

Fashion
Museum
Bath

Teacher Pack

Key Stage 1 and 2



Bath & North East
Somerset Council

Aim of the Teacher Pack

This pack aims to help teachers plan a lively educational visit to the Fashion Museum. It includes ideas to use in pre-visit, on site and follow-up activities. Teaching sessions are also available in response to the National Curriculum (2014). Details can be found on our Website (www.fashionmuseum.co.uk) or by ringing 01225 477757.

The material is intended to be adaptable for Key Stage 1 and Key Stage 2 pupils, providing a wide range of cross-curricular topics. We suggest that you pick and choose from these activities, according to your topic, focus, time available and your own students!

Introduction to the Fashion Museum

The Fashion Museum is a collection of historic and contemporary fashions; these are real examples of garments worn by countless people in the past, all of whom considered that they were dressing in the height of fashion. The displays at the Fashion Museum are arranged thematically, so that all our visitors – whether they know a lot or a little about fashion, or indeed whether they love fashion or say they loathe it – can find something of interest, something to debate about either during or after their visit.

A History of Fashion in 100 Objects, in the first gallery, is a major exhibition celebrating fashion from the 1600s to the present day. Showcasing 100 star objects drawn from the Fashion Museum's world-class collection, these displays help to give an instant insight into the era-defining outfits and headline pieces that have shaped our wardrobes over the past 400 years. In the second gallery, *Lace in Fashion* is the culmination of a two-year project to catalogue the Museum's extensive archives of lace dating from the 1500s to the present day, supported by Arts Council England. Assisted by expert volunteers from the Lace Guild, we have been able to reevaluate how lace is used in the Fashion Museum collection and uncover its journey from craft to catwalk.

There is a 'try it yourself' area where adults and children can try on replica crinolines and corsets, and a selection of replica pieces.

Pre-visit

This section is designed to help you plan your visit to the Fashion Museum with the aim of helping the children to understand some of the important issues to do with fashion when investigating the Museum's displays. Before visiting the Fashion Museum show your group some pictures of the site and things they might see.

What does a museum do?

Museums enable people to explore collections for inspiration, learning and enjoyment. They are institutions that collect, safeguard, and make accessible artefacts which they hold in trust for all of us.

The Fashion Museum has real clothes which were worn by real people. These clothes are kept behind glass, with low lighting to preserve the fabric, otherwise they would eventually disintegrate. The exhibits are changed regularly so that the costumes can 'rest' for a while on padded hangers or boxed with acid-free tissue paper. The Fashion Museum therefore allows us to see what we would otherwise only be able to read about and see in pictures. It helps to bring the past alive!

Using the Fashion Museum for a group visit

Skills

Working in pairs or groups

Children will be used to making choices individually then explaining them to the group or class, using key words to talk about objects that they have chosen and seen.

Observational Skills

On a visit to the Fashion Museum your children will have lots of visual stimulation. They may need help with ways to learn from observation. For example:

- Finding an object previously seen in a photograph
- Choosing an object which shows their own preference

Knowledge

Before a visit to the Fashion Museum, children could discuss various issues to do with the clothes they wear:

What clothes are you wearing today, (including accessories and shoes)?

Why do we wear clothes?

Warmth, protection, modesty, uniform, to send 'messages' such as "I'm celebrating".

Why do we wear different types of clothes in different seasons?

Why do people wear different types of clothes in different parts of the world?

Climate, tradition, rules, religions etc.

Do boys and girls wear the same types of clothes?

What kinds of clothes are common to both?

Do they wear similar colours?

How do we choose our clothes?

Influence of friends, magazines, films, T.V. etc.

Publications

Books you might like to use for literacy work when visiting the Fashion Museum

Early years and Key stage 1

Peepo – Janet Ahlberg, Puffin

Aliens love underpants – Claire Freedman & Ben Cort, Simon & Schuster

Pants – Giles Andreas & Nick Sharratt

The princess and the pea – Mini Grey

Key Stage 2

The emperor's underwear – Laurence Anholt, Orchard

The man who wore all his clothes – Allan Ahlberg, Walker Books

Famous lives: Florence Nightingale – Lucy Lethbridge, Usborne

The revealing story of underwear – Katie Daynes, Usborne

The fabulous story of fashion – Katie Daynes, Usborne

Children's Wear Fashion Illustration Resource Book – Irina V. Ivanova

Useful Vocabulary

fashion – clothes people wear

fabric – cloth or textile

garment – a piece of clothing

pattern – a paper or cardboard template/repeated organisation of shape and colour

cotton – fabric or thread made from the cotton plant

linen – fabric or thread made from the hemp plant

wool – fabric or thread made from the coats of sheep

silk – fabric or thread made from the cocoon of the silk worm

lace – open decorative work

cuff – part of the garment at the bottom of the sleeve

collar – part of the garment that is worn around the neck

skirt – lower part of a dress – became a separate garment petticoat – 18th century – the underskirt worn with an open-fronted gown. In the 19th century it was the under garment that held out a dress or skirt

crinoline – a petticoat of horsehair and linen fashionable from the 1830s and worn to hold out the skirt; in 1856, the crinoline frame was invented which was a series of concentric hooped wires suspended on vertical tapes

corset – stiffened and structured undergarment made with whalebone, steel or elastic used to alter the shape of a woman's bust, waist or hips to suit the fashion of the day

underwear – garments worn next to the skin or beneath other garments

breeches – garment worn by men, like trousers, but only to the knees

shift – loose fitting, knee length woman's garment worn next to the skin

drawers – undergarments worn by men 16th to 19th centuries and from the 1840s worn by women

sleeves – the part of a garment which covers the whole or part of the arms

waistcoat – a sleeveless garment, often worn for warmth, became part of men's fashionable dress by the end of the 17th century

wig – men and women have worn close fitting wigs to alter the style of their hair, made of animal or human hair and latterly of man made fibres

stockings – close fitting coverings for the legs and feet worn by men and women held up just above the knee by garters or suspenders

dress – a woman's garment with a bodice and skirt – also can be used to describe clothing in general

embroidery – to ornament a piece of cloth using a needle and thread

sewn – way in which pieces of a garment are joined together possibly using a sewing machine

stitched – way in which pieces of a garment are joined together – possibly using a sewing machine

lapel – triangular pieces of cloth on a standard suit jacket, which are folded back below the throat, leaving a triangular opening between them

Behaviour and what to expect on a visit

Some children may never have visited a site like this before and so they need to know a few important facts that will help them get the most from their visit to the Fashion Museum. It is important to remember that the Fashion Museum can sometimes be very busy, particularly in the special exhibition area. We ask that all teachers are aware of the following:

- there will be other people there, so best behaviour and being reasonably quiet is really important
- children must always be accompanied by an adult
- the costumes are all kept behind glass and so it is appreciated if finger and nose prints can be avoided
- it is very important to walk and not run in the Museum, bearing in mind the huge area of glass and consideration for others

Organising your visit

How to book

Please book all visits in advance, including a self-guided trip. This helps us to ensure all resources are in place to make your visit enjoyable and purposeful.

Contact our Group Bookings office on 01225 477785 for details.

Teacher Tips

- When visiting the Fashion Museum, it can be useful for the children to bring clipboards and pencils. Colouring pencils might also be considered.
- It is a good idea to organise your class into smaller groups, with each group's responsible helper identified clearly to your children before arriving.
- We have found that sticky labels help each child remember which group they are in. In smaller groups children can comfortably see what it is they are studying. Working in smaller groups also means groups can start work in different parts of the museum at the same time.
- There is an audio guide available for all to use at no extra charge. The audio guide is probably best used by the teacher in charge. A pre-visit will allow you to find out more about the Fashion Museum and reconnoitre the site. The audio guide can also be used by older children.
- There are toilet facilities, which do involve some stairs, just past the entrance. We also have three toilets especially adapted for use by disabled people, two on the ground floor and one in the basement within the Fashion Museum. There is also a wheelchair available for use, as well as a lift and exterior ramp. If you have any special requirements please let us know at the time of booking.
- We have a shop at the Fashion Museum. It caters for a wide range of customers so your children are sure to find something they will like. Products include: £1.50 will buy a variety of items like an Ostrich quill pen. £1.75 will buy a Smartie bracelet. £2.50 will buy a lovely butterfly coin purse. There are other small items for purchase between £1.50 – £4.00.
- If you have a teaching session booked and experience an unexpected delay in reaching the site please telephone Fashion Museum reception 01225 477789.

Your visit

This part of the pack includes a section called Fashion Facts, which has information about 16 different examples of fashionable dress from the collection. These fashions are key to explaining and understanding fashion in Britain. It also suggests questions for children and follow-up activities.

You might find it useful to explore the wide-ranging collections on site using the following general questions:

- What pieces of clothing can you see?
- How are the clothes different to yours?
- Tell me something you notice about the materials?
- What colour are the clothes?
- Imagine you could touch the fabric. What might it feel like?
- What sort of person might have worn these clothes?
- What kind of activity might these clothes have been worn for?
- Can you think of some activities that would be difficult to do, wearing these clothes?
- Look at the shape of the dress. Find (or imagine) any undergarments that would help make that shape?

Fashion facts: Menswear

History of Fashion Objects #1 and #17

1600s Man's shirt and 1750s Man's banyan

The 1600s man's shirt was hand embroidered by most likely a professional. The shirt was worn beneath a doublet, a tight-fitting jacket fastening with closely-spaced buttons. Men wore trunk hose and breeches; and the shirt would have been tucked into the trunk hose and breeches.

The 1750s man's banyan was influenced from India, and was a printed cotton man's dressing gown. Banyans were also known as nightgowns. The print was done by hand by using wooden blocks. It was considered as informal dress, and was a popular style with artists and writers.

Questions for the children

You need to look closely at the detail on both items.

How do you think the detail/embroidery was done? Done by hand, by a professional.

How have under shirts and men's informal wear changed over the years? They are now plain, no embroidery.

Who do you think these garments were made for? Someone of importance, someone wealthy.

Follow-up activities

We tend to think of the words embroidery and print as designs for clothes. But how about an embroidered shoe! Find a selection of materials with prints and embroidery designs from newspapers and magazines, or any other materials. Design an embroidered or hand-printed shoe.

Ask the class to make a list of all the embroidered or printed fabric items they can find at home. See who can come up with the longest list and the most unusual items.

Learn how to cross-stitch and make a design.



Fashion Facts: Womenswear**History of Fashion Object #19 and Lace in Fashion Object #409****1770s Robe à l'anglaise dress
and Alexander McQueen dress 1999**

The 1770s dress is the first example of bold stripes in the exhibition. The open robe fitting in to the waist at the back. It is known as a Robe à l'anglaise dress for its glaise silk, which has been treated to have extra shine. The pink and green on the dress is very eye catching. The cost of a similar dress would have been 6 shillings and 6 pence a yard, and it could take up to 16.5 metres to make.

Alexander McQueen is one of Britain's leading designers. The dress you see here is made of soft lacy fabric and a contrasting hard moulded leather. It was not intended to be worn by anyone, but rather as a means of creating an attention seeking headline for the designer.

Questions for children

What do you think? List key words to describe the dresses. The dress is..., The lace reminds me of..., etc.

Which dress would you prefer to wear?

What is the pattern on the 1770s dress? Striped with pink and green.

What is the pattern in the 1999 dress? Floral

Where might you choose to wear the dress? School, party, shops, dance or theatre?

Follow-up activity

Using a computer program such as 'Paint,' draw a pattern. Repeat the pattern as a design for some fabric. Print out your finished pattern filled page. Turn it over and draw the outline of a piece of clothing such as a T-shirt. Cut out then turn it over and you have your finished design. You could send your design to us by email.

Alexander McQueen put two very different fabrics together in his dress. Make an A3 collage of a designer outfit using two materials. You might like to use organza and PVC, cotton and metal, silk and corrugated card or other materials of your own choice.

Use 'Puppet Pals HD' by Polished Play software and digital images to create stories about characters dressed in the costumes/fashion on display.



Fashion facts: Underwear

History of Fashion Objects #22 and #54

1780s Stays and Black Corset 1890s

Perhaps no single item of clothing has altered the shape of the body more than the corset. In the latter part of the 19th century girls as well as women wore boned corsets to create the fashionable silhouette of the day.

Corsets were called stays in the 18th and well into the 19th century. Letters and diaries of the time show that until about 1750 little girls as young as 3 years old wore stays.

In the 18th and 19th centuries corsets were boned using baleen which was more often known as whale bone. Baleen is the comb-like plates in a whale's mouth used for filter feeding. The whalebone was boiled to make it supple. Steel replaced whalebone as stiffening by the end of the 19th century. There are two sections to a corset. They lace up at the back and fasten at the front with hooks.

Questions for the children

What are the corsets made of? Cotton, silk, lace, and whalebone.

Look at the fastenings. What are they?

Imagine wearing a corset. How would you feel? You can try one on around the corner!

Follow-up activities

Use corrugated cardboard and string or ribbon to make up a corset.



Fashion facts: Menswear**History of Fashion Objects #36 and #69****1830s Man's Suit and 1936 Man's evening dress**

By the 1830s, the end of dandyism (extreme attention to the detail of clothing) was coming near. This 1830s man's suit is a rare example of a complete suit and contains a wool coat, narrow waist and ornate silk waistcoat, and was worn with trousers. Even the detailed gold buttons are decorated with the image of a hawk. Although the age of the dandy was passing out of fashion, many men still took particular care over the way they looked.

In 1936, men's evening dress attire had become known as white tie and tails. This tailcoat with silk lapels, trousers with braid, and waistcoat was referred to as white tie. This type of suit was worn for special occasions such as balls, formal dinners, and a box at the opera. Although, by this time, the tuxedo was beginning to completely replace white tie.

Questions for the children

What do you think of these two suits? List key words to describe the suits.

Look at these two suits. What is the most striking difference about them?

Where do you think each suit might have been worn?

Which would you prefer to wear?

Follow-up activities

Investigate fastenings such as zips, Velcro and hooks and eyes. Research when these were invented and how they function.

Learn to sew on a button!

Make a covered button with special fabric – use metal button blanks from a haberdasher.



Fashion facts: Womenswear**History of Fashion Object #67****1929 Beach Pyjamas**

These Beach Pyjamas are made of embroidered silk satin consisting of a sleeveless top, a jacket, and a pair of wide flared trousers. This ensemble displays the more relaxed and informal style of the time. Beach Pyjamas helped to make trousers acceptable for women. Frequently in fashion, the styles from the fringes start mainstream trends. Another example of mainstream fashion from the fringes would be denim, sportswear, and the flared jean.

Questions for the children

How do the loose-fitting pyjamas vary from fashion today?

What might it have been like to wear fashion from the late 1920s going into the 1930s?

Why do you think the pyjamas are so important to women's fashion today?

Follow-up activity

Think of the design on the pyjamas. What design might you use? Design your own beach pyjamas. Think carefully about the decoration.

Look through magazines and newspapers for clothes which would make you feel special. Make a collage of all the pictures.

Think of other fashion trends that came "from the fringes" that are now mainstream. (Like trousers for women.)



Fashion facts: Fashion Designer**History of Fashion Objects #81 and #82****1961 Knickerbocker Dress and 1965 Mondrian Dress**

This 1961 dress is by British designer Mary Quant. This outfit represents a completely new, fun approach to dress. A major change from the Haute Couture designs of previous decades. Mary Quant had become an international star for her move towards youth fashion. The idea of anyone going out in white frilly knickerbockers would have been unthinkable ten years earlier. The 1960s had arrived.

This 1965 dress was created by Yves Saint Laurent, a former designer at the House of Dior. This dress is from his 'Mondrian' collection that was inspired by the abstract paintings of Piet Mondrian, and the collection was featured on several covers of fashion magazines at the time. This dress, worn by ballerina Dame Margot Fonteyn, is an important part of the 'Mondrian' collection that was part of one of the most famous moments in 20th century fashion.

Questions for children

Compare and contrast these two dresses.

What are the little trousers called on the 1961 dress? Knickerbockers

What does the design of the 1965 dress remind you of?

Follow-up activities

The 1961 Knickerbocker dress is a huge shift from the glamorous style of Elizabeth Taylor. Research knickerbockers and see who originally wore them and when, and why they would have been unthinkable to wear before this time period.

The design on the 1965 Mondrian dress has the bold double cross motif based on the work of the Dutch abstract painter Piet Mondrian. Research other abstract art works or painters and pick your favourite. Then using a simple drawn-out design of a dress or shirt, design your own dress or shirt based on that piece of art work.



Fashion facts: British Designers for the Future**History of Fashion Objects #99 and #100****2014 Iridescent layered plastic ensemble
and 2015 Electric blue long cotton shirt
and plastic quilted jacket ensembles**

This 2014 iridescent layered plastic ensemble, is by Gareth Pugh. Pugh is one of today's most experimental British designers. Pugh's clothes have been described as wearable sculptures – experimental forms, volumes and fabrics are all signature to his aesthetic. For this design, the pearly wrappings are made out of ordinary plastic sheeting – the kind you can buy in a DIY store.

These 2015 ensembles, show this designer's creative vision. It expresses this particular, unique moment in fashion history. These ensembles take fashion back to the beginning with the use of quilting. It's a reminder of how fashion constantly reinvents itself for each generation. It is actually two outfits by Craig Green, a British designer that specialises in menswear, and women also wear his designs.

Questions for children

Imagine wearing these outfits when you will be at university or at your first job. How would you feel?

How do you think going to lectures or to work will be like in these items?

How are these outfits different to what you wear now?

Follow-up activities

Think about what you will wear when you go to university or even in the year 2050. Design an outfit for the future.

Ask the children to bring in photographs of their parents when they were in school and compare the photographs to ones from today.



Fashion facts: Accessories

Fans

Fans have a very long and rich history dating back 3,000 years. They even had their own “language.” Early fans imported from places like China and Japan were reserved for society’s elite, and they were regarded as a status symbol. Fans were even made from all sorts of fabrics and materials.

Questions for children

Based on the fans you have seen in the Fashion Museum, what types of fabrics and materials do you think they are made out of?

How do you think the fans were used?

Follow-up activities

Design and create your own fan.

Research the secret language of fans, and talk about the use.



Fashion facts: Accessories

Gloves

Gloves were used and worn for a number of things. But here at the Fashion Museum we see beautifully decorated and embroidered gloves throughout the exhibition. In the past, like present day, gloves were worn to protect the hands and as a fashion accessory. However, gloves also have a long history of being associated with numerous customs, practices, rituals and symbolisms.

Questions for children

Look at the different gloves throughout the exhibition. Which ones are your favourite? Why?

Who do you think would have worn some of these gloves? Gloves, like gauntlet gloves, would have also been worn by men.

Do you think any of these gloves would have been used for special occasions?

Follow-up activities

Research gloves and their different uses and styles. Design your own gloves and decide what sort of special significance they have, and write down their story.



Fashion facts: Accessories

Shoes

There are nearly 1,300 pairs of shoes in the Fashion Museum's collection. They range from 18th century silk shoes to jewelled mules of the 21st century. In the centuries before the mid-19th century, shoes were made for either foot, as in there was not a difference between the right and left shoe. However, by the mid-1800s shoes had a left and a right.

Questions for children

What types of materials are used to manufacture shoes? Leather, silk, etc.

How do you think they would feel to wear?

Which shoes would you chose to wear to the – beach, party, dance, work, shops?

Follow-up activities

Design a shoe for a party.

Read 'Smelly socks' by Robert Munsch – Scholastic

Divide into teams and looking in magazines etc. make a collage of as many different shoe designs as you can find. See who can collect the most and the most unusual.

Investigate weird and wonderful shoes – www.batashoemuseum.ca/

The Shoe Museum – www.the-shoe-museum.org



Useful information

Useful books/publications for the study of fashion

A Visual History of Costume – The Eighteenth Century, Aileen Ribeiro, Batsford

A Visual History of Costume – The Nineteenth Century, Vanda Foster, Batsford

A Visual History of Costume – The Twentieth Century, Penelope Byrde, Batsford

Twentieth Century Fashion, Valerie Mendes & Amy de la Haye, Thames & Hudson

History of Twentieth Century Fashion, Elizabeth Ewing, Batsford

A Handbook of Costume, Janet Arnold, Macmillan

The Gallery of Fashion, Aileen Ribeiro, National Portrait Gallery

Websites

Fashion Museum, Bath – www.fashionmuseum.co.uk

Investigate weird and wonderful shoes – www.batashoemuseum.ca/

Helpful for finding UK museum sites – www.culture24.org.uk

Victoria & Albert Museum – www.vam.ac.uk

Victoria & Albert Museum, Fashion – <https://www.vam.ac.uk/collections/fashion>

Metropolitan Museum of Art, New York – Information about the collection and images of objects – www.metmuseum.org

The Fan Museum – www.thefanmuseum.org.uk/fan-history

Fashion in Time – www.fashionintime.org/

The Shoe Museum – www.the-shoe-museum.org