

BUYMANSHIP GUIDELINES

PURPOSE:

To learn to look for quality, comfort, style and looks at the best price.

- * It is equally important for boys and girls
- * It can be geared to any age level
- * It is particularly nice for non-sewers
- * It is an art -- but anyone can learn it, and the sooner you do, the more you save.

WHAT IS BUYMANSHIP:

Exhibitors learn consumer skills such as the selection of apparel and coordinating wardrobe including learning about the person's coloring, design basics, wardrobe planning, shopping strategies and fabric care. The exhibitor is able to verbalize their choices, value, costs, combinations and uses of clothing and /or accessories in their wardrobe.

The Buymanship Exhibit will consist of:

- Outfit purchased by exhibitor using cost limits designated below.
- Buymanship Report Form
- Be able to define the following design principles and provide examples (photos or samples) for the judge according to level. Attach this information to your Buymanship Report Form.

Each Year that a member participates in the Buymanship Project, they should increase one level.

Level A (1st year in project) budget limit \$25; define with examples-formal balance, information balance, radial balance and proportion including 3/5, 5/3, 4/4, and Golden Mean

Design Principles for Level A

1. **BALANCE**-Defined as "equal distribution of weight (actual or visual) from a central point or area. When line, form-shape-space, color, and texture are in balance." (Label each picture.) 3 Types: Formal, Informal, and Radial.

2. **PROPORTION**-Defined as the pleasing relationship of areas. The design principle concerned with the relation of the size of the parts to the whole and to each other. (Label each picture.) Three Most Common: 3:5, 5:3, and 4:4.

Proportion of the Golden Mean represents a ration of 3:5:8. The smaller space has the same relationship to the larger (3:5) as the larger space has to the whole (5:8). The proportions of the Golden Mean are often achieved artistically or visually rather than by actual measurement. (This description must appear along with the proportion definition, usually on the second page).

Level B (2nd year in project) budget limit \$25; define with examples-emphasis, rhythm, and unity

Design Principles for Level B

1. EMPHASIS-Defined as dominance or concentration of interest in one area of a design. (Label each picture.)

8 methods used are progression, unusual trim, repetition or concentration, decoration on a contrasting background, unusual shapes or lines, bright colors, contrast or opposition, and unusual textures.

2. RHYTHM-Defined as "a pleasing sense of organized movement that gives continuity to a design," through. (Label each picture.)

Methods used are garment construction, continuous flowing lines, repetition or regular repeats of design, radiation or organized movement, and progression or gradation.

3. UNITY- Defined as when all parts of the design are related, consistent, and orderly. Line, shape, color, and texture are in harmony.

Level C (3rd year in project) budget limit \$25; define with examples-color wheel and fabrics (natural and synthetic)

COLOR WHEEL: Color wheel of your choice showing: a) Primary colors–red, yellow, blue; b) Secondary colors–orange, purple, green. 1) Hue–The name given to a specific color, 2) Tint–Colors combined with white, 3) Shade–Colors combined with black, 4) Value–The lightness or darkness of a color, 5) Intensity–The brightness or dullness of a color.

Swatches of natural fabric and care chart with advantages and disadvantages:

Fiber	Advantages	Disadvantages
Cotton	Absorbent, soft, strong wet	Wrinkles, mildews
Flax (linen)	Absorbent, smooth, strong dry/wet, lustrous	Wrinkles, mildews
Silk	Absorbent, smooth, soft, drapes well, elastic recovery	Weakened by light and perspiration
Wool	Absorbent, soft, warm, elastic recovery	Felts, attracts insects, can irritate skin, shrinks

Swatches of synthetic fabric and care chart with advantages and disadvantages:

Fiber	Advantages	Disadvantages
Acetate	Smooth, soft, drapes well	Weak, sensitive to abrasion and heat
Acrylic	Soft, warm, resilient	Collects static, low absorbency, heat sensitive
Nylon	Strong, resists abrasion	Collects static, weakened by light, pills
Polyester	Strong, resists abrasion, resilient	Collects static and oily stains, low absorbency, pills
Rayon	Absorbent, lustrous, drapes well	Wrinkles, mildews
Spandex	Elastic	Yellows in chlorine bleach

Level D (4th year in project) budget limit \$50; define with examples-your body type, your clothing personality

Body Type Page-Using figure frame prototype handouts, choose your body type from the definitions and give examples why this figure frame type fits you.

Clothing Personality Page-Use the new Clothing Personality Questionnaire to determine your personality. Use catalog pictures as examples to show your personality and label.

Level E (5th year in project) budget limit \$50; define with examples-clothing dress codes (formal wear, business, business casual, casual, etc) and outerwear.

Research by cost and usefulness evaluation an item of outerwear, Ex: jacket, heavy sweater, all-weather coat. Add to notebook an explanation of your choice of selection in outerwear.

Level F (6th year in project) budget limit \$60; define with examples-flatter your body type, waistlines, and formal dress types

Flatter Your Body Pages- Give 4 examples of flattering and unflattering choices for your body areas. Enclose 2 pictures of yourself for each area, 1 in an unflattering garment and the other picture correcting and flattering the area.

Formal dress types - A-line, Princess, Column, Mermaid, Slipdress, Ball Gown.

Waistline - basque-a low U or V shape.

Dropped waist - waistline hits below the natural waist at mid-hip.

Empire-waistline is just below the bust.

Natural waist - hits a natural waist, the indentation between hips and rib cage.

Princess - a fitted bodice with a large full skirt.

Level G (7th year and over) budget limit \$75; revisit and expand upon knowledge in any of the above levels

PROJECT EXHIBITS:

1. Outfits must be modeled for Fair exhibit because choosing what fits and looks best on a person is an important part of this project.
2. Jewelry and shoes, scarves, etc., are the "finishing touches" of accessories and can make a lot of difference in the total look of the outfit, so should be chosen and added carefully but should not be counted in the number of pieces of the outfit in any of the categories.
3. Cost cards are informative, not a criteria for judging, other than that they need to be included and exhibited. They help the member to realize the amount spent and the observer to form a realistic idea of the budget involved.
4. Judging
 - * Be able to explain to judges your choices, combinations and uses.
 - * Do you know number of outfits or variations you can achieve.
 - * Arrange orderly display - (such as casual to dressy).
 - * Have accessories to show combinations not being worn might be a help.
 - * Pictures to show combinations not being worn might be a help.
 - * Costs - know what you spent - what you saved - value of what you included from wardrobe (a chart might help).
5. Showmanship and Grooming
 - * You and your exhibit need to be neat, clean, pressed - ready for display.
 - * Hair style and make-up appropriate for basic combination being shown.
6. Fair Exhibit

Arrange a display for project exhibit (not all garments) - perhaps 1 outfit or combination with pictures, charts, etc. to illustrate project.

New Outfit - begins with 1 or 2 articles from the member's wardrobe, then add at least 2 purchases of clothing to create a co-ordinated outfit.

Renewed Outfit - should use no more than 2 new purchases, plus one other article of clothing should be restyled; additional articles of clothing should come from your wardrobe.

If possible, include a "before" picture of the restyled garment and describe what was done.

a) Restyling needs to be more than just turning up a hem or cuffs, or letting them down, even though this does make a difference in the fit.

b) To shorten a floor length skirt into street length or shorten long pants into shorts or knickers may be all right for simple restyling.

Educational Display, Study, Theme or Charts: this would need to show a lot of thought and effort -- comparable with what would be put into the other 2 classes.

Some suggestions for possible exhibits to give you some ideas (these could easily be developed into demonstrations!):

- * A study of fashion extremes and how they affect other things - like furniture.
- * Quality and Basics versus Contemporary Fashions and Fads.
- * Natural Fibers versus Synthetics.
- * Principle of heat retention in clothing.
- * How to make good use of sales and bargains.
- * Can thrift shops be to your advantage?
- * Co-ordinating and buying to complement yourself.

STYLE SHOW:

1. Project members are encouraged to participate in the Style Show.
2. Those participating should follow the Style Show guidelines for suggestions and procedures.

MEETING AND ACTIVITY SUGGESTIONS:

1. Learn to look for quality at the best prices.
2. Shop for the most value and use - know your wardrobe and needs - watch for bargains.
3. Learn to read labels for care instruction. Does it fit your lifestyle?
4. Learn to use basics.
5. Learn to make purchases to complement what you already have in your wardrobe.
6. Learn how to expand and stretch a wardrobe.
7. How to examine your own wardrobe and what to do with it.
8. Can alterations be made - adding a ruffle or trim - change a color - change a collar or neckline - change a length.
9. What styles look best on you - what lengths - what lines - what colors.
10. Learn to do comparison shopping and clothing evaluation.
11. Learn to use resources like catalogs, fashion and home magazines.
12. Learn to do creative and imaginative restoring and recycling of older garments.
13. Learn good grooming and accessorizing.