



FASHION FORWARD

SUSTAINABLE STYLE THROUGH
CREATIVE RE-USE

with GASP Artist Blake More





INTRODUCTION

Fashion Forward: Sustainable Style Through Creative ReUse offers students an opportunity to imagine, rethink, create and explore a more holistic view of fashion, recognizing the former can be art as well as personal style.

Through the scope of a T-shirt “re-fashion” project, students will write, collage and hand sew a one of a kind item. Project examples include refashioned shirts, skirts, arm-bands, accessories, iPod cases and scarves using recycled t-shirts.

Cinch Skirt



Arm Gauntlets



T-flower Accessory



Double Cinch BB Tank



iPod/cellphone case

By the end of the project, students will recognize that they too are “fashion designers” as well as have a better understanding of the origins of T-shirts as a fashion statement, socially and environmentally sustainable fashion practices and stitching techniques as well as view recycled fashion in a broader cross cultural context.



Vietnam: Recycled newspaper coiled into a bowl



Mexico: Bottle top purse

ARTS AREA & GRADE LEVEL FOCUS



Multimedia Arts—Design, literary, collage and Fabric Arts

Grade Level Focus—9th-12th grades, but can be adapted to suit 4-8th grade as well

CONNECTIONS TO ELEMENTS OF ART & PRINCIPLES OF DESIGN



Key Elements of Art

- line (through patterning)
- color (fashion collage, working with thread and T-shirt palette)
- form (3D wearable pieces)

Key Principles of Design

- rhythm and movement
- balance
- variety and emphasis

CONNECTIONS TO CURRICULUM AND CONTENT STANDARDS



This project supports teaching and learning in the following core key curriculum areas:

❖ *English/Language Arts*—through journaling or writing descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences).

CONNECTIONS TO CURRICULUM AND CONTENT STANDARDS



❖ *Social Studies/History*—through learning about the history of the T-Shirt and eco-awareness through recycling and comparing the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

CONNECTIONS TO CURRICULUM AND CONTENT STANDARDS



❖ *Mathematics*—through using ratios/measurements for patterning and by making sense of problems and persevere in solving them I.e., how to re-design a T-shirt) by reasoning abstractly and quantitatively.

CONNECTIONS TO CURRICULUM AND CONTENT STANDARDS



❖ *Visual Arts*—through designing, patterning, cutting and hand sewing and by communicating values, opinions, and personal insight through original works of art.

STEPS



GASP Artist Teacher Blake More with PCCHS Student on the “Clothing Swap/Demo” Day

STEP ONE



Introduction: Demonstration-Lectures (15 minutes to one hour)

- ❖ Offer brief history of T-shirt fashion (see *T-Shirt Trivia Handout*)
- ❖ Discuss the environmental and socio-economic merits of recycling our clothing (two handouts: 1. *Sustainable Fashion Handout* & 2. *Recycled Fashion: A Global Cultural Perspective Handout*)
- ❖ Provide examples of completed refashion projects
- ❖ Deliver instruction on processes and procedures for choosing a project including a brief overview of materials and supplies.

STEP TWO



Students-At-Work (20 minutes to one hour)

- ❖ Students do a quick writing exercise entitled “I Wear My Feelings”
- ❖ Students create a fashion collage using magazine images and glue sticks on recycled cardboard (see *Fashion Journal Excerpts Booklet*).

STEP TWO – I WEAR MY FEELINGS



From Within

by Ariel

My Favorite shirt is rarely worn
Only on my best days when my inside shines
Its fluttering glimmer entrances
The Egyptian fabric sits weightlessly
What resides inside me
Is only hinted on the outside
Hinting mystery and something unknown
No designer has the talent
To show the true story
Cause my favorite shirt
Was created by me.

Who I Am

by Douglas

My letter is armor
Impenetrable, covered with
My past
Stars spread across my chest
Patches show the best
My shirts are ambiguous
Wild and crazy My hair is there
Uncaring
My shoes are red styling
Always fitting in.
My body is strong
Unmovable!

STEP THREE



Students-At-Work/Demonstration/Lectures (10 minutes to one hour)

- ❖ Students pick out materials for their re-fashioned T-shirts and look through the project workbook to determine which project to create (options include iPod case, scarf, shirt, skirt and arm cuffs).
- ❖ Teacher passes out tools and supplies out the glossary of hand stitching techniques (see *Glossary of Basic Hand Stitching Techniques Handout*) and demonstrates stitching techniques
- ❖ Students practice how to stitch on scrap T-shirt fabric and while practicing their stitches, the teacher circulates around the room discussing project choice with students.

STEP FOUR

Students-At-Work (1 to 3 hours)

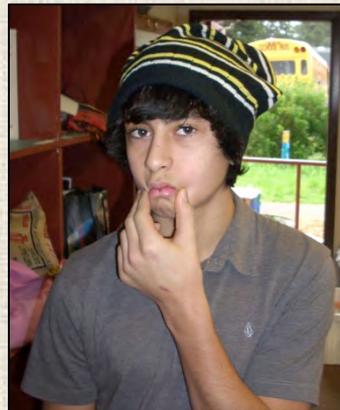
- ❖ Students create their T-shirt fashion projects.
- ❖ While students are working, teacher checks in with each student, checking for understanding/ability to accomplish the assigned task.



STEP FIVE

Critique, Evaluation, Demonstration & Wrap-Up (20 minutes to one hour)

- ❖ Students finish their projects, and while doing so, take turns sharing their completed projects, and discussing the surprises, difficulties, insights and inspirations they came to while manifesting their visions.



TOOLS AND MATERIALS

(Note: All supplies are either recycled materials or can be purchased online at www.michaels.com or www.joanne.com)

- ❖ Old magazines, recycled cardboard, glue sticks
- ❖ Recycled T-shirts, including scraps *(students can bring in their own or use thrift store T-shirts)*
- ❖ Practice fabric *(can be anything—an old sheet, holey shirt, etc.)*
- ❖ Scissors, needles and thread *(embroidery looks best, but any will do)*
- ❖ Straight pins and tailors chalk *(optional, pencils also work)*
- ❖ Measuring tape *(optional, rulers will also work)*
- ❖ Decorative items, such as buttons, badges, safety pins and ribbon

SUPPORTING RESOURCES

- ❖ T-Shirt Trivia Handout
- ❖ Sustainable Fashion Handout
- ❖ Recycled Fashion: A Global Cultural Perspective
- ❖ Fashion Show How-To Handout
- ❖ Glossary of Basic Hand Stitching Techniques Handout
- ❖ Fashion Journal Excerpts Booklet
 - (includes “I Wear These Feelings” writing prompt and fashion collage example)*
- ❖ T-Shirt Project Workbook
- ❖ Fashion Class

PROJECT OBJECTIVES & HABITS OF MIND

❖ *Objective One: Develop Craft*—Students learn to use the basic tools of fashion design including needles, thread, tailors chalk, measuring tape, as well as how to pattern, cut, hand sew and fit.

❖ *Objective Two: Envision*—Students learn to look at an old object (T-shirt) and see it as a fresh palette for their ideas; they will be offered a simple block t-shirt and tasked with the steps to transform it into something new—anything from an iPod case or arm cuffs to a scarf or skirt.

❖ *Objective Three: Express*—Students create works that will be uniquely fitted to their own choices, personalities, and interest---thus they will make objects that express their sense of self.

MAKING LEARNING VISIBLE



TIPS FOR SCALING PROJECT & FURTHER OPPORTUNITIES

This lesson can be expanded in a variety of ways:

- ❖ It can be adapted to work in 4th through 8th grade classrooms;
- ❖ Handouts offer options for expansion and greater depth of exploration;
- ❖ Hold a “Clothing Swap”-- students bring their old T-shirts and swap them with someone else;
- ❖ Before and after digital photo shoot of re-fashioned garments;
- ❖ A concluding *Fashion Show* event for the school or community;
- ❖ Entrepreneurial possibilities, as students can sell their completed works and create a microbusiness; potential customers include other students, local shops and online sales.