***Summer Project Fashion Seniors:***

***Sportswear Coordinates (formerly Mix-and-Match Designs) (3-6 images)***

Sportswear is an American term used to describe clothing consisting of separate pieces, such as jackets, trousers, sweaters, skirts, and shirts, that can be worn individually or in various combinations. Sportswear is also known as Ready-to-Wear and includes a wide range of market segments, including Streetwear and Athleisure.

Create a mood/inspiration page for the following sportswear designs. The mood page should be an image that has inspired you to create the designs below. Include a **short**written explanation of how the designs have been inspired by the mood page image, and list the **destination and season of the year when your designs will be worn**.

Draw original garment designs in color using the medium of your choice. Show sportswear separates that work together. Imagine that you are designing a wardrobe of 4 pieces that worn together in various combinations could be worn for different situations. As one example, you have a customer who must pack lightly but must be prepared to dress appropriately for a business meeting, a casual lunch and an important dinner date.

* Design a jacket
* Design a top (use the top twice, once on each figure)
* Design a pant
* Design a skirt

Sketch your designs in color on two hand drawn figures. Do not trace or use a template for your figures. Include back views of the garments on an additional figure or as a flat sketch. For portfolio submission, scan or photograph real fabric swatches (not “digital”) and identify those fabrics (fabric weave/knit and fiber; for example, wool gabardine, silk charmeuse, cotton gauze, etc.) on the front of the sketches. (If you are currently unable to obtain real fabric swatches due to COVID-19 restrictions, you may use “digital” swatches. Be sure to identify the fabrics  
[fabric weave/knit and fiber].) Submit 3 to 6 images for this project.

***Summer Senior Fashion Design Project Rubric***

|  | **5 Exceptional** | **4 Proficient** | **3 Developing** | **2 Needs Improvement** |
| --- | --- | --- | --- | --- |
| **Mood Board** | Exceptionally chosen images which clearly define the direction and feeling of the designs. Clear effort has been made to create a neat, cohesive presentation. | Images show the direction and feeling of the designs, however they could have been more cohesive, directional, and neater presentation. | Image choice gets the general point across but is lacking in cohesiveness. Presentation should be neater. | Minimal effort has been put forth in choosing images. No cohesiveness, messy. |
| **Creativity & Process** | Student displays a unique solution to the problem while seamlessly incorporating personal taste and design. Ideas fulfilled the assignment and brought the project to the next level. | Student created a scheme that worked to fulfill the problem. Unique solution with interesting ideas. | Student procured a solution that fulfilled the requirements. | Little effort was put into solving the problem in an innovative way. |
| **Craftsmanship & Skill** | Exceptional application of technique being studied and applied it in a way that is totally his/her own while maintaining a link with the original source. The student's personality/voice comes through. | Proficient use of the technique being studied. Source material was used as a starting place. The student's personality comes through in parts of the project. | There is little evidence of creativity or application of technique, but the student has done the assignment. | Student has not made much attempt to meet the requirements of the assignment. |
| **Artist Statement** | Well rounded essay with thoughts clearly conveyed, proper grammar & spelling. Multiple ideas tied together nicely. | Essay is well worded. Ideas being conveyed have been thought through. Grammar and spelling is generally correct. | Essay has a main idea but needs to be more thought out. Spelling & grammar needs improvement. | No effort put into conveying any type of idea, poor grammar & spelling. |

**Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**