inspiration for your own concept.

Look at what inspires you, make drawings, take photos and gather keywords and artefacts.

The London Museums opposite have exhibitions running where you can find ideas and inspiration for your concept board.



National Gallery



Science Museum



V&A



Tate Modern



Streets and parks surrounding your chosen location.



EXPLORE: FIELD TRIP TO NATIONAL GALLERY / V&A / SCIENCE MUSEUM / TATE MODERN / YOUR LOCAL AREA ACTIVITY 3C

Example activity worksheet

TOPIC / THEME	REFLECTION
Photograph or draw London locations, buildings, sculptures and objects. Choose five different topics.	What is the location or object you have chosen? Why did you choose it? Write down 3–5 key words that relate to each topic.
Topic 1	
Topic 2	
Topic 3	
Topic 4	
Topic 5	



CONNECT: CREATE A CONCEPT BOARD ACTIVITY 3D

You have collected keywords and images from going on the trip or using suggested themes.

This is the process for creating a concept board:

Step 1 – Following the field trip

Choose 4–8 images that represent the chosen theme/subject

Step 2

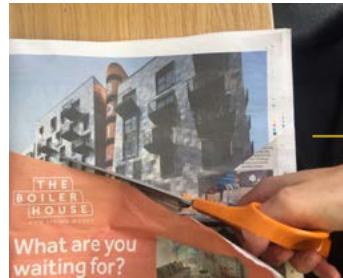
Take the images you've collected and begin sorting them/editing parts of them if needed.

Step 3

Place images on the paper and begin playing with them. Move them around, cut them out, play with the negative space, concentrate on making a dynamic layout.

Step 4

You should use a glue stick to attach your images to the paper.



TOP TIP

A dynamic layout is one that keeps the eye moving.



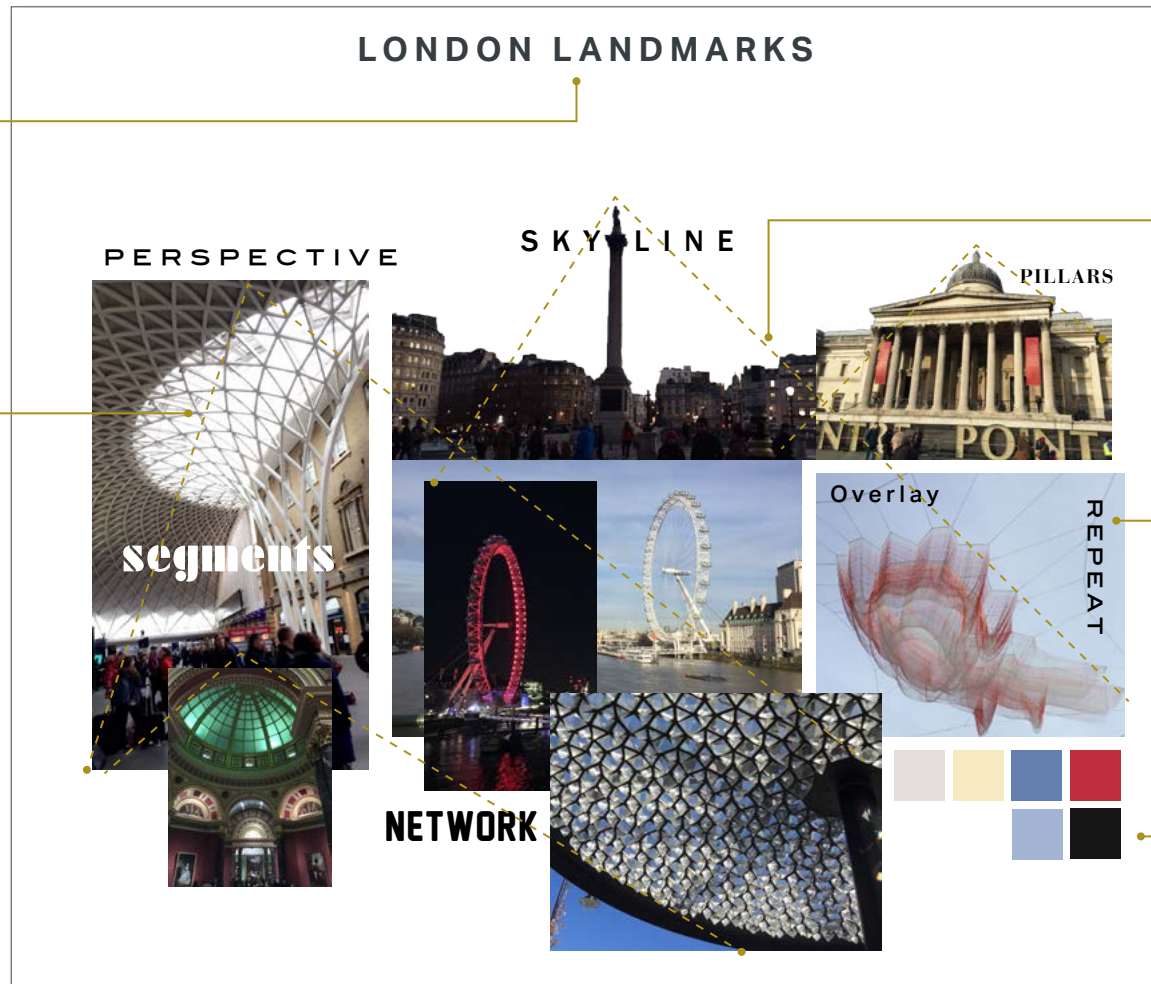


CONNECT: CREATE A CONCEPT BOARD ACTIVITY 3D continued

It must be clear from your board:

The theme subject

A **dynamic layout** is one that keeps the eye moving, Arrange powerful images in triangular positions.



Key shapes / silhouettes

Use keywords

Colour swatches to describe **key colours**

EXAMPLE MOODBOARD



CONNECT: CREATE A CONCEPT BOARD
ACTIVITY 3D continued

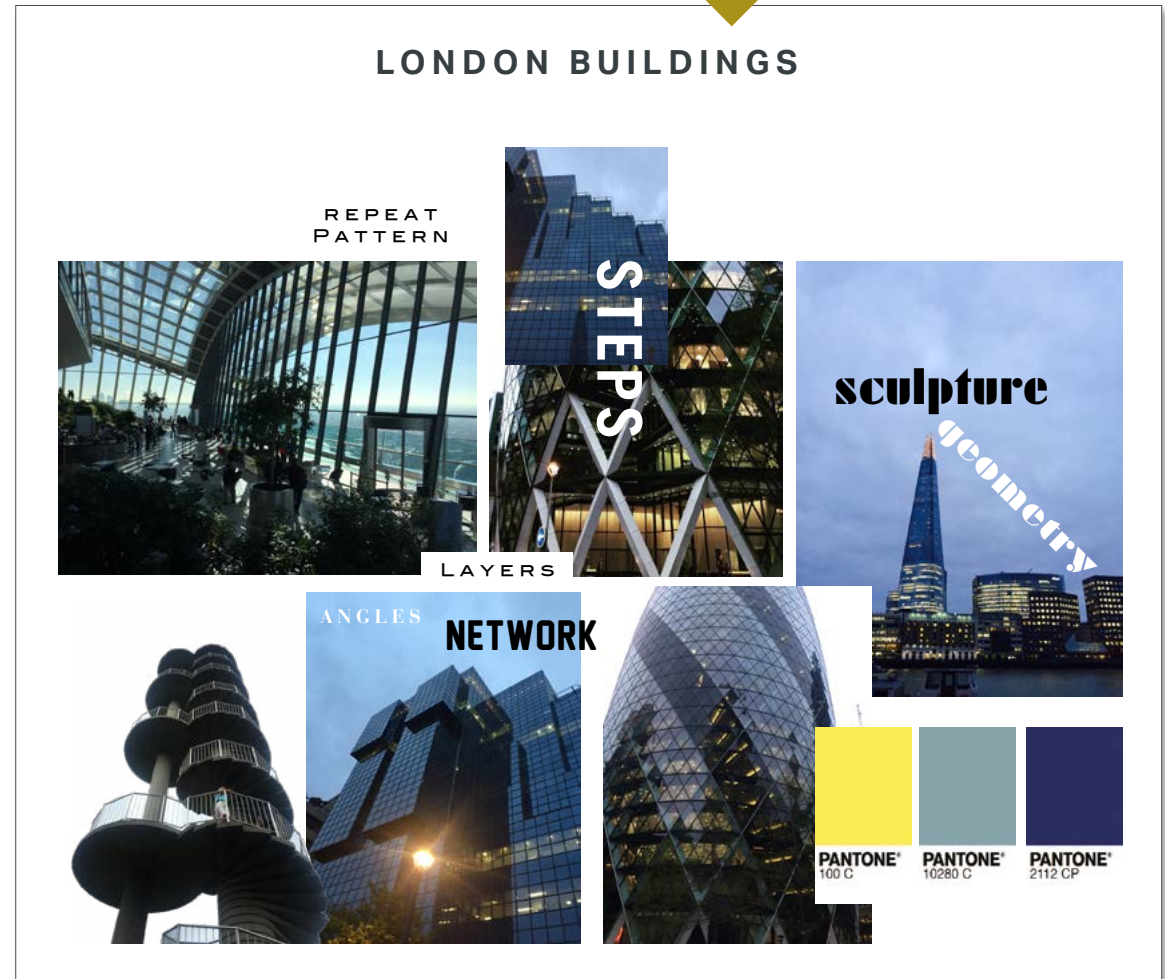
Create a concept board to direct the design development in lessons 4 and 5.

Use London as your theme, you can focus on a specific subject, such as train stations.

Create your own using theme subjects such as:

- BUILDINGS**
- LANDSCAPES**
- STATUES**
- TRANSPORT**
- STREETS**
- RIVERS**
- WILDLIFE**
- TRADITIONS**

TOP TIP
If you didn't do the field trip you could use magazines, internet, drawings and images from the school library to find topics for your own concept board.



EXAMPLE MOODBOARD



CONNECT: PRESENT, DISCUSS, EVALUATE ACTIVITY 3E

Put together a personal concept board based on the trip and explain the inspiration behind your work.

Go back to your concepts and add new images and key words to your board. Reflect on what you've found and finalise your concept. You could photograph and document all developmental work.

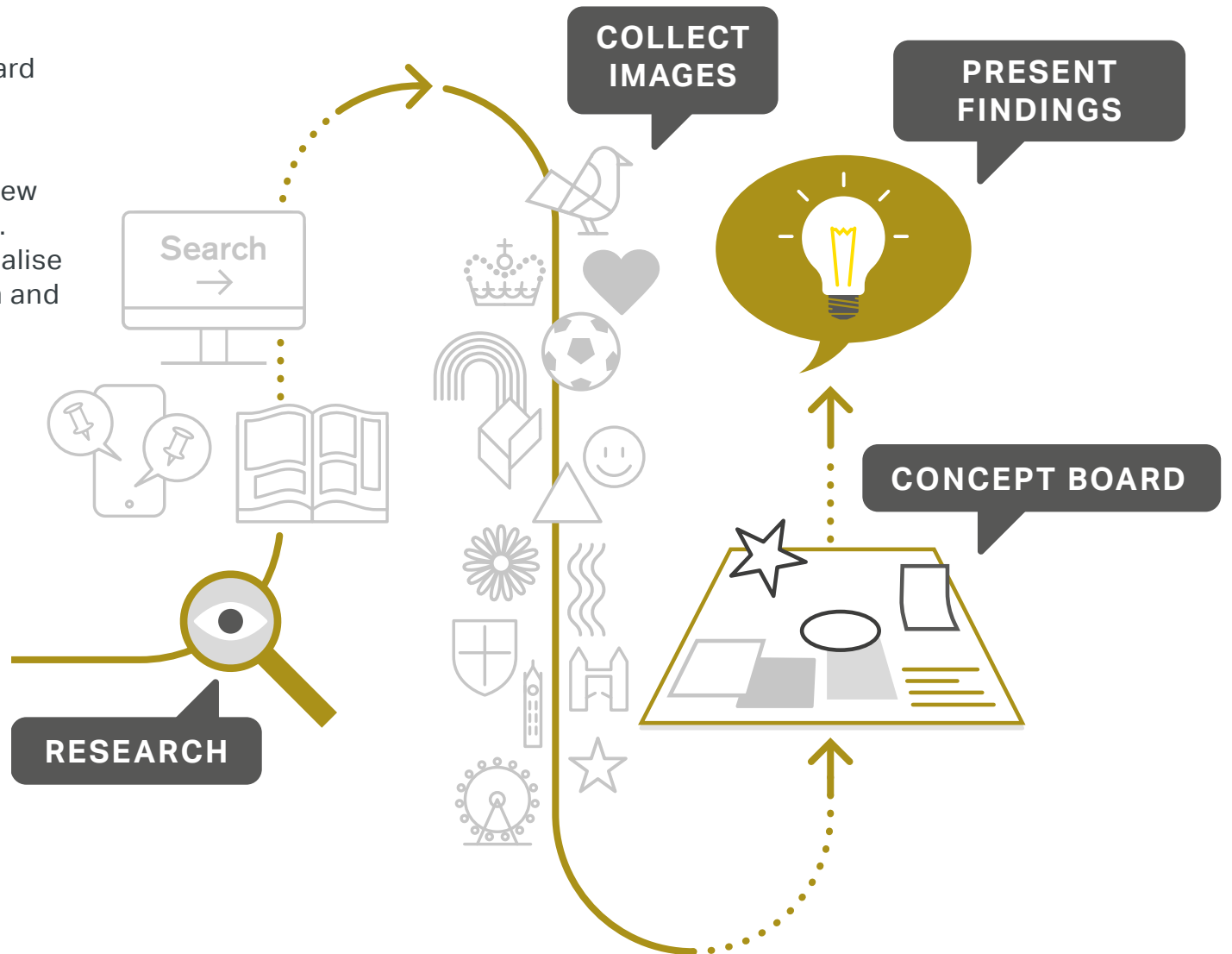
Suggested sub-headings for extra content:

- ◆ Research

Further activities

Why not create:

- ◆ an alternative concept board
- ◆ a colour board





CONNECT: THE FINAL PRESENTATION ACTIVITY 3F

In the fashion business world, you are often asked to present your ideas to others.

Presenting is therefore an important skill to develop.

Option 1

at the end of lesson 3:

Show your concept board and indicate what you have learnt in lesson 3.

You should:

- ♦ describe your concept.
- ♦ what has inspired you and why?





CONNECT: PERFORMING AND EVALUATING ACTIVITY 3G



If you WATCHED the presentation:

- ♦ Did you enjoy the presentation?
- ♦ What did you like most about the presentation?
- ♦ Were you excited by the concept – and if so, why?
- ♦ What skills do you think are needed to make a good presentation?

If you GAVE the presentation:

- ♦ How did you feel the presentation went?
- ♦ What went well when presenting?
- ♦ What could have been improved on when presenting (consider: speed of delivery of the presentation, images used in the slides, content)

Evaluate your progress in your workbooks or your blog space.



CONNECT: LESSON REFLECTION WORKSHEET ACTIVITY 3H

Reflecting on the lesson will help you better understand what you have learnt. Take time to answer the below questions and reflect on your learning experience.

1. What did you do learn about concepts?

2. What new skills did you learn?

3. What did you enjoy most?

4. What skills would you like to develop?

HOW WELL DID YOU...

Focus during the activities?

Discuss concepts?

Come up with ideas?

Link your ideas together?

Work co operatively with others?
