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Creation of the FAME Creative Fashion Construction and Design Course Trainers' Toolkit

Lesson Plans Pack

Project Title: FAME (Fashion eMpowers NEETs)

Programme: Erasmus+

Work Package 2: Conceptual and Analytical Framework, and FAME Creative Fashion Construction and Design Course Development

Project website: <https://thefameproject.eu/>

Facebook: @fameproject

LinkedIn: <https://www.linkedin.com/company/fame-fashion-empowers-neets/>

Project 2025-1-MT01-KA220-VET-000351198

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Module 2: Fashion Design Development

**Session 6: Colour, Seasons and Moodboards
(Sustainability Lens)**

**Session 7: Drawing on templates (Proportion,
Styling Details and Annotation)**

**Session 8: Developing a Capsule Collection
(3 looks) and Presentation Skills**

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Session 6: Colour, Seasons and Moodboards (Sustainability Lens)

Project information:

Project title:	FAME (FAME eMpowers NEETs)
Work package:	WP2 Conceptual and Analytical Framework, and FAME Creative Fashion Construction and Design Course Development
Training Module:	Design Development
Target group:	NEETs (Not in Education, Employment or Training)
Level:	Beginner
Duration:	3 hours
Delivery mode:	Face-to-face
Trainer:	
Date:	

Learning outcomes:

By the end of this session, participants will be able to:

1. Explain basic colour theory concepts, including hue, value, chroma and colour harmony.
2. Construct and justify a coherent 6-10 colour palette for a fashion concept.
3. Analyse how seasons, customer profiles, occasions and product stories influence design decisions.
4. Create an effective moodboard that communicates an original design direction using ethical and culturally sensitive references.
5. Apply sustainable design principles, including capsule wardrobe thinking, longevity, repair, repurposing and upcycling

Practical application:

- Construction of a physical or digital moodboard.
- Development of a named 6-10 colour story with a written rationale.

Key competences addressed:

- ☒ Communication Skills
- ☒ Entrepreneurship
- ☒ Creativity and Innovation
- ☒ Teamwork and Collaboration
- ☒ Problem Solving
- ☒ Personal development and confidence building

Resources and Materials

- Presentation slides
- Colour wheel and colour theory worksheets
- Fashion magazines and trend images
- Recycled paper, card and fabric scraps
- Scissors, glue sticks, markers and pencils
- Moodboard templates
- Digital devices and internet access (optional)
- Digital moodboard tools (Canva)
- Reflection and assessment sheets.

Lesson Structure		
Allocated time:	Description:	Materials required:
10 minutes	Introduction and Transition to Fashion Design To connect previous garment-construction learning with creative design communication and introduce the session outputs. Activities: - Welcome learners and review the session aims. - Display a completed moodboard and colour story. - Explain how designers move from research and ideas to visual concepts. - Introduce the sustainability lens: fewer, better and longer-lasting products.	- Attendance sheet - Presentation slides - Example moodboard - Example colour palette
15 minutes	Activity 1: Colour and Emotion To activate prior knowledge and encourage learners to connect colour with mood, identity and everyday experience. Development: - Each learner selects a colour card or object. - They describe an emotion, memory, season or occasion associated with it. - Discuss how colour meanings can vary across cultures and individuals. Prompt questions: - How does this colour make you feel? - Where might it appear in fashion? - Could it remain appealing beyond one season?	- Colour cards/swatches - Everyday coloured objects



25 minutes	Activity 2: Colour Theory Basics To introduce the vocabulary and visual principles needed to make intentional colour decisions in fashion. Present and demonstrate: - Hue: the colour family. - Value: the relative lightness or darkness of a colour. - Chroma: the intensity or saturation of a colour. - Tints, tones and shades. - Warm, cool and neutral colours. Mini-task: Learners organise swatches by hue, value and chroma, then identify where contrast may improve visibility, balance or emphasis in a garment.	- Presentation slides - Colour wheel - Colour swatches - Sorting worksheet - Pencils
20 minutes	Activity 3: Colour Harmonies, Contrast and Proportion To apply colour relationships to textile and garment design. Explore: - Monochromatic harmony - Analogous harmony - Complementary harmony - Triadic harmony - Contrast through value, temperature and saturation - Proportion: dominant, supporting and accent colours Pair task: Learners create two quick three-colour combinations and explain which fashion customer or occasion each combination might suit.	- Colour wheel - Swatches or coloured paper - Harmony worksheet - Glue sticks - Markers



20 minutes	Activity 4: Seasons, Customers and Product Stories To examine how fashion concepts respond to context without relying on short-lived trend copying. Discuss: - Traditional fashion seasons and transitional collections. - Climate, geography and local needs. - Customer profiles: lifestyle, values, budget, age range and accessibility needs. - Designing for an occasion or narrative. - Translating a trend cue into an original product story. Group prompt: How could one garment be designed to work across seasons or several occasions?	- Presentation slides - Seasonal fashion images - Customer profile cards - Product story worksheet
10 minutes	Break A short comfort break. Encourage learners to observe colour combinations in the room, their clothing or the surrounding environment. Optional observation task: Note one colour combination that feels balanced and one that feels visually uncomfortable.	
20 minutes	Activity 5: Moodboards as Ethical Visual Research Tools To explain how moodboards organise research and communicate a design direction. Demonstrate: - Selecting a focused theme, target customer and product story. - Combining imagery, texture, colour, silhouette, words and material cues. - Creating hierarchy, rhythm and visual coherence. - Distinguishing inspiration, adaptation and direct copying. - Recording sources and avoiding the uncritical use of culturally significant symbols.	- Example moodboards - Image-source checklist - Cultural sensitivity prompts - Presentation slides



	- Seeking context and permission where appropriate. Sustainability prompt: What evidence on the board suggests durability, repairability, versatility or responsible material use?	
40 minutes	Practical Moodboard Construction To create an original visual concept through collaborative research, selection and composition. Task: Learners create a physical or digital moodboard that includes: - A clear title/theme - Target customer and intended occasion - 6-10 carefully selected images or visual references - Texture/material cues - Key words or a short concept statement - At least two sustainability cues, such as modularity, repair, upcycling, mono-material design or seasonless styling Trainer support: Use questions rather than prescribing solutions. Encourage editing: remove material that does not strengthen the concept.	Physical option: - Recycled card/paper - Magazines/printed images - Fabric scraps, yarn and trims - Scissors, glue, markers Digital option: - Laptop/tablet - Canva - Image source list
20 minutes	Activity 7: Colour Story Development To translate the moodboard into a coherent and purposeful fashion colour palette. Task: - Extract and refine a palette of 6-10 colours. - Identify dominant, supporting and accent colours. - Give each colour an evocative and original name.	- Completed moodboards - Palette template - Markers or digital colour picker - Rationale worksheet



	- Write a short rationale linking the palette to the customer, season, mood and product story. - Test whether the palette supports garment versatility and longevity rather than a single-use look. Peer check: A partner identifies the mood and intended customer from the palette alone.	
5 minutes	Conclusion: Reflection and Exit Check To consolidate learning and identify confidence and support needs. Learners respond to three prompts: - Which colour principle did you apply most successfully? - What makes your moodboard original rather than copied? - Which design choice could extend the life of the proposed product? Use a confidence scale: 1 = Not confident 2 = Somewhat confident 3 = Confident 4 = Very confident 5 = Ready for the next lesson https://forms.gle/Vizex2uakffhSifG9	- QR code linked to evaluation form - Mobile phones/tablets - Reflection worksheet (backup)

Assessment Method:	Follow-up activities
▪ Trainer observation using a process checklist ▪ Completed moodboard assessed against clarity, originality, ethical referencing and sustainability criteria ▪ Completed 6-10 colour story and written rationale ▪ Peer feedback ▪ Learner self-assessment and confidence scale	▪ Refine the moodboard and colour palette in response to feedback. ▪ Photograph or export the final moodboard and add full image-source references. ▪ Identify one existing garment at home that could be repaired, restyled, repurposed or included in a capsule wardrobe. ▪ Complete Digital Mission 4 if not finished in class. ▪ Collect three examples of seasonless or multi-use fashion design for discussion in the next session.



Session 7: Drawing on templates (Proportion, Styling Details and Annotation)

Project information:

Project title:	FAME (FAME eMpowers NEETs)
Work package:	WP2 Conceptual and Analytical Framework, and FAME Creative Fashion Construction and Design Course Development
Training Module:	Design Development
Target group:	NEETs (Not in Education, Employment or Training)
Level:	Beginner
Duration:	3 hours
Delivery mode:	Face-to-face
Trainer:	
Date:	

Learning outcomes:

By the end of this session, participants will be able to:

1. Explain the purpose of fashion croquis and use front and back templates as standardised tools for design communication.
2. Draw garment proportions and silhouettes accurately on pre-drawn templates, showing fit, volume and drape.
3. Illustrate and label key styling and construction details, including seams, pockets, fastenings, trims and finishes.
4. Add clear technical annotations describing fabric choices, construction intentions and functional features.
5. Apply inclusive design principles by considering diverse body types, comfort, adjustability and accessible garment features.

Practical application:

- Visualisation of 1-2 outfits on front and/or back fashion templates.
- Addition of detail callouts, fabric suggestions and technical annotations.

Key competences addressed:	Resources and Materials
☒ Communication Skills ☒ Entrepreneurship ☒ Creativity and Innovation ☒ Teamwork and Collaboration ☒ Problem Solving ☒ Personal Development and Confidence building ☒ Visual Literacy and Technical Communication ☒ Inclusive and Ethical Design Awareness	▪ Presentation slides ▪ Front and back croquis templates ▪ Completed Session 6 moodboards & colour stories ▪ Pencils, erasers and rulers ▪ Fine liners and coloured pencils/markers ▪ Tracing paper ▪ Fabric swatches and trim samples ▪ Garment-detail reference sheets ▪ Annotation and callout worksheet ▪ Inclusive design prompt cards ▪ Reflection and assessment sheets

Lesson Structure		
Allocated time:	Description:	Materials required:
10 minutes	Introduction and Connection to the Design Process To connect the moodboard and colour story from Session 6 with the next stage of fashion design communication. Activities: - Welcome learners and review the previous session outputs. - Display a moodboard beside a corresponding outfit drawing. - Explain the design sequence: research, concept, template drawing, technical development and production. - Introduce the key output: two drawn and annotated designs suitable for a portfolio.	- Attendance sheet - Presentation slides - Example moodboard - Example annotated design
15 minutes	Activity 1: Visual Warm-up - Read the Garment To build observation skills and introduce the vocabulary used to describe garment shape and details. Development: - Learners observe a garment or fashion image in pairs. - They identify the silhouette, fit, main construction lines and visible details. - The group compares descriptions and discusses which information a pattern maker would need. Prompt questions: - Where does the garment sit close to or away from the body? - Which lines are seams and which are styling lines? - What cannot be understood from the image alone?	- Garments or fashion images - Observation worksheet



25 minutes	Activity 2: Template Drawing Basics To introduce croquis as accessible, repeatable tools for clear and consistent fashion visualisation. Present and demonstrate: - What a croquis is and why designers use templates. - Standard front and back poses. - Body balance, centre front/back and key reference points. - Drawing the garment over the template rather than outlining the body. - Using light construction lines before finalising the design. Mini-task: Learners trace a simple top and skirt/trouser silhouette on front and back templates.	- Presentation slides - Front and back croquis - Tracing paper - Pencils and erasers - Rulers
25 minutes	Activity 3: Proportion, Fit and Silhouette To develop accuracy in showing garment length, volume, fit and drape. Explore: - Placement of necklines, waistlines, hems, sleeves and garment openings. - Fitted, semi-fitted, straight, A-line, oversized and structured silhouettes. - Symmetry and intentional asymmetry. - Showing folds, fullness and drape without over-rendering. - Maintaining consistent proportions across front and back views. Practice task: Learners redraw one base garment in three different silhouettes and compare how the design message changes.	- Croquis templates - Silhouette reference sheet - Pencils, rulers and erasers - Tracing paper
20 minutes	Activity 4: Styling Details - Seams, Pockets, Fastenings and Trims To expand learners' visual vocabulary for communicating garment features. Demonstrate how to represent:	- Garment-detail reference sheets - Matching cards



	- Darts, panel seams, yokes and topstitching. - Patch, welt, inseam and flap pockets. - Buttons, zips, hooks, snaps, ties and drawcords. - Collars, cuffs, pleats, gathers, ruffles and trims. Matching task: Learners match detail drawings with their names and intended functions, then add four details to a practice garment.	- Croquis practice sheets - Fine liners and pencils
10 minutes	Break A short comfort break.	
20 minutes	Activity 5: Technical Annotation and Detail Callouts To introduce concise annotation as the link between design intention and garment construction. Demonstrate: - Using leader lines and enlarged detail callouts. - Labelling seams, pockets, closures, trims and finishing methods. - Suggesting fabric type, weight, stretch, texture and handle. - Noting colour placement and front/back differences. - Writing clear instructions rather than vague aesthetic comments. Quality check: Annotations should be legible, specific, non-contradictory and positioned without obscuring the drawing.	- Annotated design examples - Callout worksheet - Fabric swatches - Fine liners - Presentation slides
20 minutes	Activity 6: Inclusive Design Prompt To encourage ethical design decisions that respond to diverse bodies, comfort requirements and functional needs. Discuss and explore: - Designing beyond one idealised body shape.	- Inclusive design prompt cards - Adaptive garment examples - Croquis templates



	- Size range, ease, mobility, sensory comfort and dignity. - Adjustable features such as elastic, ties, tabs and modular components. - Accessible fastenings, larger pullers, magnetic alternatives and easy-entry openings where appropriate. - Placement of seams, labels and closures to reduce discomfort. Small-group task: Adapt one garment feature for a selected user need without reducing aesthetic quality.	- Pencils and markers
30 minutes	Activity 7: Outfit Visualisation - Design 1 To translate the Session 6 moodboard and colour story into a complete garment concept. Task: Learners create the first fully rendered outfit on a provided template. The design should include: - A clear silhouette and accurate garment proportions. - Consistent front and/or back views. - Colour placement drawn from the learner's colour story. - At least three styling or construction details. - One inclusive, comfort or adjustable feature. Trainer support: Use prompts to help learners preserve their original concept while improving clarity and feasibility.	- Session 6 moodboard and palette - Croquis templates - Pencils, erasers and rulers - Coloured pencils/markers - Fabric swatches
30 minutes	Activity 8: Outfit Visualisation - Design 2 To develop a second coordinated design and strengthen consistency within a small fashion story. Task:	- Session 6 moodboard and palette - Croquis templates - Drawing and colouring materials - Peer-check checklist



	Learners create a second outfit that relates to the first through colour, customer, occasion or product story. It must remain distinct in silhouette or function. Learners check: - Are proportions believable? - Do front and back details correspond? - Is the design visually linked to the moodboard? - Could the garment be understood by another person without verbal explanation?	
5 minutes	Conclusion: Reflection and Exit Check To consolidate learning and identify confidence and support needs. Learners respond to three prompts: To consolidate learning and identify confidence and support needs. Learners respond to three prompts: - Which drawing skill improved most today? - Which annotation makes your design easier to produce? - How did you consider an inclusive or functional need? Use a confidence scale: 1 = Not confident 2 = Somewhat confident 3 = Confident 4 = Very confident 5 = Ready for the next lesson https://forms.gle/KAH2koJfdByXxW7Y8	- QR code linked to evaluation form - Mobile phones/tablets - Reflection worksheet (backup)



Assessment Method:	Follow-up activities
▪ Trainer observation using a drawing and communication skills checklist ▪ Two completed template designs assessed for proportion, silhouette, styling detail and clarity ▪ Technical annotations and fabric suggestions ▪ Peer feedback ▪ Learner self-assessment and confidence scale	▪ Refine the moodboard and colour palette in response to feedback. ▪ Refine both designs in response to feedback and correct any inconsistent front/back details. ▪ Add the final drawings to the learner portfolio alongside the Session 6 moodboard and colour story. ▪ Photograph or scan the designs to create a digital portfolio copy. ▪ Find one garment image and identify its silhouette, three styling details and likely fastening method. ▪ Consider one additional inclusive or adjustable feature that could improve either design.



Session 8: Developing a Capsule Collection (3 Looks) and Presentation Skills

Project information:	
Project title:	FAME (FAME eMpowers NEETs)
Work package:	WP2 Conceptual and Analytical Framework, and FAME Creative Fashion Construction and Design Course Development
Training Module:	Design Development
Target group:	NEETs (Not in Education, Employment or Training)
Level:	Beginner
Duration:	3 hours
Delivery mode:	Face-to-face
Trainer:	
Date:	

Learning outcomes:
By the end of this session, participants will be able to: 1. Develop a coherent three-look capsule collection using a shared design concept, colour palette and coordinated garments. 2. Define a target customer by considering age, lifestyle, values, budget and intended retail context. 3. Apply sustainable design strategies relating to material impact, multifunctionality, longevity, repair and upcycling. 4. Finalise and present three annotated looks as a consistent, professionally organised mini-portfolio. 5. Communicate a design concept and rationale clearly, respond constructively to peer feedback and reflect on presentation confidence.

Practical application:
- Sketching, annotating and finalising a coordinated three-look capsule collection. - Structured peer presentation practice, feedback and self-reflection.

Key competences addressed:	Resources and Materials
☒ Communication Skills ☒ Entrepreneurship ☒ Creativity and Innovation ☒ Teamwork and Collaboration ☒ Problem Solving ☒ Personal Development and Confidence building ☒ Market and customer awareness ☒ Sustainable and ethical design thinking	▪ Presentation slides, Pencils, erasers and rulers ▪ Completed Session 6 moodboards and colour stories ▪ Session 7 template drawings ▪ Three-look capsule planning worksheet ▪ Croquis templates ▪ Coloured pencils/markers and fine liners ▪ Fabric and trim swatches ▪ Target customer profile cards ▪ Sustainability checklist ▪ Peer-feedback and self-reflection sheets

Lesson Structure		
Allocated time:	Description:	Materials required:
10 minutes	Introduction and Session Connection To connect the moodboard, colour story and template drawings from Sessions 6 and 7 with the development of a capsule collection. Activities: - Welcome learners and review the previous portfolio outputs. - Introduce the session challenge: three coordinated looks for one target customer. - Explain the key outputs and the role of presentation practice. - Show an example of a capsule collection and identify repeated elements.	- Attendance sheet - Presentation slides - Example capsule collection - Learner portfolio work
15 minutes	Activity 1: Capsule Wardrobe Logic - Mix, Match and Multiply To introduce the strategic principles that make a small collection versatile, coherent and useful. Development: - Define a capsule collection and distinguish a look from an individual garment. - Explore shared colour palettes, repeated fabrics and interchangeable pieces. - Discuss how three looks can produce additional outfit combinations. Pair task: <i>Learners analyse a sample collection and identify its linking elements, strongest combinations and any unnecessary duplication.</i>	- Capsule collection images - Mix-and-match garment cards - Analysis worksheet
20 minutes	Activity 2: Target Customer Profiling To define a realistic customer and ensure that design decisions respond to specific needs and market conditions.	- Target customer profile worksheet - Customer persona cards



	Explore: - Age range and relevant life stage. - Lifestyle, occupation, activities and occasions. - Values, identity, comfort and aesthetic preferences. - Budget and purchasing behaviour. - Intended retail context: high street, boutique, online, rental or community enterprise. Task: Learners create a concise customer profile and write one clear design brief for their collection.	- Retail-context examples - Pens and markers
25 minutes	Activity 3: Sustainable Design Choices To embed environmental and social responsibility within the collection rather than treating sustainability as an added feature. Discuss and apply: - Lower-impact, recycled, reclaimed, durable and mono-material options. - Fabric performance, drape, texture, care requirements and end-of-life considerations. - Repeat fabric usage to reduce waste and strengthen coordination. - Multifunctional, reversible, adjustable or convertible features. - Repair-friendly seams, replaceable components and visible-mending potential. Decision task: Learners record at least three justified sustainability choices for their capsule.	- Fabric and trim swatches - Sustainability checklist - Material-impact cards - Design decision worksheet
20 minutes	Activity 4: Collection Planning and Coordination To organise the three looks before drawing and prevent disconnected or repetitive designs. Learners map:	- Three-look planning worksheet - Session 6 colour story - Session 7 designs



	- The function and occasion of each look. - Garments that repeat or combine across looks. - Shared and accent colours. - Repeated fabrics, trims or construction details. - One distinctive feature per look. Trainer check: Each plan must show unity, variety, suitability for the customer and at least one additional mix-and-match combination.	- Pencils and sticky notes
10 minutes	Break A short comfort break.	
40 minutes	Activity 5: Capsule Sketching - Three Coordinated Looks To translate the customer profile, capsule logic and sustainability decisions into a coherent visual collection. Task: Learners sketch three looks on templates. The collection must include: - A shared colour palette and recognisable visual identity. - Coordinated pieces that can be mixed and matched. - Appropriate silhouettes for the target customer and context. - Material suggestions based on drape, texture, performance and impact. - At least one multifunctional, adjustable, repair-friendly or upcycling feature. Trainer role: Support proportion, feasibility, variation and consistency without replacing the learner's design decisions.	- Croquis templates - Moodboard and colour story - Capsule planning worksheet - Drawing and colouring materials - Fabric swatches
20 minutes	Collection Finalisation and Portfolio Layout To refine the collection and present all three looks as a clear, consistent mini-portfolio.	- Fine liners and colouring materials - Annotation guide



	Learners complete: - Final line work, colour application and garment details. - Fabric, trim, closure and construction annotations. - Look titles or numbers and a collection title. - A short concept statement and target customer summary. - Consistent spacing, lettering, callouts and page organisation. Quality check: All three looks should be legible, technically coherent and visibly related.	- Portfolio layout sheets - Glue, scissors and swatches - Quality-control checklist
20 minutes	Activity 7: Presentation Structure and Storytelling To give learners a simple professional framework for explaining their design vision with clarity and confidence. Introduce a concise presentation sequence: 1. Collection title and design brief. 2. Target customer and retail context. 3. Inspiration, moodboard and colour story. 4. The three looks and their coordination. 5. Sustainable and functional design choices. 6. Closing statement: why the collection is relevant. Delivery guidance: Use clear language, point to visual evidence, maintain an appropriate pace and avoid reading every annotation.	- Presentation structure handout - Example mini-portfolio - Timing cards - Presentation checklist
10 minutes	Activity 8: Peer Presentation Practice and Feedback To rehearse professional communication and use constructive feedback to improve both the collection and its presentation.	- Completed mini-portfolios - Peer-feedback forms - Timer - Pens



	Practice: Learners present in pairs or small groups for approximately two minutes each. Peers provide feedback using: two strengths and one actionable suggestion. Feedback criteria: - Concept and customer are clear. - The three looks form a coherent capsule. - Sustainability choices are specific and credible. - The presenter is audible, organised and engaged. Learners record one design refinement and one presentation goal.	
5 minutes	Conclusion: Reflection and Exit Check To consolidate learning and prepare learners for later portfolio and showcase activities. Learners respond: - Which element gives your capsule the strongest unity? - Which feedback will you act on first? - What will improve your confidence before the Session 12 showcase? Confidence scale: 1 = not yet confident; 5 = ready to present independently. Use a confidence scale: 1 = Not confident 2 = Somewhat confident 3 = Confident 4 = Very confident 5 = Ready for the next lesson https://forms.gle/6nyyZ4yAb5ZdqfZLA	- QR code linked to evaluation form - Mobile phones/tablets - Reflection worksheet (backup)



Assessment Method:	Follow-up activities
▪ Trainer observation using capsule-design and presentation checklists ▪ Three-look capsule assessed for coherence, coordination, customer relevance and sustainable design decisions ▪ Completed target customer profile and design brief ▪ Peer-feedback evidence and documented refinements ▪ Learner self-assessment of design and presentation confidence	▪ Revise one design element and one annotation in response to peer or trainer feedback. ▪ Practise the two-minute presentation using the session structure and a timer. ▪ Photograph or scan the final mini-portfolio pages for a digital portfolio copy. ▪ Identify at least three additional outfit combinations that can be created from the capsule pieces. ▪ Prepare the collection title, concept statement and presentation notes for future showcase development.