Unit 11: Understanding Fashion Trends and Forecasting

Unit code: H/600/0635

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 28

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of how fashion trends are analysed, predicted, developed and reflected in society.

Unit introduction

Designers can produce outrageous catwalk shows with fashions that are clearly not intended for everyday wear. Fashion retailers need to have the right products, in the right colour with the shape and material that their customers want to buy. Fashion trends have to be analysed and deciphered to make them relevant to the retailers and their customers. Part of the service offered by fashion forecasting agencies is to decipher these trends and make them more accessible for manufacturers and retailers in the notoriously unpredictable fashion industry.

The purpose of this unit is to develop knowledge and understanding of how fashion trends and forecasting are made to work for the fashion industry. The unit will give learners knowledge of how fashion trends are analysed. They will review the work of fashion forecasting agencies and the various elements of fashion that are scrutinised. Learners will be introduced to the role and purpose of fashion shows, trade fairs and exhibitions, and the influence they can have on trends, this will support learners' understanding of how fashion trends are predicted and developed.

The unit will help learners to consider the different influences on contemporary fashion. Learners will be introduced to the influences of film, sport and music and the concept of celebrity as an influential fashion icon. The unit will help learners consider different aspects of social groups and how they can influence the individual and the fashion business.

Knowing how to present a forecast in fashion trends is a valuable skill. Learners will be given opportunities to develop the knowledge and understanding of the types of research carried out and the data that produced. Interpretation of research data is the key to successful fashion forecasting. Presentation of the forecasts is important in attracting the industry leaders and learners will study how the communication of forecasts and trends is undertaken using industry-standard methods and materials.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the ways in which fashion trends are analysed, predicted and developed	1.1 describe the role and function of fashion forecasting agencies
	1.2 describe the role and purpose of fashion shows, trade fairs and exhibitions
	1.3 describe how fashion trends are predicted and developed
2 Understand contemporary influences on fashion trends	2.1 describe the influence of film, sport and music on fashion trends
	2.2 describe how celebrities' choice of dress influences fashion trends
	2.3 describe how the choice of dress of social groups can influence fashion trends
3 Know how to present a forecast in fashion trends	3.1 identify the types of research data used for forecasting fashion trends
	3.2 describe how research data is interpreted
	3.3 describe the methods and materials used to present forecasts of fashion trends

Unit content

1 **Know the ways in which fashion trends are analysed, predicted and developed**

Role and function of fashion forecasting agencies
carry out market research, review market activity, recommend products, trend forecasting, catwalk analysis, store reporting, colour forecasting, prints and graphics, accessories, silhouette, consumer expectations, trend reports, breaking fashion news, expert advice, reduce risks, save clients time, help clients make money

Role and purpose of fashion shows, trade fairs and exhibitions
sales: sell collections, attract buyers, trade audience, take advance orders

marketing: get messages across, get noticed, review competitors, photo opportunities, publicity, celebrity audience, public relations, branding

entertainment: image, styling, spectacle, glamour, artistry

How fashion trends are predicted and developed
market research, review market activity, fashion forecasting websites, review publications, read special reports, visit trade fairs, exhibitions and fashion shows, identifying emerging themes, developed by design teams, use of trend boards, colour palette, silhouette, monitoring lifestyle, street style, celebrity, haute couture, designer collections, trend setting, anticipating trends, counter culture

2 **Understand contemporary influences on fashion trends**

Influence of film, sport, music
film: star power, celebrity style, fashion icons, wardrobe designers, Hollywood, academy awards, photography and image, Bollywood, film festivals, red carpet reporting, red carpet catwalk

sport: status symbol, sporting heroes, fashion icons, branding, designer brands, sportswear, lifestyle clothes, tracksuit, polo shirt, trainers, tennis, football, fitness boom, quality, fabric technologies, luxury sportswear, hip hop cross-over

music: image, rebellion, street style, personality, attitude, pop, rock, punk, new romantics, hip hop, dance, goths, divas, fashion icons, music heroes

Influence of celebrity
star power, celebrity style, fashion icons, fashion gatekeepers, professional stylists, image makers, image, aspirational lifestyles, halo effect, trend setting, trickle-down effect, media projection

Influence of social groups
status, identification, desired membership, ceremony and special occasions, class, gender, age, race, social stereotypes, cultural identity, mass branding and advertising, individuality versus conformity

3 **Know how to present a forecast in fashion trends**

Types of research data
primary research: on-site catwalk analysis, presence at fashion weeks, daily analysis updates, questionnaire design, mystery shopping, street style trend spotters

secondary research: numerical and quantitative, publications review, media searches, internet research, social trends, consumer trends, trend overviews, trend themes, store reporting, displays, graphics, packaging, product photos, current season key trends, retail news, catwalk analysis, fashion weeks reviews, retailers, counter culture

How research data is interpreted
identify focus of research – garments, footwear, accessories, prints and graphics, fabrics, knitwear, colours, detailing, prints, embellishments, key silhouettes, tailoring; organise results into tables, graphs or other visual representation, look for patterns in the results, trend analysis, trend overviews, trend themes, record conclusions, make recommendations, report results

Methods and materials to present forecasts
websites, publications, mobile phones, special reports, case studies, video, photographic, illustrations, pictures, design boards, colour charts, fabrics, swatches, specifications, sketches, silhouettes, store shots, aim to be visual and inspiring

Essential guidance for tutors

Delivery

This unit should be delivered in a way that allows learners to apply their knowledge and understanding realistically. Delivery should be as practical and interactive as possible, based on real research and trend-setting scenarios.

Learning outcome 1: learners will need to be given opportunities to research fashion forecasting agencies. They should be able to identify the specialisms of the various agencies and review their news reports and presentation techniques. From this research learners should be encouraged to identify current or emerging trends. Learners could undertake some market research to identify and predict emerging fashion trends. This unit would be enriched by arranging visits to fashion shows, trade fairs or exhibitions. Learners should be given a clear brief to identify the purpose of the event and to research emerging themes during any visits. Fashion retailers could also be approached to host visits where learners could identify current trends and research counter culture. If resources are available, learners could follow the reporting of various 'fashion weeks' around the world using 'virtual forums'.

Learning outcome 2: learners need to be able to identify the impact of film, sport and music on the world of fashion. Research into the influence of film would enable learners to identify films that have actually impacted on fashion trends. Tutors need to ensure that learners consider past celebrity influences and the longer-term effect they may have had on current fashions. Learners could be given opportunities to research the influence of celebrities from the fields of film, sport and music in order to identify who is influential, how and why. Learners could consider the impact of social groups in the world of fashion, by identifying social stereotypes and the fashions they may adopt. Discussions would enable learners to explore their own social groups and any prejudices they may hold. If resources allow, tutors need to make use of a wide range of resources to explore influences on fashion trends – film footage, interactive websites, social networking sites and publications are rich research seams to be mined.

Learning outcome 3: in this unit learners need to be able to identify the different types of research data used in forecasting fashion trends. They need to be able to carry out their own research to help them understand what it means. The data they have collected could be used to interpret their own views on emerging fashion trends, or confirm current trends. Learners could explore the different types of presentation methods used in the fashion industry and present their results to a professional standard. This unit offers opportunities for experiential and applied learning in a realistic and meaningful way.

Assessment

Learning outcome 1: could be covered through the review of at least two different fashion forecasting agencies. The review could explain what the specialisms of each forecasting agency are and their role in the fashion world and be supported by typical visuals used by each agency. Learners can visit a fashion show, trade fair or exhibition (real or virtual) and produce a report about it for a leading fashion forecasting agency. The report could explain the purpose of the event and identify any emerging trends. If resources allow, this could be reported as a recorded video interview for television or uploading to an interactive website. A market research activity could be carried out to identify potential emerging trends. Learners could predict trends for a selected theme and produce a design board to support their predictions, which could be linked to learning outcome 3.

Learning outcome 2: could take the form of a visual exhibition of contemporary influences on fashion trends. The exhibition needs to represent the three key influences of film, sport and music. Learners could work in teams to complete the exhibition; individuals could take responsibility for their part of the display. Learners could identify a celebrity who is a key influence in their field of film, sport or music and produce a celebrity dress 'diary' on how their life and dress choices influence the fashion world. Social groups could be researched in the media to identify what social stereotypes are commonly portrayed. Learners could produce a newspaper article or poster on the agreed dress standards or fashion influences of at least two social groups. Attention could be given to whether the social groups prefer a named designer label or produce their own version of street style.

Learning outcome 3: can be assessed through the completion of a market research activity, which could be linked to learning outcome 1. Learners could carry out a series of research activities. These could be primary or secondary research depending on resources available. From the results of their research learners could predict emerging trends. If resources allow, learners could produce a website to illustrate the results of their research and make their predictions as a fashion forecasting agency. The results could also be reported as a special report or news item. The results of the research and predictions can be reported using supporting visuals and should be to an industry standard.

Indicative reading for learners

Books

Gorman P – *The Look: Adventures in Rock and Pop Fashion* (Adelita, 2006) ISBN 0955201705

Goworek H – *Fashion Buying* (Blackwell Publishing Ltd, 2007) ISBN 1405149922

Sims J – *Rock Fashion* (Omnibus Press, 1999) ISBN 071197733X

Magazines and journals

Drapers

Glamour

In Style

Vogue

Websites

www.glamourmagazine.co.uk

www.instyle.co.uk

www.lebook.com

www.snapfashun.com

www.vogue.co.uk