Innovation: The Fashion Industry

Scheme of Work

	Lesson 1	**Lesson 2**	**Lesson 3**
Length	Approx. 1 hour	Approx. 1 hour	Approx. 1 hour
Objectives	• To define and identify innovation in the fashion industry.	• To explore the future of fashion industry innovations.	• To identify different innovations within one clothing item. • To investigate the different innovations that helped create one garment.

Lesson plans for each session can be found on the following pages.

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Lesson 1 plan

Starter activity	Learning objectives
Students try to write down their own definition of innovation. Students swap work with their peers, then watch the video on Step 1.2 and peer-mark their definitions to match.	• To define and identify innovation in the fashion industry.
Main activities	**Resources required**
Students create a table or mindmap that includes examples of each of the different types and levels of innovation within the fashion industry. Students then allocated time to go around the class and find new examples from other people they haven't listed. Teacher leads a discussion with the class to identify what makes an innovation great.	1. Access to FutureLearn course. 2. 3+ devices to watch video on.
	Assessment for Learning
	Differentiation
	SEND: Videos have subtitles. **Low ability**: Peer-learning. **Gifted and Talented**: Peer-teaching.
	Plenary
	Students pick one innovation they think is the greatest fashion innovation.

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Lesson 2 plan

Starter activity	Learning objectives
Class watches the video on Step 1.5 on the future directions of fashion and innovation.	• To explore the future of fashion industry innovations.

Main activities	Resources required
In groups, students brainstorm what they think might be the next innovations in the fashion industry based on consumer wants and needs. This can be recorded as a mindmap, list or mini-poster. The class watches the video on Step 2.2 to find out about the Iconic suit. Then, students list what makes the iconic suit different from other suits. The class watches the video on Step 2.3 of the course to find out about the wear2 project. Then students discuss in pairs why some organisations might be reluctant to engage with the project.	1. 3+ devices to watch videos on. 2. Paper and materials for mini-poster making (if taking this approach).
	Assessment for Learning
	Discussions of future directions for the fashion industry.
	Differentiation
	SEND: Peer-support and teacher scaffolding. **Low ability**: Peer-learning. **Gifted and Talented**: Peer-teaching.
	Plenary
	Students select one item of clothing they own that they will research next lesson. (take a picture of this item for the next lesson as homework.)

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Lesson 3 plan

Starter activity	Learning objectives
Students identify the innovations within their item of clothing – scaffolded by the teacher. (item selected and photographed as homework from last lesson))	• To identify different innovations within one clothing item. • To investigate the different innovations that helped create one garment.
Main activities	**Resources required**
Each student researches the innovations in their garment, borrowing what others have found out if they have the same innovation in them. Each student creates a poster all about their garment. It must contain an image of the clothing, labelled with each innovation. (They can draw the item based on their photograph.) Each innovation must be described and have further detail about its history or importance.	1. 3+ devices to research different innovations on. 2. Paper and resources required for the posters.
	Assessment for Learning
	Poster.
	Differentiation
	SEND: Peer-support and teacher support as required. **Low abili**ty: Peer-learning. **Gifted and Talented**: Peer-teaching and learning.
	Plenary
	Students reflect on their previous choice of what they thought was the greatest fashion innovation and consider if they would change it following what they've learnt over the last three lessons.