

National Curriculum of Pakistan
2025

TECHNICAL EDUCATION

Introduction to Fashion Design

Grades 9-12



NATIONAL CURRICULUM COUNCIL WING
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN



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INTRODUCTION TO FASHION DESIGN

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P R E F A C E

The National Curriculum Council Wing, Ministry of Federal Education and Professional Training, takes pride in upholding the standards of education. The curricula under the technical trade have been reviewed and revised accordingly as per the latest trends in the market. The curricula under this trade have been re-named as Introduction to Fashion Design Curriculum. It aims to equip every child with the necessary tools to thrive and adapt in an ever-evolving, globalized world.

This curriculum is aligned with international benchmarks and the social needs of learners across Pakistan. It is designed for technical education and focuses on developing skills in learners. Skills-based learning permeates all aspects of skills-based curriculum, aligning with market trends and demands while ensuring compliance with the anticipated student learning outcomes. By engaging in a variety of critical thinking exercises, students will gain the confidence to embark on a journey of lifelong learning. Additionally, they will be encouraged to recognize their weaknesses and develop a desire to build upon their strengths.

A significant component of this curriculum involves developing and refining drawing skills by mastering fundamental techniques, observational accuracy, and creative expression. Students will apply their knowledge of line, shape, form, shading, and perspective to create detailed compositions, progressing from basic sketches to advanced illustrations. This will not only enhance their artistic abilities but also prepare them for practical applications in the fashion and design industry.

The curriculum was reviewed through a consultative process involving concerned institutions, including curriculum experts. It is designed to meet the needs of all Pakistani students. The collective experiences and wisdom of stakeholders have enriched the curriculum, fostering core nation-building values such as inclusion, harmony, and peace, making the curriculum truly representative of our nation's educational aspirations and diversity.

I extend my sincere gratitude to all stakeholders, including representatives from the Pakistan Institute of Fashion and Design (PIFD) Lahore and the Institute of Art & Fashion Design F-11/1, Islamabad, for their valuable contributions in reviewing and revising this curriculum.

Dr. Tabassum Naz

Director,

National Curriculum Council Wing

M/o Federal Education and Professional Training Islamabad

Domain A: Basic Drawing

Standard: Develop and refine drawing skills by mastering fundamental techniques, observational accuracy, and creative expression. Apply line, shape, form, shading, and perspective knowledge to create detailed compositions, progressing from basic sketches to advanced illustrations.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: By the end of grade 10 the students will be able to apply basics of still life drawing focusing on objects from nature.		Benchmark I: By the end of grade 12 students will be able to draw compositions and apply different rendering styles in still life drawing.	
Student Learning Outcomes			
Students will be able to [SLO:IFD-09-A-01]: Analyze proportions and perspectives of objects in still life drawing. [SLO:IFD-09-A-02]: Develop basic drawing techniques, starting from lines, for example, first drawing multiple straight lines with different thickness and intensity, and then explore angular and curved lines. [SLO:IFD-09-A-03]: Develop observational skills, for example, studying the basic shapes like square, cube, cylinder, circle in front of them and drawing through observation. [SLO:IFD-09-A-04]: Draw different objects, (Shoe, glass, bottle, jug, stool, chair, vase ,fruits, vegetables, etc. according to proportions.	Students will be able to: [SLO: IFD-10-A-01]: Learn and apply different techniques like shading and texture with pencil and charcoal. Draw still life composition of various objects (Fruit basket, pencil box, jewelry box, bookshelf, etc.) according to proportions. [SLO:IFD-10-A-02]: Apply shading techniques with poster paints to the compositions. [SLO:IFD-10-A-03]: Observe and draw elements from nature in various mediums and techniques including: ◦ Leaves ◦ Flowers ◦ Trees ◦ Branches ◦ Roots	Students will be able to: [SLO: IFD -11-A-01]: Explore elements and principles of design to make a still life composition. [SLO:IFD-11-A-02]: Practice different types of shading techniques for example, smudging, hatching, cross hatching, pointillism, etc. [SLO:IFD-11-A-03]: Apply shading techniques to make pointillism exercise on A3 size paper.	Students will be able to: [SLO:IFD-12-A-01]: Draw different objects according to proportions for basic exercise (vase, fruits, vegetables, bottles etc. in pointillism technique. [SLO:IFD-12-A-02]: Learn to use different mediums. Draw a still-life with different mediums like oil pastel, dry pastel, charcoal, ink, ball point, markers, and water colors.

Domain B: Fashion Drawing

Standard: Draw fashion figures or silhouettes by observing human anatomy. Make croquis or sketches with different poses and styles to learn to draw complete garments on a body.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark II: Learn drawing techniques from basic drawing to stylized figure.		Benchmark II: Draw garments on croquis based on a given theme. Also, learn to draw make technical details of garments.	
Student Learning Outcomes			
Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
[SLO:IFD-09-B-01]: Study the anatomy and fundamental aspects of human figure.	[SLO:IFD-10-B-01]: Explain the principles and techniques involved in illustrating fashion figures (croquis).	[SLO:IFD-11-B-01]: Students will recognize and draw flat technical drawing of different necklines, collars and sleeves.	[SLO:IFD-12-B-01]: Create stylized croquis with different poses showcasing deeper understanding of human anatomy and movement.
[SLO:IFD-09-B-02]: Draw different parts of the human skeleton to understand the anatomy of the body.	[SLO:IFD-10-B-02]: Understand different facial contour and draw the face in realistic form.	[SLO:IFD-11-B-02]: Students will observe and draw flat technical drawing of blouses/ shirts and trousers / shalwar.	[SLO:IFD-12-B-02]: Experiment with different mediums such as watercolors, markers, digital tools, and mixed media, and understand the impact of different mediums on the final illustration.
[SLO:IFD-09-B-03]: Study different postures of the human figure in different positions like standing, sitting, back view, side view.	Understand different facial contour and draw the face in realistic form.	[SLO:IFD-11-B-03]: Engage in collaborative illustration projects, where students work together to create a cohesive collection of fashion illustrations.	[SLO:IFD-12-B-03]: Interpret client briefs and create fashion illustrations that align with specific design requirements, considering factors like target audience, brand identity, and cultural influences.
[SLO:IFD-09-B-04]: Draw 8-head skeleton croquis by using basic shapes oval and triangle.	[SLO:IFD-10-B-04]: Apply the technique of stylization and proportions and draw facial features on a fashion sketch.	[SLO:IFD-11-B-04]: Stay informed about current trends in the fashion illustration industry, attending exhibitions and incorporating elements of innovation into the work.	
	[SLO:IFD-10-B-05]: Explore different fabrics on figure in terms of drapability, contour, lightness and darkness.		

[SLO:IFD-10-B-06]:

Illustrate different types of garments over stylized croquis and render them using watercolors.

Domain C: Foundation of Design

Standard: This foundation progresses from basic understanding to practical application, focusing on creative exploration and problem-solving.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark III: By the end of 10 th grade, students will develop an understanding of line, shape, color and texture. Emphasis will be placed on visual storytelling, and experimentation to enhance their skills.			
Student Learning Outcomes			
Students will be able to: [SLO:IFD-09-C-01]: Define the Elements of Design • Line • Shape • Form • Color • Texture • Space [SLO:IFD-09-C-02]: Classify the Principles of Design • Balance • Rhythm • Emphasis • Composition • Proportion • Repetition	Students will be able to: [SLO:IFD-10-C-01]: Identify elements and principles of design from the given drawing (Images provided) [SLO:IFD-10-C-02]: Choose a theme (e.g., nature, futuristic fashion, cultural fusion). Collect images, textures, and color palettes. Arrange them into handmade mood board. Write a short reflection (150 words) explaining the choices made. Skills Developed: Color theory, composition, research, visual storytelling.		

Domain D: Historical Context in Fashion Design

Standard: Understand and apply historical influences in fashion by exploring past trends, textiles, and cultural aesthetics.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark IV: Analyze the evolution of fashion and the importance of fashion forecasting.		Benchmark IV: Analyze the historical context of the garments present from our sub-continent and related it with the western culture	
Student Learning Outcomes			
Students will be able to: [SLO:IFD-09-D-01]: Describe the significance of Mehrgarh, Harappa and Mohenjo Daro Civilization. Trace the development of these civilizations from Mehr Garh to Harappa and Mohenjo Daro. [SLO:IFD-09-D-02]: Analyze the historical artifacts, map and text to deepen understanding Analyze archaeological evidence like seals, pottery, and city layouts to infer cultural practices.	Students will be able to: [SLO:IFD-10-D-01]: Describe why fashion is important and recognize its significance in global context Analyze the factors influencing fashion design. [SLO:IFD-10-D-02]: Observe and analyze the importance of fashion in everyday life, particularly within the local fashion industry. [SLO:IFD-10-D-03]: Recognize the salient feature of Punjab, Sindh, Baluchistan, KPK, Azad Kashmir Sketch and plan a design inspired by traditional crafts. Execute a craft process using learned techniques.	Students will be able to: [SLO:IFD-11-D-01]: Explain the cultural influence on fashion in South Asian Sub-continent. Define the origin of Angrakha, Jama, Pishwas, Kurta (Historical Study). [SLO:IFD-11-D-02]: Differentiate between the traditional garment styles based on their technical features. [SLO:IFD-11-D-03]: Conceptualize design adaptations based on traditional garments and draw the technical details of these garments	Students will be able to: [SLO:IFD-12-D-01]: Research on the local industry and their contribution in the fashion world. [SLO:IFD-12-D-02]: Draw connections between local fashion industry with current trends. Research on Pakistani designers/ brands to be able to discuss their contributions to the fashion world. [SLO:IFD-12-D-03]: Differentiate between couture and ready to wear through pictorial imagery. Trace the relationship between design and aesthetic within different time periods.

Domain E: Fashion Designing

Standard: Develop a complete fashion design process by following a structured design process, from theme selection to final execution.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark V: By the end of grade 10 students will be able to draw a garment design using the design process.		Benchmark V: Analyze the evolution of fashion and the importance of fashion forecasting.	
Student Learning Outcomes			
Students will be able to: [SLO:IFD-09-E-01]: Discuss the importance of research in Design development process. [SLO:IFD-09-E-02]: Discuss design process. i.e. ◦Topic selection ◦Theme ◦Research process ◦Analysis ◦Sample development ◦Product execution [SLO:IFD-09-E-03]: Perform brainstorming for theme selection [SLO:IFD-09-E-04]: Develop Mind map [SLO:IFD-09-E-05]: Create Research board/Theme board, mood board, color board and textile board	Students will be able to: [SLO:IFD-10-E-01]: Carry out design development process for creating final garment designs [SLO:IFD-10-E-02]: Draw final garment design according to the selected theme and render it by using different media and materials	Students will be able to: [SLO:IFD-11-E-01]: Research on different disciplines like jewelry, furniture, architecture, pottery to analyze its integration with respect to fashion. [SLO:IFD-11-E-02]: Explore and analyze color trends, garment trends, and print/surface trends, gathering information from leading forecasting agencies. [SLO:IFD-11-E-03]: Design process by creating a flow chart including all steps involved in the production of a fashion product. Steps include: ●brainstorming ●theme selection ●research ●mood board ●color board ●design extraction ●illustration ●technical drawing	Students will be able to: [SLO:IFD-12-E-01]: Define the importance of planning and organizing tasks in fashion design. [SLO:IFD-12-E-02]: Interpret and apply the design process involved in manufacturing a fashion product. [SLO:IFD-12-E-03]: Create a comprehensive flow chart encompassing various steps from theme selection to garment production. Interpret the whole perspective of the design process.



Government of Pakistan
National Curriculum Council Wing
Ministry of Federal Education & Professional Training

INTRODUCTION TO FASHION DESIGN AND FASHION, FABRICATION & CONSTRUCTION

We, the members of the subject committee of Introduction to Fashion Design and Fashion, Fabrication & Construction Curricula have read and amended the curricula for Grade 9 to 12 in the Meetings held during 6th, 12th, 14th and 21st February, 2025. We, hereby, confirm that this document has been developed and reviewed in consensus of the members of the Committee:

S.No.	Name & Designation	Department / Organization	Signature
1.	Prof. Rozina Faheem Principal	Institute of Art and Design, F-11/1, Islamabad	
2.	Ms. Robina Anjum Associate Professor	Institute of Art & Design, F-11/1, Islamabad	
3.	Dr. Shawana Khalil Director ORIC/ Associate Professor	Fashion Design Department, Pakistan Institute of Fashion and Design (PIFD)	
4.	Dr. Asmarah Ahmad Assistant Professor	Fashion Design Department, Pakistan Institute of Fashion and Design (PIFD)	
5.	Ms. Afia Mansoor Lecturer	Fashion Design Department, Pakistan Institute of Fashion and Design (PIFD)	
6.	Mr. Imran Ahmed Khan Assistant Educational Advisor	National Curriculum Council, Ministry of Federal Education & Professional Training, Islamabad	

**TO BE PUBLISHED IN THE NEXT GAZETTE
OF PAKISTAN PART-I**

Government of Pakistan
National Curriculum Council Wing
Ministry of Federal Education and Professional Training

Islamabad, 28th February, 2025

NOTIFICATION

No. F.2-1/2025-NCC/Fashion Design Curriculum: In exercise of the powers conferred under the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976 Section 3 (2) (a), the competent authority i.e. Director, NCC Wing, M/o FE&PT has approved revision and re-naming of trade i.e. Fashion Designing & Dress Making for Grades 9-12 as Fashion Designing and subjects are "*Introduction to Fashion Design* and *Fashion, Fabrication & Construction*". The curricula will be implemented in all Public and Private Educational Institutions of Islamabad Capital Territory (ICT) and the educational institutions under Federal Government across the country w.e.f academic year 2025-26. The curricula may be downloaded from ncc.gov.pk

2. The notification No.F.1-2/2022/AEA(Se) dated 22-01-2024 is modified to the extent of the trade i.e. Fashion Designing & Dress Making.


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4. APS to Joint Educational Advisor, FE&PT, Islamabad
5. APS to Director, NCC Wing, M/o FE&PT, Islamabad


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