

Wearable words: creative vocabulary workshops as a tool to develop fashion students' writing

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Activity

1. Who would wear these garments?
Why would they?
2. What do the garments remind
you of? Winter, film noir, gothic
Fiction?
3. Describe the colours. e.g. what sort
of red?
4. Describe the fabrics. What do they
feel like? What do they sound like?
5. Give your collection a title



BA Fashion Design and Contour Fashion

It's all on our website dmu.ac.uk

Footwear Design BA (Hons)

Art & Design

Course code WAF7

Duration

Three years full-time
Six years part-time (daytime)

Location

Leicester City Campus

Entry requirements

- You should have a good portfolio, plus one of the following typical offers:
- Successful completion of an Art and Design Foundation Course
 - National Diploma, merit profile in a relevant subject
 - 240 UCAS Points, to include two GCE/VCE A Levels with grade C in at least one art or design subject
 - Progression or Advanced Diploma with 240 UCAS Points, to include art or design
 - International Baccalaureate: 28 Points

All equivalent qualifications are welcome as are applications from mature students with alternative qualifications and/or work experience. You should have a strong GCSE profile, including English at grade C, or equivalent.

Overview

- The only Single Honours Footwear Design course in the UK
- Excellent career opportunities thanks to our worldwide links with the footwear industry
- Excellent specialist studio facilities

About the course

You will have the opportunity to take part in international design competitions such as Linexpelle in Milan, and our award-winning success in these competitions endorses our status as a world-class Footwear Design course. Shoe design and technical making skills are developed throughout, emphasising the crucial relationship between design and manufacture and the needs of the footwear industry.

Design research, drawing and illustration skills and the ability to present and communicate ideas and concepts to a high professional standard are developed throughout the first year. This includes a series of shoe design projects focusing on a comprehensive range of footwear styles. You will learn technical modern shoemaking skills and will make a range of prototype shoes of your own.

There are regular visits to factories, tenneries and exhibitions such as Milcom in Milan, and work placements within the footwear industry can be undertaken during vacation periods. These have included placements with Alexander McQueen, Kurt Geiger and Jimmy Choo.

Teaching styles and methods

Teaching encompasses formal lectures, group seminars, tutorials, presentations, practical workshops and studio-based activities.

Our graduates

The course leads to successful careers in footwear design, buying and marketing, and teaches practical skills and shoemaking knowledge for production and technical areas of the footwear industry. Recent graduates are working as designers, buyers or agents for companies such as Gucci, Red or Dead, Gina Morgan, Lacoste, Kickers, Kurt Geiger, Addies, Dune, Levi's, Office, Georgina Goodman and Paul Smith both in the UK and overseas.

Have you thought about?

Contour Fashion BA (Hons), Fashion Design BA (Hons), Fashion and Contour Design BA (Hons), Footwear Foundation Degree.

Tuition fees

\$2290 per year (these are 2010 fees and are subject to change). To find out more about our scholarships, bursaries and fees see page 226.

"The course is fantastic, with great links to companies within the industry; it sets you up with all the skills needed to start a career in footwear design."

Chloe Stocomba, now Junior Designer at Pentland Group (brands including Kickers, Berghaus, Red or Dead, Lacoste and Ted Baker).

How can I get more info?

T: 0116) 257 7555
E: artanddesign@dmu.ac.uk
W: dmu.ac.uk/artanddesign

How do I apply?

Full-time: Apply through ucas.com
Part-time: Apply to DMU

Fantastic facilities...

Large open-plan studio, specialist shoemaking workshops and technical support.




the project brief

Text

Communicate your theme/prediction in the most eloquent and descriptive way possible! You must include ideas on forthcoming colour stories; silhouettes, new shapes; lengths; fabrics/ materials, etc; influences for themes (lifestyles, films, books, events, places, cultures). Please do not approach your writing as a journalist would a horoscope. A few well chosen words or references and descriptive sentences, which capture a 'feeling' or 'mood' are preferable.

Art and Design students' attitudes to writing

A photograph of a woman with dark hair, wearing a dark blue top and a silver bracelet, biting a pencil and holding a book. She has a frustrated expression. Three speech bubbles are overlaid on the image, each containing a statement about her attitude towards writing.

*Words don't seem
to reflect the
nature of my
design work.*

*I find it really hard to
put my ideas into
words.*

*I hate writing.
That's why I chose
a design-based
course.*

Academic writing in an HE context

- formality
- coherency
- linguistically accurate
- objectivity
- clarity
- Structure
- signposts
- discursive
- evidence-based

I think that I haven't done any writing samples of my new pens yet, so since I had a moment, I thought I might show off my new pens. This is the Pilot Precia, which is a gorgeous pen, and unbelievable at ~~\$38~~ less than \$40. I loved this pen at first, but lately I've moved on to Japanese fives. They're nice for the Moleskine, but it's tough to write a lot with them. But that's got nothing to do with this pen, which is a steal at the price.



Even cheaper are the Platinum Preppy pens, which have a slightly more generous ink flow. I L-O-V-E these pens. They're a shade wider than a lot of Japanese fives, but still far finer than the Western fine point. ~~\$8~~ At \$5 a pen, they're practically disposable, but take replacement cartridges, and can be converted to eyedropper if you're daring!



Finally the Pilot Petit 1 (apricot green). It is actually too small. With the cap unposted, you cannot write with it, and with the cap posted, it's still tough. Cute, but it will never be a heavy-duty writer. It takes a unique cartridge, and standard Pilot

Alternative voices: what is creative writing?

'It's a mode of thought. It's a mode of imaginative thought.' (Wandor, 2008)

'Creative writing is the art of defamiliarisation: an act of stripping familiarity from the world about us, allowing us to see what custom has blinded us to.' (Morley)

Creative writing depends upon 'a writer as player of language ... The craft in language lies in the way the cards of language are played; the voice in how the cards become your choices.' (Morley)

So why creative writing and fashion?

‘Text is a material object: a published book, a material object consisting of graphic marks on the flat surface of a page or screen.’ (Wandor, 2008)

‘The writing process parallels the stages of working in many of the arts...trying to encourage a ‘bit’ approach rather than a mad rush for the final piece. Whenever I talked about doing bits, many students expressed a relief. Writing did not need to be about ‘start here, move to here, then here, then here, then end up there.’ (Francis, 2009)

The creative writing workshop



slouchy aztec grunge

- comfortable tailoring. toughened with geometric prints.
- slouchy fabrics brought alive with printed textures
- feminine silhouettes with a hint of grunge
- mix & match aztec & feather harmonized with the dark colour palette



~~Bad~~

- A Celebration of Apocalyptic Carnival, infused with rich Jewel like colour, ~~to~~ combined with a Gothic Twist.
- Oversized + Overstated, Candy Floss hair + theatrical make-up, takes us back to this Nostalgic Georgian ~~era~~ era, ~~which~~ with a futuristic vibe.



Feedback from students

'So helpful and fun and really got my creative juices flowing.'

'Fun escaping into another lifestyle.'

'Brilliant help to get into the mind set for writing our stories.'

'I liked this session. I found it helpful in giving us ways to organise the flow of ideas for verbalising the visual.'

'Good way to make everyone work in groups. Gets everyone to interact more.'

'Nice hearing everyone else's input/language skills.'

Outcomes

- A student voice which reflects contemporaneity and innovation
- A student voice which reflects the language of industry. It speaks to consumers. It is desirable.
- A student voice which complements and emulates their creative design practices.
- Collaboratively, this work has ignited further ideas and possibilities ...

References

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Images

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