

# FASHION TRANSFORMATION

USING FASHION AS A SOCIAL STATEMENT

ART AND WRITING

GRADES: 3-6

## BASED ON



Issey Miyake (Japanese, b.1938) Japan

*Minaret Dress*, 1995

Polyester

Gift of Miyake Design Studio in memory of Otto Charles Thieme, 1997.6



Iris van Herpen (b. 1984), The Netherlands

*Refinery Smoke*, Dress, July 2008

Untreated woven metal gauze and cow leather

Groninger Museum, 2012.0196

Photo by Bart Oomes, No 6 Studios



Iris van Herpen (b. 1984), The Netherlands

In collaboration with Noritaka Tatehana and 3D Systems

*Hacking Infinity*, Shoes, 2015

Laser-cut cow leather, 3-D printed photopolymer, and stereolithography resin

Collection of the designer

Photograph ©NORITAKA TATEHANA



Iris van Herpen (b. 1984), The Netherlands

In collaboration with Jólán van der Wiel

*Magnetic Motion*, Shoes, 2014

Iron filings and polyurethane resin

## OBJECTIVES

- Students will work collaboratively with one or two other students.
- Students will create a fashion statement which delivers a social statement.
- Students will write a statement regarding their fashion article.

## CONCEPT

Students will study the works of Iris van Herpen as well as works from the museum collection to take from these items and create an article of fashion be it a garment to be worn or shoes.

## MATERIALS

- T- shirts or other shirts for a foundation (the blank canvas)
- Shoes (stileto or boots purchased at a thrift store, some donated)
- Cds
- Buttons
- Acrylic paint
- lamination film (ends and cut off pieces)
- Scrap fabric
- Yarn
- Hot glue guns and glue sticks
- Cardboard tubes
- Found objects
- Canning lids
- Bubble wrap
- Foil

## VOCABULARY

Haute-couture - High fashion, hand made, staggeringly expensive one of a kind pieces that often require three fittings.

Deconstruction - a term used to describe clothing that has been taken apart and put back together in a new unexpected way, or looks unfinished, raw and as though it may be deteriorating.

Footwear - fashion for your feet.

Texture - the way something feels or looks like it might feel.

## PROCEDURE

Students viewed a slideshow of Iris van Herpen's fashions on display at the art museum and some that were not (male fashions) as well as the two dresses shown above from the museum's permanent collection. The discussion pertained to fashion making a statement and sometimes that statement could be much stronger than just a pretty garment or shoe (footwear).

Conversations were found leading to the direction of garments can be more than something to make you feel a certain way or being necessary.

Students were then charged with working in at least collaborative pairs but no more than three on a team to design and execute the design in 'real fashion.' Stiletto shoes were purchased at a thrift shop for \$1.00 a pair. T-shirts and other shirts/skirts were donated to be the canvas from which they would work. A variety of other materials were donated or provided such as boas, buttons, cds, etc. to create their garment.

## ASSESSMENT

4	Student demonstrates a firm grasp of how fashion designers used conventional and unconventional materials to design fashion wear. They design and construct an article of fashion which makes a statement.
3	Student demonstrates an understanding of how fashion designers used conventional and unconventional materials to design fashion wear. They design and construct an article of fashion which may make a statement.
2	Student demonstrates somewhat of an understanding of how fashion designers used conventional and unconventional materials to design fashion wear. They design and construct an article of fashion but it is weak in its construction and statement.
1	Student does not demonstrate an understanding of how fashion designers used conventional and unconventional materials to design fashion wear. Student struggles to design or construct an article of fashion and has no statement.

## NATIONAL STANDARDS

VA - CR1.1.6a - Combine concepts collaboratively to generate innovative ideas for creating art.  
 VA - CR2.1.6a - Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.  
 VA - CR3. 1.6a - Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

[CCSS.ELA-LITERACY.WHST.6-8.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## CURRICULUM CONNECTIONS

I connected this lesson to writing. They are to write about the process, the collaboration, the purpose or statement their fashion as to the relevance of their 'social statement.'

## RESOURCES

[www.irisvanherpen.com](http://www.irisvanherpen.com)

[www.cincinnatiartmuseum.org](http://www.cincinnatiartmuseum.org)



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Iris van Herpen (b. 1984), The Netherlands, *Refinery Smoke*, Dress, July 2008  
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EXAMPLES OF STUDENT WORK

