

HYBRID DRESS

MYP 5 2021

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CRITERION A: Investigating

Strand i: Define a clear goal and global context for the project, based on personal interests

My goal is to design and stitch a dress from the Age of Enlightenment influenced by modern trends. This project falls under personal and cultural expression and the exploration strand is 'our appreciation of the aesthetics'. I chose this global context and strand because by using abstract thinking I will be able to express my ideas in an aesthetic way. I should be able to think creatively to express the theme of the dress and appreciate the fashion from a different era (1715 - 1790: The Age of Enlightenment).

My designs would use small trends from the past and show the social hierarchy the dress would be worn by. In the past, there were many influences from other countries on fashion which spread through trade and colonialism. For example, the French or the British influence through colonialism. The Greek or the Egyptian styles of dressing also influences fashion for a decade or two. I want the audience to notice these influences in my designs.

Two of my hobbies are sketching and stitching. I have been creating small pouches, beanies, and masks. I've been very interested in art too since a young age which helped me gain the different skills to sketch and paint. Most of my free time is spent by me doing fan art. I have always wanted to design something that I find extremely challenging which made me choose this project.

I have made a few sketches previously before but I have never designed creative dresses (Refer Appendix A for art class prior knowledge + art interest). I am not extremely good at sketching and drawing either. I don't have much practice. I have also never stitched dresses. I have sewed together a few masks during the lockdown and practiced straight stitching using the embroidery sewing machine (Refer Appendix A for stitching interest). As I am going to be stitching a dress for the first time, my goal is challenging. I also feel that trying to recreate something that you haven't been there and experienced yourself is going to be challenging. I am trying to design clothing from another era which I have not been part of or experienced. This is going to make my goal much more challenging.

Strand ii: Identify prior learning and subject-specific knowledge relevant to the project

Before starting this project, I have learned different techniques for shading, abstract art, still art, etc in my previous MYP years' Art classes. This will help me create a more dimensional sketch and make the figure look more life-like (Refer Appendix A for art class prior knowledge) . I have also learnt about the main events that took place in the age of enlightenment in my previous I&S classes. During these classes, I learnt how to research effectively for a short or long period of time and analyze sources for my understanding which will help me conduct good research for the creation of my product.

Strand iii: Demonstrate research skills

When I started researching for my product, I divided my research into primary research and secondary research. For primary research, I chose to conduct a survey with my supervisor, guide and another professional, a family tailor. He has years of experience in stitching, and also designs clothes depending on the customer's interests. The use of taking this survey was to understand people's opinions on fashion and their latest collection of clothing depending on their lifestyles to implement in my designs. Interviewing professionals helped me to understand what product is expected from the target audience. They are experienced and give us knowledge or insights on how to create a good and impactful product (Refer Appendix B for survey evidence).

For secondary research, I looked for more specific sources online. I needed a source to guide me through stitching and I found the youtube channel of Micarah Tewers. She gives tutorials on stitching dresses and gives tips on how to cut pieces of the right measurements and more. I also surfed through online libraries and found 2 books. The first one was 'Drawing Fashion & Style' by Hillary Lovell, and 'Creative fashion drawing' by Noel Chapman and Judith Creek. Both books presented techniques to draw my designs in terms of cloth patterns and shading. For keeping up with modern trends I went through 2 blogs which were the Vogue fashion blog and 'InStyle' by Meredith corporation. Lastly, I needed a source which talked about the evolution of fashion, so that I could choose an era to focus on. I got this information from a website named 'Silhouette costumes' by Suzan Sellers. After completing my research, I made notes in my process journal and evaluated my sources (Refer Appendix C for evaluation of secondary sources).

CRITERION B: Planning

Strand i: Develop criteria for the product/outcome

Before developing my criteria, I first created specifications which I wanted to test in my product. While making the specification, I realized that dress designing and dress stitching have different specifications (Refer Appendix D for specification). For designing, my specifications were form and functions, craftsmanship, time and safety. From my research from the Vogue fashion blog, I learnt that many aspects like patterns, shapes, fabric texture and colours affect the era my designs would be representing. Therefore, the first criteria of form and function help me test whether my product is reflecting trends from the Age of Enlightenment and modern trends. Reading the book, I learnt techniques for drawing my designs. Keeping this in mind, I created the second criteria, craftsmanship. This criteria helps me test the tidiness of my design. I also needed to manage my time and complete the project in deadlines therefore, I created a criteria for time. And last but not the least, I needed to ensure the product's safety. I created this criteria so that I don't use tools that have harmful chemicals present in them.

For dress stitching, my specifications were form and function, to ensure I stitched the dress as per my designs and reflect the theme. Interviewing the professional, I have realized

that stitching a dress for the first time can be very time consuming and to manage myself I created a separate criteria for time. From Micarah Tewers youtube channel, I have learnt how to take proper measurements and therefore, I created a criteria for it to ensure that the project has no misshapes. I also decided to make a product using an environment and animal friendly fabric which comes under the criteria environment.

Strand ii: Plan and record the development process of the project

I created a few methods to keep track of my project and record my progress. I definitely kept updating my process journal everytime I worked on the project. I made pointers on what I work on the specific day. I also maintained a gantt chart (Refer Appendix E for gantt chart). I had 40 weeks of time to work on my project so I gave myself deadlines to do each task. I did not give myself specific date deadlines and just mentioned that I had to complete a task by this week, which I realized caused a problem for me later on. Every time I complete a task, I record it in the gantt chart and write down the skill I developed in the process journal.

Strand iii: Demonstrate self-management skills

Even though I created strategies to manage myself like creating a gantt chart, I had a lot of trouble managing my time. This was when I realized I should have set strict date deadlines. I delayed my dress making for a long time which pushed all my documentation work to the winter break. Though I had to work during holidays, while attending online extra-curricular activities, I never stressed myself too much to work on the project. I took a break when I needed it and had a short nap. I have also started to dance as a hobby to relieve myself from the stress. I kept myself on a timer during the winter break and set a specific amount of hours/minutes to complete a certain task. This helped me get back on track and did not hinder with my extracurricular activities.

CRITERION C: Taking Action

Strand i: Create a product/outcome in response to the goal, global context and criteria

My product consisted of 2 parts. The first one being designing 5 dresses from the Age of Enlightenment. The second goal was to choose one design and stitch it. To be able to create the designs, I had started to practice since the start of the project. At first, I chose the theme of the project as nature and practiced several designs on that. I later realized that the theme was too abstract and did not require enough research to be done, therefore I chose to change the theme to hybrid designs of past and the present.

I first went to stationery stores to buy the required tools to create my designs. Next, I referred to my notes from research which talk about trends from the past and current trends. I mixed and matched the trends along with my ideas to create my designs. Later, I described each of the designs and pointed out elements that show trends from the Age of Enlightenment. From

my designs, I was able to identify the type of stitches needed for each part of my dress and according to that and the sewing machine I had, I chose the design to stitch.

Once I finalized my design, I practiced stitching the dress on waste pieces of cloth. After multiple practice sessions, I went to get my materials for the dress. It did not take a lot of time to find the right material, but because of the numerous mistakes I made while stitching, I had to go out a couple more times to buy more fabric. This project connects to my global context personal and cultural expression because I tried to express the culture of the past and the present in one dress.



Looking at my product against the criteria, my product was successful but I was not satisfied. My dress had trends of the past and the present but the aesthetics/creativity is not as good as I expected it to be. Though there is no criteria for aesthetics, I really hoped my product would turn out more creative. My designs had no smudge marks and were completed within the buffer time. My dress had a few changes from the designs due to my beginner stitching mistakes. Yet, my dress had the right measurements and did not use any non-environmental friendly

fabric. I should have worked on my time management skills while stitching the dress.

Strand ii: Demonstrate thinking skills

Thinking skills:

Critical thinking - Consider ideas from multiple perspectives. I have conducted a lot of research for this project and I have sought information from a variety of sources. I read books, went through blogs and websites and conducted surveys. All these sources have different perspectives which are considered while creating my product. In the surveys I understood that comfort along with fashion is very important. I have also identified trends which needed to be considered as my project and my product runs on being able to implement them in a modern style.

Creative thinking - Create original works and ideas; use existing works and ideas in new ways. I have developed this thinking skill as I was able to create original designs with a few inspirations of existing work to implement both modern and earlier trends, for the first time.

Transfer thinking - Combine knowledge, understanding and skills to create products or solutions. For creating my product, I have used my prior knowledge for my MYP art and individuals & societies classes and combined it with my understanding from the primary and secondary research conducted. For example: I learnt techniques to take measurement for my fabric correctly from Micarah Tewers youtube channel. Though I made a lot of mistakes at first, I understood the ways in which we can correct sewing mistakes from the interview with a professional.

Strand iii: Demonstrate communication and social skills

Communication skills:

I developed communication skills by sharing ideas effectively with teachers. I received feedback about the work I did till now from the supervisor. While the supervisor meetings were taking place, I took effective notes for later references and developments (Refer Appendix F for consolidated meeting notes). I developed communication skills while writing my specification or any other part of my documentation as I have to clearly express what my product is going to be like. I have to use appropriate forms of writing to put my ideas through clearly. I also organized and depicted information logically to keep a track of my project and record my progress.

Social skills:

I developed social skills. I listen actively to other perspectives and ideas given by the guide and the supervisor during meetings (Refer Appendix F for consolidated meeting notes). Even conducting the surveys can be a development of this substrand as I was looking for other perspectives and did take them into consideration. I was able to give and receive meaningful feedback for ideas proposed regarding the documentation or my product. There have been times when I was behind schedule for various reasons but I always found my way back on track. As the project progressed I learnt how to take responsibility for one's own actions and try to work harder to steer clear of the consequences.

CRITERION D: Evaluating

Strand i: Evaluate the quality of the product/success of the outcome against their criteria

For dress designing, I gave myself a 5-6 under the criteria form and function as in my design there is evidence of earlier trends like monochrome colours, v-neck shapes, puffed sleeves and frills. For modern trends my dress includes puffed sleeves (which are a common trend today) and a cross-cut skirt. To improve this grade, I could have added more modern trends as well. In my design there is evidence of earlier trends like monochrome colours, v-neck shapes, puffed sleeves and frills. My designs are neatly drawn. There are no rips in the paper and there are no smudge marks. The designs are kept in a portfolio to avoid damage, which gives me a 7-8 for craftsmanship. As I lacked time management, I gave myself a 3-4 because, though I completed my designs in the buffer time I could have improved if I had not changed my

theme in the middle of the process and I could have planned my plan of actions better. My designs are also safe as I only used color pencils and charcoal pencils and there are not staples that can hurt anyone (Refer Appendix G for product evaluation criteria).

For dress stitching, I gave myself a level of 5-6 for the first criteria, form and function. In my dress there is evidence of earlier trends like monochrome colours, puffed sleeves and frills. For modern trends my dress includes puffed sleeves (which are a common trend today) and a cross-cut skirt. I missed stitching the v-neck for my dress and I had cut my shape wrong and did not have much fabric left. To improve this grade, I could have added more modern trends as well. I completed dress making on december 10th. This was a huge delay which gives me a 1-2 in the following criteria, time. This happened because I changed my theme in the middle and had to redo my whole research and designs. I also had a shortage of materials so I had to wait for over 2 weeks to get my materials. I could have planned my course of actions better to avoid such delay and improve my criteria. Next, I gave a level of 5-6 for measurements as from my design to my dress there has been only one change which is the neck shape. I have to make a U neck instead of a V neck as I cut the shape wrong and the remaining measurements are the right size for me. My dress is safe and environmentally friendly as I used only crepe silk and the fabric and cotton thread (Refer Appendix G for product evaluation criteria).

Strand ii: Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context

The research during this project helped gain more knowledge about the Age of Enlightenment. I have learnt about people's lifestyles and have understood why they dress the way they do. While working on this project, I was able to see how someone's background (culture, religion, cast etc) would have a huge impact on how they dress. Even dresses following modern trends today showcase slight differences depending on the person's culture and lifestyle. I feel that this cultural influence is a way of people expressing themselves and their identity. Even my designs showcase a little about the cultural background (a small ekphrasis sort of description given for each of my designs). This understanding helped me dig deeper into what exactly this global context means, and I understood how looking through this global context would change the way I look at a certain topic. If I had to do the same project without the global context, I would never have looked into what exactly influenced people's fashion choices and never would have looked at this project from a cultural perspective.

While working on this project, I have learnt to depict aesthetics from a completely different era into my designs. Identifying these little trends helped me learn to appreciate aesthetics for any form. This helped me dig deeper into the global context's area of exploration. By digging deeper into the global context and it's area of exploration, I developed creative thinking skills (use existing works and ideas in new ways).

Before starting this project, I used to struggle to come up with unique designs. I never really cared much to be aware of modern trends. But this project helped sharpen my art skills and gave me knowledge about trends. Surfing through the internet to learn more about fashion

and style helped me become more creative. As I tried to draw more designs, I practiced more and more until I was able to come up with original ideas. Before this project, I was more into perspective art and sketches which mostly included fan art. Trying to create original designs for the first time is definitely a challenge, but working on it for the duration of this product helped us develop creative thinking skills.

Strand iii: Reflect on their development as IB learners through the project

I was not a very creative person. All my previous art works are usually fan art, simple pencil sketches, and art which I came across on the internet. I never came up with an idea which was original. But this project helped me to creatively and critically think and apply prior knowledge while learning something new. I have developed this as I was able to create original designs with a few inspirations of existing work to implement both modern and earlier trends. For creating my product, I have used my prior knowledge for my MYP art and individuals & societies classes and combined it with my understanding from the primary and secondary research conducted.

I have also become more open minded and knowledgeable as I have conducted a lot of research for this project and I have sought information from a variety of sources. I read books, went through blogs and websites and conducted surveys. All these sources have different perspectives which are considered while creating my product. In the surveys I understood that comfort along with fashion is very important. I have also identified trends which needed to be considered as my project and my product runs on being able to implement them in a modern style.

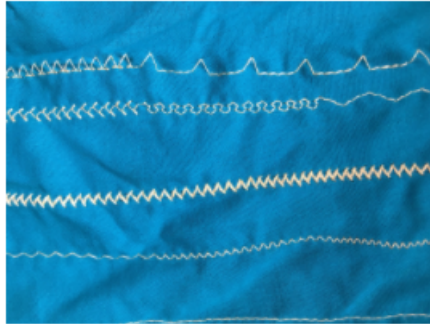
Just like any other task, I faced a couple of challenges during this project. The most major one is time-management. As creativity is still a skill I'm working, my designs have taken more than needed time to create. This also delayed the stitching of the dress, as this was the first time I did it. The dress making was delayed for over a month. After such a huge backlog, I managed to find my way back on track. After my dress was ready, I created a proper course of action like I should have done earlier. I set strict deadlines for myself. This also made me work twice as hard, and made me more determined to complete the project.

Now looking back at the whole journey helps me also develop reflection skills. I have identified strengths and weaknesses of personal learning strategies which are mentioned above. I have also developed new skills, techniques and strategies for effective learning like thinking skills, strict deadlines, gantt chart and more.

APPENDIX

Appendix A

Art class prior knowledge + stitching and art interest:



Appendix B

Evidence of survey with facilitator

Just by looking at a design, what helps you understand the design concept behind it?

2 responses

Maybe my interest in designs and dresses help me understand the design concept.

The materials and style

How do you define 'fashion'?

2 responses

Fashion is being comfortable in what you wear and the way you carry yourself.

Fashion is the way by which you will introduce yourself to others. It is a medium that reflects your personality.

How does clothing portray women as strong individuals?

2 responses

I don't think clothing plays any part in being strong as an individual. However, you can bring out a positive outlook when you dress smartly.

I don't think that clothing can portray women's strength

Where do you find fashion inspirations?

2 responses

I find inspirations from many people around me. If I find the clothing looks good and I know I can carry it out, I go ahead and try it myself.

Advertisements, Movies

What were the main design elements that you included in your past fashion collections?

2 responses

Nothing in particular.

Comfort and appropriate for the occasion

What do you look for in a 'well-designed' clothing collection?

2 responses

Comfort

Proper fitting , appropriate for the occasion

What do you think is lacking the most in the fashion designing industry today?

2 responses

Not sure.

Industry today is addressing only the young age group

What sources have an influence on people about how they dress?

2 responses

Probably media

Movies i think

OPVL CHARTS:

	Teacher/ facilitators 1	Teacher/ facilitators 2
Origin:	The source is from my project supervisor. The reply to the form of the information was received on September 28th. The author's credentials are not given but there is	The source is from my project guide. The reply to the form of the information was received on September 29th. The author's credentials is the name mentioned in

	an email which is evidence that my supervisor had taken this survey.	the form, but there is a mail from the guide which can give evidence of taking the test.
Purpose:	This information shows that comfort is one of the most important aspects of choosing clothing. The interviewee tells that the clothing chosen should be comfortable and appropriate for the particular occasion. This is an opinion, and is based on personal opinions, therefore it is partial.	The interviewee is trying to convey through this response that fashion, or the way you carry out yourself is your identity. This tells me that fashion or trends can be used to tell a person who they are for example, I should be able to differentiate fashion trends of the French royalty and the French peasant of the timeline chosen. This is an opinion, and is based on personal opinions, therefore it is partial.
Value:	The use of taking this survey was to understand people's opinions on fashion and their latest collection of clothing depending on their lifestyles to implement in my designs. This information can be referred to while creating the designs but cannot be reviewed or verified as it is an opinion.	
Limitations:	This source is reliable as I am collecting people's opinions on clothing. This will help me choose the trends and fashion types I want to include in my designs. This information is subjective as it depends on people's experiences. It is affected by religious, cultural, ideological and personal biases as these define their identity and fashion is also a form of identity.	

Professional/Family tailor

Origin:	The source is from a professional tailor. The interview was conducted on november 14th. The author's credentials are not given.	Purpose:	The purpose of conducting this interview was to soo a professional's approach to keeping up with fashion trends and receive a few tips in stitching. From this information, I can learn to not waste fabric and get my stitches right by using a marking chalk all the time. I have learnt that choosing fabric with the right print can also portray the design
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			differently. This is an opinion, and is based on personal opinions, therefore it is partial.
Value:	The use of taking this interview was to get tips on sewing for beginners to avoid mistakes and to finish the work on time. This information can be referred to while creating the designs but cannot be reviewed or verified as it is an opinion.	Limitations:	This information is reliable as it is taken from a professional. It will provide some guidelines to follow while stitching my product. This information is subjective as it depends on people's experiences. It is affected by religious, cultural, ideological and personal biases as these define their identity and fashion is also a form of identity.

Appendix C

Evaluation of secondary sources:

Source I: InStyle

Meredith Corporation. "2020 Clothing Trends - Latest Trendy Outfit Ideas & Pairings." InStyle, Meredith Corporation, 2020, www.instyle.com/fashion/clothing.>[Accessed 12 July 2020].

Authority: Meredith Corporation

Meredith creates content such as entertainment, food and lifestyle. Meredith is the No. 1 magazine operator in the U.S., and owner of the largest premium content digital network for American consumers.

Purpose: This source is written to share news about the latest fashion. It shows fashion in 2020. It gives news and images. It is for people who want to be aware of the trends in 2020.

Relevancy: This source shows the trends which will help me include the trends of 2020 in my designs.

Reliability: This source is not biased as it takes news from all over the world. I post information when there is a trend noticed anywhere in the world.

Timeline: Information is up-to-date as it talks about current trends. Last updated: June, 2020.

Source II: Book

Lovell, Hilary. Drawing Fashion & Style: A Step-by-Step Guide to Drawing Clothes, Shoes and Accessories. Arcturus Publishing Limited, 2012. [Accessed 12 July 2020].

Authority: Hilary Lovell

She is an illustrator and a designer who has written three books about fashion designing and illustrating. She has been in the fashion industry for about 14 years and has worked for fashion houses like Armani and Hugo Boss.

Purpose: This source is written for people who want to get better at fashion designing. It's a guide book for drawing different details using different techniques.

Relevancy: This source gives me tips on drawing and painting different fabric textures and prints.

Reliability: This source has no bias towards anything. It just provides tips on fashion designing, sketching and drawing. It does not provide any information favouring anyone/anything and it is not against anyone/anything.

Timeline: This book was published in 2012. This information is still handy for drawing and basic designing today.

Source III: Vogue

Vogue India. "VOGUE India: Women's Magazine for Beauty, Fashion, Lifestyle & Entertainment." Vogue India, 14 August 2020, www.vogue.in/?international.

Authority: Vogue India

Vogue is a monthly fashion and lifestyle magazine. Vogue has been publishing magazines and blogs in many countries around the world. It has been maintaining credibility since 1892.

Purpose: The purpose of this source is to provide tips on fashion and beauty while presenting latest trends. It also shows some fashion influencers and trends that people interested in this field should be aware of.

Relevancy: This source helps me be aware of the latest trends from which some of them could be included in my designs.

Reliability: This source is not biased as it looks at fashion from all over the world and India observes the latest trends to be added in the blog. This blog mainly shows fashion trends in India as it is the purpose of the blog but it collects news from other countries too.

Timeline: Information is up-to-date as it talks about current trends. The blog is edited frequently. Last updated: Aug 14, 2020

Source IV: Book

Chapman, Noel, and Judith Cheek. Creative Fashion Drawing (Essential Guide to Drawing). Arcturus, 2013. [Accessed 12 July 2020].

Authority: Noel Chapman and Judith Creek

Noel Chapman is trained in fashion and textile designs. He is a fashion consultant and gives lectures about it too. He has clients in Europe, USA and more countries in the east.

Judith Creek is trained in fashion designing and is a specialized illustrator. Her illustrations cover fashion, beauty, health, exercise and more.

Purpose: This source is a hand book for beginner fashion designers. It provided information about how garments, outfits, accessories and more. It talks about equipment for fashion designing and gives tips for drawing the croqui.

Relevancy: This source helps me identify the materials for creating my designs. It gives tips for drawing different poses of the croquis.

Reliability: This source has no bias towards anything. It just provides basic tips on fashion designing based on their experience. It does not provide any information favouring anyone/anything and it is not against anyone/anything.

Timeline: This book was published in 2013. This information is still valid today as it gives tips on drawing which will not change over this period.

Source V: Micarah Tewers

Tewers, M., n.d. Youtube Channel. [video] Available at:
<<https://www.youtube.com/channel/UCONTNY-QxA-UVtpR7vWW6Pg>> [Accessed 6 May 2020].

Authority: Micarah Tewers

Micarah Tewers is a American youtuber who is also an expert fashion designer and a costume creator.

Purpose: This source is made for people who need guidance in stitching and finding the right measurements.

Relevancy: This source gives me a simple guideline on how to stitch a dress and find the right measurements for it.

Reliability: This source has no bias. It only gives information about stitching and helps us make our dress more accurate.

Timeline: This information can be used anytime for anyone. Last post: July 17, 2020.

Source VI: Silhouette costumes

Sellers, S., 2020. Introduction To Historic Fashion Eras. [online] Silhouettescostumes.com. Available at:<<https://silhouettescostumes.com/the-eras-we-build/introduction-to-eras/>> [Accessed 12 July 2020].

Authority: Suzan Sellers

Yes, Susan Sellers is a British author, translator, editor and novelist. She did the research and created this website which aided in my research.

Purpose: This website helps people learn about the evolution of fashion in the 1800's. It states the year, age and the influences of that fashion.

Relevancy: This source gives me the information on the evolution of fashion in the 19th century. It shows the trends in that period which will help me in making my design.

Reliability: This source is extremely factual and there is no bias. The information is given by a writer (who will have a lot of research skills).

Timeline: This information can be used anytime for anyone as it talks about historic events. Last updated: May 14, 2019.

Appendix D

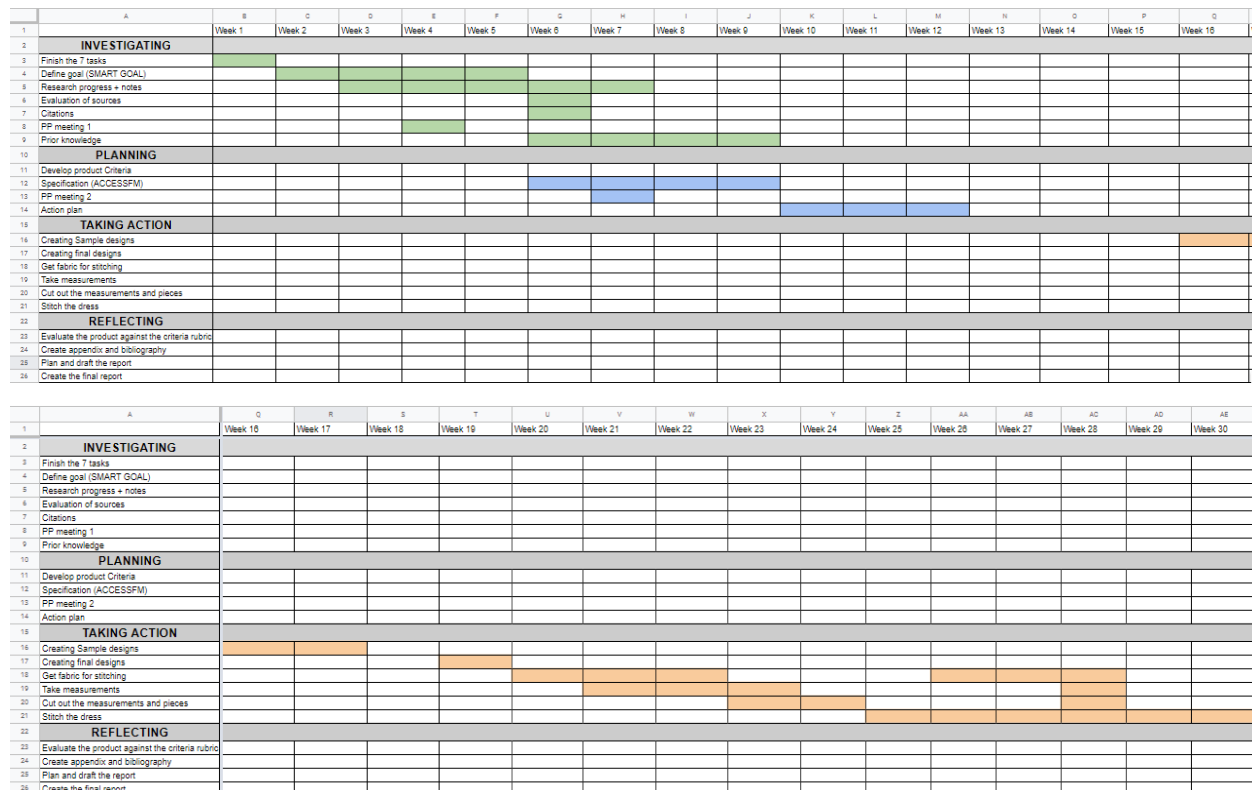
Specification (later consolidated into a criteria table):

Form and function:	My designs and dress must display fashion from the time period chosen; so common trends observed in fashion should be used which includes colours, shapes, texture and patterns. My designs should have a few features of modern trends followed today; example - disco collars, crochet, tiers.
Measurements:	The dress should fit me as I am going to make it using my measurements.

Time:	My product will be completed by the end of september.The designs will be completed by september 10th. The buffer time would be until september 15th.My dress will be completed by November 10th.The buffer time for the dress would be the first week of november, till november 15th.
Environment:	I will use animal friendly fabric; not use leather, cashmere, shearling.I will be reusing old fabric and refusing non-animal friendly fabric.I will reduce buying old fabric.
Safety:	There are nearly no risks from the product.The designs do not use permanent markers or sharpies which are made using harmful chemicals like xylene, toluene and urethane resin.Secure stitches properly; make 2-3 layers of stitches.The dress should not use harmful fabric like spandex/lycra/elastane, polyester, nylon, rayon (except as sewing thread)

Appendix E

Gantt chart:



	A	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM
1		Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38
2	INVESTIGATING												
3	Finish the 7 tasks												
4	Define goal (SMART GOAL)												
5	Research progress + notes												
6	Evaluation of sources												
7	Citations												
8	PP meeting 1												
9	Prior knowledge												
10	PLANNING												
11	Develop product Criteria												
12	Specification (ACCESSFM)												
13	PP meeting 2												
14	Action plan												
15	TAKING ACTION												
16	Creating Sample designs												
17	Creating final designs												
18	Get fabric for stitching												
19	Take measurements												
20	Cut out the measurements and pieces												
21	Stitch the dress												
22	REFLECTING												
23	Evaluate the product against the criteria rubric												
24	Create appendix and bibliography												
25	Plan and draft the report												
26	Create the final report												

Appendix F

Consolidated meeting notes:

	Date	Main points discussed
Meeting 1	July 10th 2020	<ul style="list-style-type: none"> - Describing the final goal. - Explain why the goal is challenging. - Importance of the goal. - Connection with personal interest. - Global context and exploration connection to the topic. - Discussion on prior knowledge. - Importance of research.
Meeting 2	July 28th 2020	<ul style="list-style-type: none"> - Discussion in the to-do list. - Discussed the smart goal sheet. - Discussed the success criteria. - Discussed the next few steps for the project.
Meeting 3		<ul style="list-style-type: none"> - Showed my supervisor my plan in the form of a gantt chart. - Discussed the progress of the product and documentation.

Appendix G

Product criteria:

Dress stitching:	1-2	3-4	5-6	7-8
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Form and Function	The designs do not display fashion from the time period chosen.	The designs somewhat display fashion from the time period chosen; common trends observed in fashion are used like patterns.	The designs somewhat display fashion from the time period chosen; common trends observed in fashion are used including colours and patterns. The designs have a few features of modern trends followed today too.	The designs display fashion from the time period chosen; common trends observed in fashion are used including colours, shapes, texture and patterns. The designs have a few features of modern trends followed today too.
Time	The student lacked self-management skills and could not complete the product even in the buffer time.	The product was completed by november 7th, the end of the buffer time.	The product was completed two days into the buffer time that is november 2nd.	The product was completed mt september 30th and the student demonstrated excellent self-management skills.
Measurements	The project does not look anything like it is supposed to.	Project does not look like it is supposed to or more parts are misshapen. Style, colour or shapes are somewhat similar to the design.	A few parts have been misshapen on the project. Some styles, colours and shapes are the same as these designs.	The project has no misshapes. The style, colour, shape, texture and patterns are the same as the design.
Environment	The dress is made using non-animal friendly fabric; use of leather, cashmere,	The dress is mostly made using non-animal friendly fabric; use of leather, cashmere, shearling or any	The dress is made mostly using animal friendly fabric; use of leather, cashmere, shearling or others as belts or decoration.	The dress is made using animal friendly fabric; no use of leather, cashmere, shearling or more.

	shearling and/or more.	other in large quantities.		
Safety	The dress uses spandex, polyester, nylon and rayon.	The dress uses spandex, polyester, nylon or rayon in large amounts like the entire top.	The dress only uses spandex, polyester, nylon or rayon in very small amounts like belts.	The dress does not use harmful fabric like spandex/lycra/elastane, polyester, nylon, rayon (except as sewing thread).

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