

Fashion detectives: colours and patterns - from the old times until nowadays



1.



2.

Image caption:

The first picture is an example of the traditional folk costume of the Lithuanian women (source: <http://www.baltai.lt/?p=15715>).

The second picture - model of the famous Lithuanian designer Juozas Statkevičius, author of the the collection inspired by Lithuanian folk costume.

(<https://www.15min.lt/gyvenimas/naujiena/mada/juozas-statkevicius-pristate-rafinuotai-ironiska-kolekcija-ikvepta-tautinio-paveldo-1032-714709#galerija/106061/2582427>)

Extract from the interview after the official presentation of the collection:

Kristina Sabaliauskaitė*: It is very important that we had a chance to get a sight of a very young and very modern collection. It presents us the folk costume not as a museum exhibit or occasional dress, but as a fashion, that can be nice looking, "on the wave", worn daily, comfortably and with the feeling of proud.

Juozas Statkevičius** : I was sincerely surprised that my models, young people, who never thought about the subtleties of the folk costume, did not even understand what they going to wear. They replied: „that’s very cool“. That's what I wanted to do with this collection - help the young people to take note of history and be proud of it.



Erasmus+

Source: (<https://www.delfi.lt/veidai/zmones/pagaliau-prabilo-ir-po-kolekcijos-pristatymo-ideju-vagyste-apkaltintas-j-statkevicius.d?id=72941584>)

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**[Lithuania designer](#)

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General overview

In ancient times, people clothed their bodies with tree bark, leaves, feathers, beast hides, tied it with strands of dried beasts or plants. Development of the human intelligence also influenced the choice of the clothes - clothing made of linen, cotton, hemp, woolen appeared. Women's, men's, and children's clothing has become distinct. A particular type of clothing that formed in the course of the history of each country or region was a national folk costume. Influenced by historical, economic, social, and natural conditions, they convey to us knowledge of the traditions, customs, and ways of life of each nation. Folk costume, worn by a concrete person, also could indicate his social, marital or religious status.

How do we define the folk costume nowadays? A folk costume - the set of [clothes typical](#) for a [particular country](#) or [period](#) of [history](#), or [suitable](#) for a [particular activity](#) (also called regional costume, national costume, or traditional garment). (Source: Cambridge dictionary). Folk costumes (also regional costume, national costume, or traditional garment) also can be defined as the ensemble of garments, jewelry, and accessories rooted in the past that is worn by an identifiable group of people. National costumes generally preserve traditional arts and crafts that are an important part of a country, region, or culture's heritage. This makes them a great way to learn about history. National dress can also display, either overtly or subtly, the colonial history of countries around the world. For example, the Lithuanian folk costume, created at the turn of the 19th and 20th centuries, when ideas of national rebirth in the country were evoking, was important part of national identity beside own language or customs, distinguished by clothing, fabric patterns and color combinations as at that time, the peasants still retained the centuries-old traditional garments with their characteristic materials, colors, embroidery, decorations, and idiosyncrasies. During the reign of Lithuania under the Russian tsarist government and the national revivalists, in order to strengthen the country's national identity, peasant clothing began to be appreciated and presented as a nation's value, photographs of people wearing were published in various publications.

Different examples of making a folk costume as an important part of the national history comes from Sweden where, according to some sources, the Swedish nationella dräkten was designed to deter Swedes from emulating the extravagant eighteenth-century European fashions.

Despite that folk costumes nowadays are worn during the national holidays or representing the country abroad during cultural heritage events mostly, the importance and impress of it undoubtedly can be recognized in the costumes and accessories we wear today.



“There are hidden codes or nonverbal communication in these costumes. If you study the colors, the position of the scarves, the tilt of the hats, you can find out whether someone has reached marrying age, whether they're grieving over a deceased loved one, and so forth. The costumes can tell us a lot. They were sort of like the Instagram and Facebook of their time”, says Gregor Hohenberg, photographer (source:

<http://nationalclothing.org/europe/320-variety-of-european-folk-costumes-over-250-european-regions-on-one-folk-festival.html>).

Become a fashion detective. Activity overview

This exercise aims to foster students to look deeper into the symbolic of the materials, colors and patterns of the folk costume, discover communion with the other European countries and reveal its influence to it as well as to try to find its reflections in the modern clothing.

By studying the national costumes of their country, neighboring countries and other European countries, students will have a possibility to access their similarities and differences, historical circumstances that may have influenced their transformation, symbolism of materials, colors and patterns and their reflections in contemporary fashion. Students will be able to answer the questions during the proposed activity, also deepen their knowledge of national costume as a cultural heritage item and develop some entrepreneurial ideas.

General objectives:

- To promote the awareness of the national costume
- To foster get to know national costumes of European countries
- To find the historical connections between different countries

The activity can be applied for the VET students of various programmes during the subject related to [#\(inter\)national traditions](#), [#foreign languages](#), [#textile](#), [#ICT](#), [#fashion](#), [#art](#), [#ethics](#).

Descriptive activity sheet

1st activity “National colors”

Resources: Network, computer, notebook

Invite students to study the national costume (colors, material, patterns) of the country, also neighbouring countries (use the sources provided in the resource section). Task can be implemented in a group work or could be appointed individually. During the activity students should try to :

- find the similarities/differences between the countries,
- reflect on possible historical facts which may have influence on that.

Result of the activity.

Presentation of the findings in the commonly agreed form.

Recommendations for the teacher:

- The learners, working in the group, have to find required info, check the reliability of the digital source (for example, visit a few similar sources), summarize it and present to classmates. In order to verify the reliability of the information presented, students may be given an additional task of providing information about the sources used in the search.
- Teachers should define the length appointed for the information search according to the students pre-entry level.
- The class also should decide on the language of the presentation in line with the learning subject and lesson goals defined. Students may use sources in national, also English or other available foreign languages.
- According to the available time it is also reasonable to decide how the students will illustrate their findings - oral speech, written essay, illustrated by pictures, presentation (Power Point, Prezi, Canva or similar programme).
- Lead the group work to involve it all neighbouring countries and ensure that the students will share different available information during the presentation stage.

After the group (individual) presentation, we recommend to organize class discussion on the following questions:

- What are the most popular colours of the national costumes of the European countries?
- Do they reflect the same symbolism?
- What are the most popular patterns of the national costumes of the European countries?
- Do they reflect the same symbolism?
- What may influence that?

- What are the differences/similarities of the countries while maintaining the tradition of the national costume wearing?
- What historical facts may influence that?

This activity should help students to broaden their knowledge about national costumes of European countries, promote the awareness of the national costume, help to find the connections between different countries and identify historical transformation of the different national costumes also develop these [key competences](#):

Literacy competence/ Multilingual competence, by developing their skills:

- to distinguish and use different types of sources, to search for, collect and process information;
- to identify, understand, interpret facts and opinions in written and oral form;
- to use visual and digital materials across disciplines and contexts, in a national and foreign language, by integrating a historical dimension and existing intercultural competences;
- to formulate and express findings and arguments in a convincing way appropriate to the context.

Digital competence, by developing their skills:

- to take a critical approach to the validity, reliability and impact of information and data made available by digital means;
- to use digital technologies to support them towards goals set;
- to use digital technologies to support personal, social or commercial goals.

Citizenship competence by developing their skills:

- to reflect critically on the main developments in national, European and world history;
- to apply knowledge of European integration as well as diversity and cultural identities in Europe and the world;
- to understand of the multi-cultural and socioeconomic dimensions of European societies;
- to apply knowledge of basic concepts and phenomena relating to individuals, groups, work organisations, society, economy and culture.

The evaluation of the activities of this stage:

Based on the tasks of this activity, we suggest a number of assessment criteria that may be applicable during this stage.

1. Assessment in relation to the requirements of the particular subject (Foreign languages: understanding of written text in foreign language, ability to present information in English. Decor: ability to recognize different national clothes and / or patterns).

2. This stage of task also could be assessed focusing on: students involvement in the activity, understanding of the task and engagement to it, applying knowledges and

provision of motivated presentation of their findings. The main criteria of such group (individual) work task evaluation should be presented to the class:

- scope of the research;
- identification of required info/ particularity of it;
- clear structure of the presented findings;
- ability to work in group (individually), agree, organize and present the group (individual) work findings;
- creativity in the presentation of findings;
- ability to express the opinion, knowledge and perceptions in a respective way.

3. Use / refinement of skills attributed to specific key competences areas during this exercise also ability to apply the pre- and gained knowledge of different subjects:

Recommended evaluation of the skills related to the literacy/multilingual competence competence:

- multiple sources have been used, they have been mapped out and used to formulate conclusions;
- facts and opinions of different authors were used in drawing conclusions;
- knowledge of history and culture to find information and draw conclusions was applied;
- the information found and summarized is presented in a reasoned and representative way.

Recommended evaluation of the skills related to the digital competence

- digital sources to find necessary information accordingly task was used in a proper way;
- a range of contemporary digital methods to prepare the required result was used;
- the information sources were evaluated with the critical approach.

Recommended evaluation of the skills related to the citizenship competence

- the knowledge about development of the national costume in the context of the national, European and world history was demonstrated;
- knowledge of European integration as well as diversity and cultural identities, conveyed in a different national costumes was demonstrated;
- knowledge of the multi-cultural and socioeconomic dimensions of European societies was applied;
- basic concepts and phenomena relating to individuals, groups, nations and culture was reflected.

2nd activity “Find the bag”

Resources: Network, computer, notebook

Invite the class, divided in heterogeneous groups (or tasks can be implemented individually) to surf the global marketplace www.etsy.com and find bags, which reflects the details of the national costume (identifying the motives of the particular country/region). Groups have to compare at least 5 of them and fill the table provided below.

Each group of the students (individuals) have to discuss, agree and present the findings identifying the motives of national costumes in the modern handbags. We recommend the students to provide a few photo examples of the national costumes and the details from their present handbags. Try to calculate the prime cost of one of the presented items.

| Item (picture) | Price | Material | Similarity to the national costume (country), photo | Details (patterns/ material/ colors, other) |
|----------------|-------|----------|---|---|
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Result of the activity.

The table filled in the correct way.

This activity should help students to broaden their knowledge about peculiarities of the traditional patterns of different European countries, expose students to the opportunity to apply this knowledge for entrepreneurial goals, also develop these [key competences](#):

Literacy competence by developing their skills:

- to distinguish and use different types of sources, to search for, collect and process information;
- to formulate and express one’s oral and written arguments in a convincing way.

Multilingual competence competence by developing their skills:

- to navigate in global marketplace with the help of the written English instructions;
- oral presentation of findings (if agreed in English).

Digital competence by developing their skills:

- to use and filter digital content;
- to create a digital content.

Personal, social and learning to learn competence by developing their skills:

- to identify the goals/ outcomes of the task and purposeful work towards it;

- to focus, deal with complexity in order to reach agreed the results in the agreed time framework;
- to select and use appropriate tools for particular problematic situations.

Entrepreneurship competence competence by developing their skills:

- to work both as an individual and collaboratively in team, to mobilize available resources;
- to define of the criteria necessary for decision making at individual and (or) group level;
- to work creatively towards the required result.

Cultural awareness and expression competence by developing their skills:

- to understand how cultural meanings are creatively expressed and communicated in different arts;
- to apply knowledge of European cultures, history and national costume.

The evaluation of this stage:

Based on the tasks of this activity, we suggest a number of assessment criteria that may be applicable during this stage.

1. Assessment in relation to the requirements of the particular subject (Economic: ability to calculate the prime cost of one of the items, Decor: ability to recognize ornaments specific to different EU/ world countries)
2. Assessment according to interdisciplinary approach :
 - application of the knowledge gained during the survey of the national costumes (stage 1);
 - application of pried-gained interdisciplinary knowledge.

**Recommended evaluation of the skills related to the literacy competence/
multilingual competence:**

- the information provided in the global marketplace www.etsy.com was found and perceived in a proper way;
- multiple sources have been used, they have been mapped out and used to formulate conclusions;
- the information found and summarized is presented in a reasoned and representative way.

Recommended evaluation of the skills related to the digital competence:

- proper resources, including reliability, used to fill the table;
- the table is correctly completed.

Recommended evaluation of the skills related to the personal, social and learning to learn competence:

- purposeful work towards the goals of the task/ completeness of the result was demonstrated;
- the results prepared in the agreed time framework;
- appropriate tools were selected to implement the task.

Recommended evaluation of the skills related to the entrepreneurship competence:

- the potential resources available within the group were exploited properly;
- students were able to identify necessary resources to produce the handbag.

Recommended evaluation of the skills related to the cultural awareness and expression competence:

- details of different Europe national costumes were identified;
- proper application of knowledge of European cultures, history and national costume was express during the task.

Video links to explore the topic

- [Europeade festival, Celebrating European Folk Culture](#)
- [The museums of the national costume in Europe](#)
- [Traditional Clothes by European Countries](#)