

Windows of Fashion, a State Event that is conducted at the NJ FCCLA State Leadership Conference, is an individual or *team event*, in which participants will research concepts related to fashion merchandising. Participants must prepare a **display** and an **oral presentation**.

NEW JERSEY LEARNING STANDARDS

- SLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- SLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
- NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec.
- 7.G.A.2 Draw (with technology, with ruler and protractor as well as freehand) geometric shapes with given conditions.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

CAREER READY PRACTICES

- ✓ Apply appropriate academic and technical skills
- ✓ Communicate clearly and effectively with reason
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using cultural global competencies.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products.
- 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.
- 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.
- 16.4.4 Analyze current technology, trends, and innovations that facilitate design and production of textile, apparel, fashion and apparel.
- 16.5.5 Analyze the external factors that influence merchandising.
- 16.5.6 Apply research methods, including forecasting techniques, for marketing textiles, fashion and apparel.
- 16.7.6 Demonstrate knowledge of the impact of the external factors upon the textile, apparel, and fashion industries.

EVENT CATEGORIES

Junior: Participants in grades 6 – 9

Senior: Participants in a comprehensive program in grades 10 – 12

Occupational: Participants in an occupational program in grades 10 – 12

ELIGIBILITY

1. Each chapter may submit one (1) entry for every twelve (12) affiliated members with a **maximum** of two (2) entries in each event category.
2. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members.
3. An event category is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member.

PROCEDURES & REGULATIONS

1. The Windows of Fashion event addresses fashion merchandizing as it relates to buying, forecasting, pricing, marketing, styling, displaying, and selling certain types of garments and accessories.
2. For the 2020 State Leadership Conference, participant(s) will examine the impact color has on fashion.
3. Participant(s) should research the impact color has on fashion.
 - A. Illustrate each of the six color schemes that makes these color schemes fashion forward for 2020.
 - B. Show and explain 2 examples of ways that color creates an optical illusion to compliment the appearance of 2 different body types.
 - C. Identify one designer that is known for a creative use of color in his/her collection. Explain how this designer had used color in a significant way for Fall 2020.
 - D. Compare how color is used to visually merchandize garments in displays and communicate different trends in 2 different seasons. Identify the specific target markets
 - E. Identify 2 ways color is used in prints and explain how color and prints have a place in current trends.
 - F. Identify the 2020 Fall trends and explain the place color has in the forecasted trends. Trends may include, but are not limited to:
 1. Textile designs
 2. Trims, details
 3. Accessories

6. Participant(s) will sketch how they will use the power of color in visual merchandising to attract, engage, and market the 2020 Fall Trends.
5. Participant(s) should gather research using reliable information from respected fashion forecasting companies. Participant(s) should look to Color Association of the US and Pantone Inc. for color forecasting information and Women’s Wear Daily, The Daily News Record, Doneger Group, etc. for reliable information about fashion trends.
7. The display must not exceed **36” deep by 48” wide by 48” high**. The display must be tabletop. No electrical outlets will be available. Battery operated audio-visual equipment may be used.
8. The display may include visuals such as posters, photographs, models, charts, etc.
9. A type-written three (3)-by-five (5) inch card must be attached to the upper left side of the front of the display. The card must contain the following information:
 - A. Participant(s) Names
 - B. School Name
 - C. Chapter Name
 - D. Event Name (Windows of Fashion)
 - E. Event Category
10. On the **back** of the display, attach a Works Cited/Bibliography. Works Cited/Bibliography must be one (1) 8½ x 11” page, on plain paper, with no graphics or decorations.
11. Each participant/team must explain the project in a three (3) to five (5) minute oral presentation.
12. This project must be the work of the participants(s) only.
13. Participant(s) must set up the display during the designated time period at the beginning of the State Leadership Conference. See the conference program for the exact time and location.
14. The display must be removed at the time designated in the State Leadership Conference program.
15. See GENERAL INFORMATION AND RULES for the Competitive Event guidelines.

WINDOWS OF FASHION EVENT SPECIFICATIONS

Display

Each display may include posters, photographs, models, charts, etc. The display must not exceed 36” deep by 48” wide by 48” high, including *audiovisual equipment*. The display must be tabletop.

Research	Research COLOR as an element of design. Illustrate the 6 different color schemes? What are some of the ways color influences fashion? One of the powers that color brings to fashion is that its use can create optical illusions. Show and explain 2 examples color can create optical illusions and compliment the appearance of 2 different body types.
Designer	Use of the work of one designer to illustrate the power of color in his/her Fall 2020 collection.
2020 Fall Trends	Identify the 2020 Fall trends and explain how the color is reflected in the forecasted trends. How is color used to visually market garments/displays? Show the use of color in prints. Identify some specific target markets.
Impact of Color	Illustrate the variety of ways color has influence in the forecasted trends
Sketch	Combine all the information about color and its impact on fashion in a sketch that shows the power of color in visually merchandizing the fall 2020 trends.
Identification Card	3” x 5” card with required information in the top left corner of the display.
Works Cited/Bibliography	One 8½” x 11” page on the back of the display. List all references.
Effectively Illustrate Content	The visuals appropriately and effectively support, illustrate and/or compliment content of presentation.
Quality of Display	Presentation display must be visible to the audience, neat, legible, professional, creative, and use correct grammar and spelling.

Oral Presentation

The oral presentation may be three (3) to five (5) minutes long and is delivered to evaluators. The presentation should summarize the project and *display*.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner. Summarize project activities and accomplishments.
Delivery of Research	Show evidence of knowledge by using data to support and describe the project. Research should use reliable information from respected fashion forecasting companies. Oral presentation should concisely and thoroughly summarize research.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language / Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>display</i> and notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Adjust communication to the evaluator's questions. All <i>team</i> members involved in responding to questions. Questions are asked after the presentation.

Windows of Fashion Rating Sheet

Name(s) of Participant(s) _____ School _____

Category: _____ Junior _____ Senior _____ Occupational

INSTRUCTIONS:

1. Before student presentation, evaluators must check the participants' display using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Very					Score	Comments	
	Poor	Fair	Good	Good	Excellent			
DISPLAY								
Fashion Research	0-2	3-4	5-6	7-8	9-10			
Designer Collection and color	0-2	3-4	5-6	7-8	9-10			
2020 Fall Trends	0-2	3-4	5-6	7-8	9-10			
Impact of Color	0-2	3-4	5-6	7-8	9-10			
Sketch	0-1	2-3	4	5-6	7-8			
Works Cited/Bibliography	0	1	2	3	4			
Effectively Illustrate Content	0-2	3-4	5-6	7-8	9-10			
Quality of Display	0-1	2-3	4	5-6	7-8			
ORAL PRESENTATION								
Organization/Delivery	0-2	3-4	5-6	7-8	9-10			
Delivery of Research	0-2	3-4	5-6	7-8	9-10			
Voice, Body Language, Clothing Choice, Grammar and Pronunciation	0-1	2	3	4	5			
Responses of Evaluators' Questions	0-1	2	3	4	5			

Total Score _____

Verification of Total Score (please initial)

Evaluator _____
Room Consultant _____
Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100

Silver: 79-89

Bronze: 70-78