Welcome to Fashion Magic

Welcome once again to the Fashion Magic clothing series! The Fashion Magic series is designed for male and female senior 4-H'ers, ages 14 to 19, who have an interest in clothing and a desire to learn more about successful dressing.

You should already be acquainted with the series after completing "Fashion Magic — Wardrobe Planning," the entry-level option of the series. This option helps you get to know yourself and your wardrobe better.

If you have not completed the "Wardrobe Planning" project, take time now—before beginning this project—to complete it. If you completed the project one or two years ago, locate your project notebook and have it on hand. You will need information from several of the charts to complete some of the Clothing Coordination activities.
Project Preview

Fashion may create magic, but it isn't done with a magic wand. The Fashion Magic options will help you learn how to be a wizard at choosing, using, and caring for clothing.

Have fun and enjoy learning more about the fashion magic of clothing!

Project Objectives

To complete this project you will:
1. Begin with an understanding of yourself — your body features, personality type, personal color, lifestyle — and the clothing styles that compliment you. These are things you explored in the “Wardrobe Planning” project.
2. Identify your wardrobe’s basic components and extenders.
3. Experiment with garment characteristics which determine coordination potential.
4. Practice wardrobe coordination strategies.

Project Requirements

It is important that you read the project book carefully and complete all charts and activities. Your project leader or County Agent may be able to assist you with additional activities and resources to complete the project. Please call upon them if you need help.

Notebook

You must complete the charts and activities provided in this manual and organize them, along with other items listed, into a notebook in the order given below:
1. Title page with a personal photograph, title of project, your name, address and age.
2. Personal Profile
3. Wardrobe Inventory sheets (updated from the “Wardrobe Planning” project)
4. Wardrobe Basics + Extenders
5. Coordination Strategies
6. Wardrobe Coordination — Trial Form
7. Wardrobe Coordination Plan
8. Garment Information Sheet
9. One to two pages of photographs visually describing your project activities. Include a picture of yourself wearing the garment(s) you acquired and showing the other clothing items from your wardrobe with which it (they) coordinate(s). All pictures should be labeled and attractively displayed.
Garment

You must purchase, construct or acquire (perhaps as a gift) at least one garment (either a basic or extender item) to coordinate with your existing wardrobe. You may include more than one item if you like. The acquired item(s) must be compatible with and improve your existing wardrobe.

Interview

In a "show and tell" interview, you will be asked to demonstrate the items acquired and their use in your wardrobe. You must wear and model the acquired item(s) along with other coordinated garments from your existing wardrobe. During the judging session you must be prepared to talk about your coordinating activities and tell the judges the following:
1. Which item or items were acquired. Explain why each item was acquired and whether it was purchased, constructed or received as a gift.
2. Whether the item is a basic component or a wardrobe extender.
3. Occasion(s) for which the garment(s) will be worn.
4. How you coordinate the acquired item(s) with other items in your existing wardrobe. Be prepared to demonstrate this during the interview.

Keep in mind that the emphasis of this project is how well you can coordinate new clothing items with existing wardrobe items.

Your project will be judged on the following (refer to the scorecard on the last page):
- **The Notebook** — completion of charts and activities, organization 40%
- **Your Presentation** — response to questions, behavior and attitude, posture/poise, grooming 30%
- **The Item(s) on the 4-H'er** — garment line and design, texture, color, fit, accessories, value for money spent 30%

Project Exhibit

The project exhibit will consist of the notebook, the item(s) acquired and the coordinating garments from the existing wardrobe to make up an outfit.

Other Project Opportunities

Fashion Revue

Make plans to model your completed outfit at your local Fashion Revue. The county winner of the Fashion Magic project will be eligible to participate in the State Fashion Revue. A state Fashion Magic project winner will be selected from the participants and honored at the State Fashion Revue program.

Note: Fashion Magic projects are not eligible for a trip to National Congress. To participate in this competition, you must construct your garment and enter the competition through a senior clothing construction category (see 4-H Senior Clothing Construction, Intermediate or Advanced).

Achievement Record Book

The Achievement Record activity provides you an opportunity to expand upon your record-keeping ability. The Fashion Magic series encourages and supports the Achievement Record Book project.

The strength of your achievement record is determined by your involvement in leadership and citizenship activities in your major project in addition to other 4-H projects and activities.
You may submit an achievement record for the Fashion Magic — Clothing Coordination project in one of two categories: Clothing or Consumer Education. In deciding which category your record would best fit, keep the following in mind:

- To submit a record in Clothing, you must construct the clothing article(s) for your wardrobe.
- To submit a record in Consumer Education, your effort and emphasis should be on consumer-related activities, such as purchasing. You may or may not have constructed the selected clothing item for your wardrobe.

**Wardrobe Building**

Building a good wardrobe begins with knowing yourself — understanding your body, its structure and physical features; recognizing the type of person you are or are becoming; and learning your personal coloring and the clothing lines, designs, colors and textures that flatter you. These are topics you explored in “Fashion Magic — Wardrobe Planning.”

Most fashion experts agree that the key to a good wardrobe is clothing that fits your life style. Let’s take “Natalie” and “George” as examples. “Natalie” is a wealthy socialite who occasionally does some modeling. You would expect to find her closets (!) full of expensive, high-fashion clothes. She has a choice of outfits for every occasion on her social calendar. On the other hand, “George,” the son of a dairy farmer in a small rural community, will have mostly functional work clothes, with a few well-coordinated sport clothes and suits. “George” plans on taking over his father’s business in a few years and needs a practical wardrobe for his life style, both now and in the future. Like “Natalie” and “George,” you must also be aware of your life style and interests to plan your wardrobe effectively.

A well-planned wardrobe will carry you through almost any activity at any time or place. Sometimes, of course, new garments or outfits are needed, perhaps for special occasions. If it’s a one-time-only occasion, such as a ski trip, some warm clothing from your existing wardrobe may fit the bill. But if skiing will become part of your regular activities, you should consider adding the appropriate clothing to your wardrobe to reflect your expanded life style.

Because each of us continually experiences life style changes — some major, some minor — wardrobe building is an ongoing process. As we change, so do our wardrobe needs. How often you add new clothing as part of a planned wardrobe depends on your resources — your clothing budget, skills in clothing construction, time, etc.

You began a wardrobe plan and started thinking about a wardrobe strategy as part of your “Wardrobe Planning” project. After you did the “getting to know yourself” activities, you also evaluated your clothing by doing a wardrobe inventory. That inventory will become an important part of this project as you learn more about how to manipulate your clothing into various well-coordinated outfits.

Before continuing, take time now to find your Wardrobe Inventory sheets from your completed “Fashion Magic — Wardrobe Planning” project. If you have not updated your inventory since completing that project, take the time to do so now. You should use the specially designed Wardrobe Inventory charts that follow the “References” section. Don’t fill in the last left-hand column (Garment Type — B or E) yet.

If your previous inventory sheets are not available or your wardrobe has changed radically since completing the project, you must evaluate or inventory at least a major section of your wardrobe at this time. Evaluate the portion of your wardrobe you plan to use for this Clothing Coordination project. It may be helpful to review the information on wardrobe inventory in the “Fashion Magic — Wardrobe Planning” publication.

The new or updated Wardrobe Inventory sheets become part of your current project notebook. Use additional pages for the inventory if needed. Complete this activity now.
Coordination

Clothing Mixing & Matching

Clothing coordination, the mixing and matching of clothing items, can be lots of fun! It also presents a challenge: to dress attractively and in good taste in any situation without spending too much effort or money.

Clothing coordination begins with an understanding of your wardrobe. Wardrobes are made up of two types of garments: basic items and wardrobe extenders. The basic items are the foundation of the wardrobe. They are the garments we wear most often, and we usually spend more of our clothing allowance on them. We should plan the purchase of the basic components so they can be worn together as well as with a variety of wardrobe extenders.

**BASIC COMPONENTS**

Garments categorized as "basics" have the following characteristics:

**Style/Silhouette/Design**
Basic, simple, classic

*Example: gathered skirt or T-shirt.*

**Color**
Basic or staple wardrobe color. Frequently low-value colors such as beige, black, navy, brown, gray. Fashion colors such as hunter green and maroon. Classic middle-value colors (red, green, blue, etc.). Choices reflect the coloring of individual and their likes and dislikes.

**Texture**
Basic textures; nothing extreme. Pleasing to the eye, but not exciting.

*Examples: gabardine, basic denim, gingham.*

**Trims/Buttons/Adornments**
Basic; pleasing to the eye. May contrast with garment but are easy and restful looking; nothing exciting.

**Quality**
The highest quality you can afford is usually a wise investment. This, however, is a value judgment and must be determined on an individual basis.

**EXTENDERS**
In contrast to the basic components, wardrobe extenders add zip and zest. These garments bring life into our otherwise basic, maybe dull wardrobe. They are called "extenders" because they extend the use of the basic components. Extenders may be clothing fads (short-lived fashions) or long-term fashion. Extenders often tie together several basic garments so that they can be worn with pleasing results.

Garments classified as extenders have the following characteristics:

**Style/Silhouette/Design**
Unique; special; eye-catching. Might be a new fashion or fad; high fashion. Bold or exciting.

**Color**
Interesting or eye-catching value or intensity. Bold use of color. Interesting, different or exciting color combinations. Colors, however, are pleasing and suited to individual's personal coloring.

**Texture**
New, different or exciting use of textures. Bold or different use of textures or texture combinations.

**Trims/Buttons/Adornments**
Eye-catching or interesting use. Bold or different combinations. Unique; pleasing, yet exciting.
Begin with the Basics

Building a successful wardrobe is much easier when you start with the fundamentals—the basic components. As we discussed earlier, there is no such thing as a typical wardrobe, even for a teenager! Your environment, interests, activities and life style will be somewhat different from your best friend's or next door neighbor's. However, each of you will have some basic items to build on.

Separates are among the most versatile basic wardrobe components. They make money-sense too if you have a limited clothing budget. A few wisely selected separates can be teamed up to make a multitude of different outfits. They are also terrific if your size or personal taste is changing. When an article is outgrown or no longer meets your needs, it can be discarded and replaced with another separate.

But putting together several different separates requires a great deal of thought and planning. Just as unity is the goal of an outfit, it is also the goal of a good wardrobe.

Turn to the chart titled "Wardrobe Basics & Extenders" and complete the exercise as directed. The activity sheet becomes a part of your project notebook.

Coordination Strategies

The exercise you just completed gave you an opportunity to coordinate some wardrobe separates into attractive outfits. Whether you realized it or not, you used some of the important wardrobe coordination strategies we are about to discuss.

Each of us has seen an unexpected combination of clothing items evolve into a great looking, attractive outfit. On the other hand, you can probably recall seeing an outfit that was anything but attractive. What makes the difference?

A faulty or poor coordination strategy probably caused the inconsistent or unpleasing combination of garment pieces. Attractive, pleasing outfits are the result of careful planning and the correct use of the elements and principles of design.

Marian Davis, in her book Visual Design in Dress, compares visual clothing design (the appearance of an outfit) with preparing or cooking food. The elements of design compare with the recipe's ingredients; the principles of design compare with the recipe's instructions for combining the ingredients. If the cook

Quality

Dependent on the amount of use item will receive. Could be an expensive, long-lasting item or an inexpensive fad worn just for the season or a special occasion. Each instance should be evaluated on its own merit.

Keep in mind that all the garments — basic components as well as extenders — should be pleasing to the individual. Scale, proportion, rhythm, balance and harmony are important design principles that must be applied to clothing selection and the art of dressing. We will discuss more about this topic later.

Let's see if you can apply what we have discussed to your wardrobe!

Using your updated or new wardrobe inventory sheets, categorize your own wardrobe items. Complete the last left-hand column, Garment Type, by marking the B section if the garment is a basic component or the E section for an extender item. Refer to the characteristics of wardrobe basics and extenders to help you complete this activity. This chart will become part of your project notebook.
uses the correct amount of ingredients and mixes them properly, the outcome will be a delicious, attractive dish. If the cook fails to use the right ingredients and procedures, the recipe is less than successful — maybe a disaster! And so it is with clothing!

**Design**

**Elements**
- Color
- Line/Shape
- Texture
- Pattern

**Principles**
- Balance
- Proportion
- Rhythm
- Emphasis

Harmony

Individual clothing items are coordinated using the elements of design. We will categorize these as color, line/shape, texture and pattern. These are also clothing coordination strategies. An attractive outfit is achieved by "majoring in" or emphasizing one element and "minoring in" the others. All, however, must harmonize to achieve an attractive look.

Let's look at some guidelines that will help us use these elements as clothing coordination strategies:

**Color**
- One color or color idea should dominate in a costume. Limit your use of individual colors to three, i.e., red blouse, white skirt, navy tie. Repeat one of these colors again, or use a print fabric containing all three colors to tie your outfit together.
- Plan the use of color in your outfit to emphasize and/or de-emphasize body features. Be sure to place your best colors close to your face and other skin-showing areas.
- The regular repetition of a color will help to unify other colors used. Refer to first guideline.
- Small amounts of a bright color will balance large areas of a dull color. A small amount of a strong color contrast of light or dark will balance its opposite. Example: With a dark brown two-piece suit, wear bright print tie of beige/turquoise/brown.
- For colors to be pleasing together, there must be some element of similarity — color family, value or intensity. Tints (light colors) harmonize with tints; shades (dark colors) go with shades; bright colors with other brights; dulls with dulls.

**Line/Shape**
- Line and shape are achieved through garment construction lines, garment silhouette and applied decoration/trims/buttons. Line direction and size have strong physical and psychological effects. Thus, line and shape can appear to increase or decrease the size of the body; appear calm and restful, stiff and severe or excited and jerky.
- Select lines and shapes that flatter body features and "hide" or de-emphasize less flattering areas.
- Several types of lines usually exist in a costume. However, one major line type and garment shape should dominate. Example: When you combine a blouse with round neckline and soft gathered pouffed sleeves with a soft gathered skirt, round, soft lines dominate. Repeating a line shows rhythm and continuity.

**Texture**
- Texture refers to a fabric's feel or touch, appearance and behavior. Fabric textures can be soft, rough, crisp, stick, cold, stiff, bulky, see-through, lightweight, etc.
• Select textures that flatter body features. For specifics, refer to information in the “Wardrobe Planning” project book.
• One central theme should dominate in a costume. Example: dressy, sporty, Western, Hawaiian, etc.
• Combining different fabric textures adds variety and interest. A good example: a velvet jacket with wool gabardine slacks and satin shirt. Be careful not to use too many extremes.
• Harmony can be achieved by combining similar texture types. Example: sweater, skirt and ¾-length sweater jacket, jeans and jean jacket.

Pattern
• Color, size, shape and spacing should be in a scale with size and shape of your body. Example: petite persons should wear smaller prints and designs.
• Prints and designs should be flattering to your body, expressive of your personality type and appropriate for the occasion.

• When combining different patterns, make one theme, shape or color dominate. Florals mix well with other florals; geometrics mix well with other geometrics. Some textures can be considered to have pattern, such as twill suiting, basket weave suiting, etc.
• Pattern takes attention away from the silhouette or line of the garment and focuses attention on its own composition.
• When mixing patterns, tie them together with either color or line/shape of design. Different patterns should contain the same or closely related colors. The same pattern can be used in three to four different but coordinating colors.
• Smaller patterns are easier to mix than larger patterns. No two patterns should be the same size.

Now, let's try out these clothing coordination strategies and see how they work. Generally speaking, the more clothing items you have, the more complex the coordination activity will be. However, if you enjoy working with clothing, the extra time you spend putting together outfits and “playing” with your clothing can be fun, exciting and profitable!

Turn to the chart on Clothing Coordination Strategies and complete the exercise as directed. This activity becomes part of your project notebook.

**Putting It All Together**

Wardrobe building is an ongoing task. There are no fool-proof, prescribed formulas to use — just suggestions and guidelines that have worked for others. Each of us is different and continues to change. As we change, so do our wardrobe needs, and so must our clothing.

In addition to the time-honored ways to coordinate garments, there are ways to increase the usefulness of your clothing. Consider the following suggestions:

• Basic or classic style garments last many seasons. They can be made “in fashion” and up to date by seasonal fashion-oriented accessories or hemline adjustments. They are frequently the bulk of your basic wardrobe items.
Expensive purchases, such as coats, suits and sometimes shoes, will be more versatile if styling, color and texture are neutral or keyed carefully to your wardrobe. Buying classic designs can extend your wardrobe use.

- Clothing items will be more useful if they reflect functional as well as structural and decorative needs. They will also be more versatile in your wardrobe!
- Fewer clothing items of good quality usually mix and last longer than do more items of poorer quality. Quality and versatility compensate for having fewer garments.
- Separates are great wardrobe extenders as well as basic components. They allow for greater wardrobe flexibility.
- Accessories are a very important part of the wardrobe. As the “finishing touches” of an outfit, they can pull together unrelated garment pieces. We will learn more about selecting and using garment accessories in our next project, “Fashion Magic — Clothing Accessories.”

Completing Your Project

Now it’s time to complete this project by acquiring one or more clothing items that can be coordinated with items in your existing wardrobe. But before you head to your nearest shopping area, be sure you have all the “tools” and resources needed for the project.

Step 1
Begin by turning to the Personal Profile Update and filling out the information requested. This will give you an opportunity to review your body characteristics, personality type and lifestyle. Place the completed sheet in your notebook.

Step 2
Spend time studying your updated Wardrobe Inventory sheets. Determine the gaps in your wardrobe or identify clothing items that need to be replaced. It may help to review the Clothing Plan of Action you completed in the “Wardrobe Planning” project. You’ll recall this activity helped you establish a list of clothing items to acquire in the future. You may add basic or extender items to your wardrobe. You will need to show how each new item relates to your current wardrobe.

Step 3
Now that you have identified the item or items you would like to acquire, discuss them with your parent(s) or leader. Talk about how, when and where the clothing item(s) could be acquired as well as how you see them improving your existing wardrobe. Now complete the Wardrobe Coordination Plan — Trial Form to help you plan your acquisitions.

Step 4
It’s time to acquire (purchase, construct, receive as a gift) your new wardrobe items!

Step 5
You are now ready to complete the Garment Information Sheet and the Wardrobe Coordination Plan. You must have already acquired your new wardrobe items to complete these forms. Place all completed forms in your project notebook.

Step 6
Put on your newly acquired garment(s) along with the coordinating items from your existing wardrobe and have photographs taken. Label and place the photographs in your notebook. Participate in your local Fashion Review activity and enjoy wearing your newly created outfits!
Leadership & Citizenship Activities

Leadership and citizenship activities are a part of every 4-H project. The following list should serve as a springboard for ideas:

- Assist your leader at meetings.
- Serve as a project teen leader and help younger 4-H'ers with their clothing project.
- Assist with or serve as a committee member or teen leader in conducting a fashion show for your club, school or other community organization.
- Model in fashion shows in local stores or community clubs and show how clothing items can be coordinated to make an attractive outfit.
- Give a modeling demonstration on how various garment separates can be coordinated attractively.
- Help a family member or friend inventory their wardrobe and establish one or more wardrobe coordination strategies that can work for them.
- Help 4-H members with clothing demonstrations.
- Prepare news articles and radio or TV spots about club activities for local, school and community newspapers and stations.
- Arrange to do a clothing display in the library or a local store on coordinating clothing items.
- Ask the home economics teacher at your school if you could be responsible for planning and displaying a bulletin board or poster on clothing coordination strategies or some other area related to clothing coordination.
- With the help of your County Agent or clothing leader, plan and sponsor a wardrobe clinic.
- Ask the business teacher at your school if you could talk to some classes on how to plan a good wardrobe or the importance of a good wardrobe when job hunting.
- Assist with the clothing exhibits at your county, local and area fairs.
- Help involve local or nearby stores in presenting programs to your 4-H group or club. Ask them how you might help them as a 4-H'er.
- Work with younger 4-H'ers in teaching them how to mix and match clothing items.
- Help a friend or family member coordinate garments in their wardrobe.
- Give a demonstration on how to use a limited number of garments, coordinate several outfits and pack for a trip.

References and Additional Readings

# Wardrobe Inventory Update

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**Date Completed** __________
**Wardrobe Basics & Extenders — Girls**

**Directions:** Wardrobes consist of clothing items that can be classified as basic components or wardrobe extenders. (Refer to page 6 for specific information.) Select one of the categories below (gals or guys). Evaluate each of the garments in that category, filling in the blanks with the appropriate classification. Use the word “Basic” for basic components and the word “Extender” for wardrobe extenders. Explain the reason for your classification in the space corresponding to each garment’s number.

**Explanations**

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How Many Combinations Can You Make?
Using the numbers corresponding to each garment piece, try your hand at putting various garment pieces together to make a complete, attractive outfit (Example 3 + 4). See how many outfits you can make.

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Wardrobe Basics & Extenders — Guys

Directions: Wardrobes consist of clothing items that can be classified as basic components or wardrobe extenders. (Refer to page 6 for specific information.) Select one of the categories below (gals or guys). Evaluate each of the garments in that category, filling in the blanks with the appropriate classification. Use the word "Basic" for basic components and the word "Extender" for wardrobe extenders. Explain the reason for your classification in the space corresponding to each garment's number.

Explanations

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How Many Combinations Can You Make?
Using the numbers corresponding to each garment piece, try your hand at putting various garment pieces together to make a complete, attractive outfit (Example 3 + 4). See how many outfits you can make.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
**Coordination Strategies**

**Directions:** You are to demonstrate your understanding of how to use at least three of the four coordination strategies by selecting and combining the garment pieces below. Select from the coordination strategies of line/shape, color, texture and pattern. Individual garment pieces may be used in more than one strategy. You will need to determine the color, texture and pattern of each clothing item used. Remember that an attractive outfit is achieved by “majoring in” or emphasizing one element while “minoring in” the others. All elements must harmonize.

**Supplies Needed:**
- Crayons, water colors, paints or colored pencils/pens
- Fabric scraps or exact generic name of fabric for texture identification (i.e., gabardine, crepe, sheeting, jersey knit)
- Fabric scraps, drawings or pictures for pattern identification
- Tracing paper or lightweight paper to trace off garments
- Pencil or pen to draw/trace off garments
- Scissors, paper to mount garments, glue or tape

**Procedure:** Begin by determining the coordination strategy you would like to use or emphasize. Select the garment pieces you plan to use from the ones below, or you may draw/trace from another source. Using tracing or lightweight paper, trace around garment pieces. Determine color, texture and pattern for each garment piece by coloring, painting, drawing and/or attaching samples. Arrange garments and other materials on a separate sheet of paper using the format on the following page or duplicate copies of the “Coordination Strategies” page.

Use a separate sheet for each clothing coordination strategy. Place the three completed coordination strategy sheets in your project notebook.
Coordination Strategies

You may duplicate this page for use in your notebook. Put only one coordination strategy on each page. Mount garment pieces and other materials below:

Major Strategy Used: __________________________________________________________

Minor Strategy Information: (Complete the sections that apply.)

Color(s) _____________________________________________________________________

Texture(s) __________________________________________________________________

Lines/Shapes __________________________________________________________________

Pattern(s) ___________________________________________________________________

Occasion to be Worn: _________________________________________________________

Description of Individual: (Write a brief description including age, body size/features, life style, personality type, etc.)
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Personal Profile Update

Directions: Use the following chart to update the information you gathered about yourself in the first project option, “Fashion Magic — Wardrobe Planning.” It is a combination of several charts you completed in the first project. Complete all information. You may want to refer to your first notebook or the charts labeled “Getting to Know Myself” in the project book.

Body Characteristics

Silhouette:
Height:
□ Tall
□ Average
□ Short

Frame:
□ Small-boned
□ Medium-boned
□ Large-boned

Contour:
□ Slender
□ Plump
□ Stocky
□ Angular

Other Body Characteristics:
List other distinctive body characteristics which influence the clothing styles you select (long arms, long legs, etc.).

Garment Styles

According to my body characteristics, my most flattering garment styles are: (straight-legged pants, A-line skirts, western-style shirts, V-neck dresses, etc).

Styles which do not flatter my body:


Personal Style

My facial features are

My best or most flattering hair style can be described as

My natural walk and body gestures can be described as

My personality can best be described as

The following words can be used to describe me:

Personal Coloring

My personal color is: (check one in each category)

Skin

Tone:
□ Light
□ Medium
□ Dark

Undertone:
□ Yellowish
□ Blue-Pink

Hair

Tone:
□ Light
□ Medium
□ Dark

Color:
□ Blonde
□ Brown
□ Black
□ Red
Eyes

Tone:  
- Light
- Medium
- Dark

Color:  
- Blue
- Grey
- Green
- Black-Brown

My three most flattering colors are:


Life Style Analysis

Personal Data (Check the most appropriate description.)

Where you live:
- Farm
- Rural nonfarm
- Small town
- Suburban
- Urban

What type of activities are you required to do at home?


List the school and community clubs and organizations in which you are involved:


Date Completed
**Wardrobe Coordination — Trial**

**Directions:** This exercise is designed to help you identify how you might use potential clothing items (items you plan to acquire) with your existing wardrobe. Begin with a basic wardrobe component item in column 1. In the adjacent columns, list other clothing items that can be put together to make a complete, attractive outfit. Be sure to list clothing items in the appropriate *Basic* or *Extender* columns. If the "to be acquired" item is a basic wardrobe item, draw a dotted horizontal line under each completed outfit, and continue to list other clothing items making additional completed outfits. If the "to be acquired" item is a wardrobe extender item, draw a solid horizontal line to create other outfits that start with a new basic item. The "to be acquired" item(s) should be used in two or more outfits. See example.

Item(s) to be acquired: __________________________________________________________

<table>
<thead>
<tr>
<th>CLOTHING ITEM</th>
<th>CLOTHING ITEM</th>
<th>CLOTHING ITEM</th>
<th>OTHER — Specify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
<td>Basic</td>
<td>Extender</td>
<td>Navy/red/white print blouse</td>
</tr>
<tr>
<td>Navy slim skirt</td>
<td>White blazer</td>
<td></td>
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<tr>
<td></td>
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<td>Navy/red/white print blouse</td>
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**NOTE:** You may duplicate this page or add similar pages to your notebook.
Garment Information Sheet

Directions: This form is to help the judges better understand how the newly acquired garment(s) meets your wardrobe needs. Complete all the information below. Include this in your project notebook.

Item(s) acquired: ____________________________

On what basis did you choose the item(s)? Check the most appropriate answer(s).
☐ It is an item I have never had in my wardrobe.
☐ It is a new color, design or texture for me.
☐ I am replacing an item that is too small, too large, worn out, I didn’t like.
☐ I need a special occasion item for ____________________________.
☐ I don’t need the item, but want to add it to my wardrobe because I like it.
☐ My life style is changing, which means a change in the clothing I need. My life style change is ____________________________.

How often will you be able to wear the acquired item(s)? Check only one.
☐ Year round to school
☐ Year round for dress-up
☐ In the summer for dress-up
☐ In the winter for dress-up
☐ Only for special occasions
☐ In the summer for casual occasions
☐ In the winter for casual occasions
☐ Year round for all occasions

Garment Cost: List your cost for each item acquired.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How often?

Garment Satisfaction: Check the most appropriate answers.
☐ I was able to “acquire” the exact clothing item(s) I planned.
☐ I was not able to acquire the exact wardrobe item(s) I originally planned for my wardrobe because ____________________________.

☐ I am pleased with the newly acquired garment(s) for my wardrobe.
☐ The newly acquired clothing fills a gap in my wardrobe.
☐ I am not pleased with the newly acquired garment(s) because ____________________________.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Wardrobe Coordination Plan**

**Directions:** This exercise is designed to help you demonstrate the uses of your newly acquired clothing item(s). Begin with a basic wardrobe component item in column 1. In the adjacent columns, list other clothing items that can be put together to make a complete, attractive outfit. Be sure to observe and list clothing items, including the newly acquired item, in the appropriate Basic or Extender column. Make as many outfits as possible using the new clothing item(s). Draw a dotted horizontal line under each completed outfit when you continue to use the same basic starter item. Draw a solid horizontal line when a new basic starter item is used to create other outfits. See example below.

New item(s) acquired: .................................................................

<table>
<thead>
<tr>
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## Wardrobe Coordination Plan

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</table>
# Fashion Magic Scorecard

## Clothing Selection

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Fair</th>
<th>Needs Improvement</th>
<th>NA</th>
</tr>
</thead>
</table>

## The Notebook (40%)
- Photographs
- Completion of Charts
- Notebook Reflects Apparel Needed
- Other (specify)

## The Presentation (30%)
- Response to Question
- Presentation of Self
- Posture/Poise
- Grooming
- Make-up

## The Item on the 4-H'er (30%)
- Fabric Texture
- Color
- Garment Design
- Fit
- Accessories
- Value for Money Spent

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**Decisions of the judges are final.**

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