FASHION FORWARD
SUSTAINABLE STYLE THROUGH
CREATIVE RE-USE

with GASP Artist Blake More

INTRODUCTION

Fashion Forward: Sustainable Style Through Creative Re-Use
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.

Using the ubiquitous T-shirt as the springboard for our "re-fashion"
project, students will write, collage and hand sew a one of a kind item.
Project examples include refashioned shirts, skirts, arm-bands, iPod
cases, accessories and scarves using recycled T-shirts.

Cinch Skirt

Arm Gauntlets

iPod/Cellphone Case

T-Flower Accessory

Double Cinch BB Tank

T-TRIVIA

❖ Of people 18-24 years old 79% own more than 10 T-shirts, with 19% of them owning more than 30 T-shirts.

❖ During war times, the T-shirt was a multi-purpose clothing item, and used as a towel, a smoke mask, a hat, a tourniquet—even a white flag.

❖ In 1941, Sears, Roebuck & Co. encouraged acceptance of the T-shirt among civilians with the ad slogan: "You needn't be a soldier to have your own personal T-shirt."

❖ The first "couture" T-shirts were designed in the 1950s. Dior led the pack with a striped velvet tee in his 1962 collection; close behind other designers interpreted the T-shirt in crepe, pearls and gold lame. The t-shirt culture was born.

❖ Cotton jersey (the fabric of most T-shirts) is actually made from a very fine yarn.

❖ The famous punk rock "Anarchy" T-shirt worn by Sex Pistol bassist Sid Vicious fetched an amazing $6,000 at Sotheby's in 2001.

❖ More than 2 billion T-shirts are sold worldwide each year!
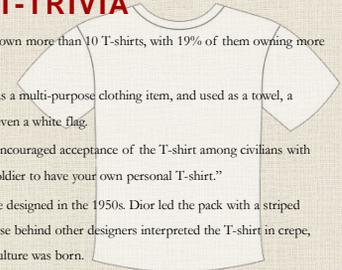
Besides becoming "fashion designers" students will learn about:

• The origins of the T-shirt as a fashion statement;

• Socially and environmentally sustainable fashion practices; and

• Recycled fashion's broader cross cultural context.

South Africa: Recycled telephone wire bangles

Nepal: Recycled Sari clutch

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 4th-8th grade as well as younger grades with more
extensive prepping/scaffolding by teacher.

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 (3-D 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:

I wear a shawl of curiosity made by my grandmother's hands

❖ ***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.
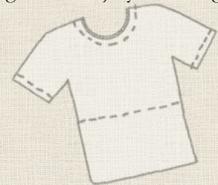
CONNECTIONS TO CURRICULUM AND CONTENT STANDARDS

❖ ***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 student on "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 environmental and socio-economic merits of recycling clothing (see *Cleaning The Closet Reflections For A New Fashion Ethic Handout* and *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 CONTINUED: I WEAR MY FEELINGS

Have you ever heard the expression, "I'm wearing my heart on my sleeve"? Often it seems like our feelings are in different parts of our bodies, covered by our clothes: Sometimes I feel anger in my chest, sadness in my throat, happiness in my belly and feet, temptation in my hands…Where do you feel anger, sadness, happiness, trust, and so on?

1) Brainstorm feelings: anger, excitement, boredom, happiness, sadness, curiosity…
2) Brainstorm types of clothing: work clothes, party clothes, night clothes, beach clothes…
3) Brainstorm articles of clothing (be specific, like what kind of pants, shirts, shoes):

shoes:	flip flops, platforms, rain boots
hats:	sombrero, baseball cap
skirts:	mini, pleated
pants:	Carhartts, jeans
jewelry:	Casio watch, ruby ring
underwear:	camisole, boxers

3) Write poem, matching feelings with an article of clothing using **"of"** to make a **metaphor** then describing what the article of clothing is made of and completing stanza of when or where you feel like doing so. The structure is:

1) I wear a (article of clothing) of (emotion) such as "I wear a fedora of sorrow"

2) . . . made of (describe the fabric/texture) such as "made of black felt and raven feathers"

3) . . . when or where (you feel this emotion) such as "when the sky darkens and my heart rains"

I WEAR MY FEELINGS: STUDENT POEMS

Over-Alls
by Marlee

you unbuckle my heart
and make it feel
like putting on jeans after shaving
your love is like a trend
always changing
your pockets of excitement
thrill me to death
all one piece
And all mine

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 TWO CONTINUED: FASHION COLLAGE

❖ **Example of Student Journal Designs, 9th-12th Grade**

❖ **Details from Student Design Journals, 12th Grade**

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.

BASIC HAND STITCHING TECHNIQUES

Stitch		Best Use
Running, Basting		• Gathering • Secure fabric layers that won't be subjected to stress • Decorative purposes in lieu of machine topstitching • Baste temporarily in preparation for machine or hand sewing
Overcast		• Finish raw edges, especially loosely-woven fabrics

EXAMPLE OF T-SHIRT PROJECT WORKBOOK PAGES

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 ww.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
❖ Cleaning The Closet Reflections For A New Fashion Ethic 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 My Feelings" writing prompt and fashion collage example)
❖ T-Shirt Project Workbook
❖ Fashion Class Montage

PROJECT OBJECTIVES
& HABITS OF MIND

During this project, students will accomplish the following objectives:

- **Develop Craft**

- **Envision**

- **Express**

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.

PROJECT OBJECTIVES
& HABITS OF MIND

❖ *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.

PROJECT OBJECTIVES
& HABITS OF MIND

❖ *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 project can be expanded in a variety of ways:

- ❖ Adapt for 4th-8th grades as well as in K-3rd grades (if teacher does prep work and project is simple such as Flower-T Accessory);

- ❖ Handouts offer options for expansion and greater depth of exploration;

- ❖ Hold a "Clothing Swap" where students bring their old T-shirts and swap them with someone else;

- ❖ Before and after digital photo shoot of re-fashioned garments;

- ❖ Put on concluding *Fashion Show* event for the school or community; and

- ❖ Entrepreneurial possibilities such as students selling their completed works and creating a microbusiness; potential customers include other students, local shops and online sales.