

PRODUCT ANALYSIS OF BRANDED CLOTHING

BY MR. OYEBODE – DESIGN AND TECHNOLOGY

Bloom's Taxonomy

AIMS AND OBJECTIVES OF THIS LESSON

- To analyse the differences between branded clothing and non-branded clothing
- To evaluate why people buy branded clothing over non-branded clothing
- To identify a branded clothing and create a product analysis of the branded clothing

create

Produce new or original work

Design, assemble, construct, conjecture, develop, formulate, author, investigate

Justify a stand or decision

evaluate

Draw connections among ideas

differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

analyze

apply

Use information in new situations

execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand

Explain ideas or concepts

classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

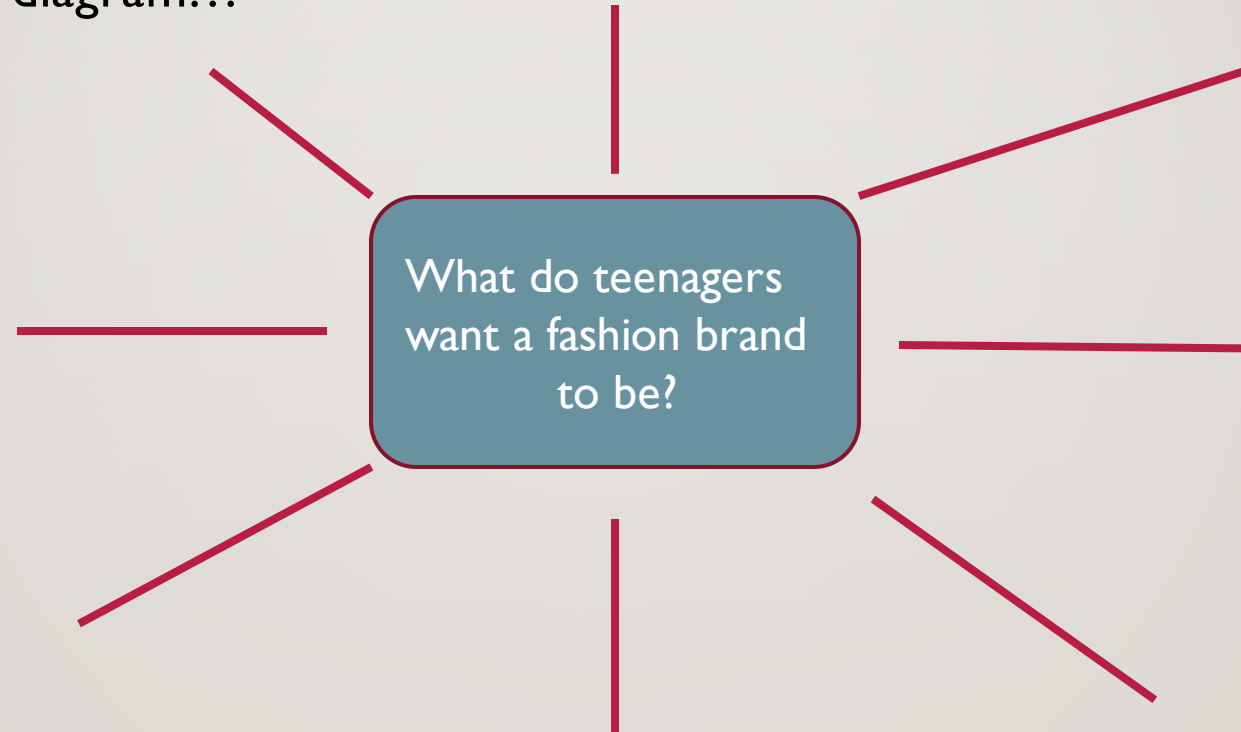
remember

Recall facts and basic concepts

define, duplicate, list, memorize, repeat, state

STARTER: THINKING ABOUT WHAT YOUR TARGET USER NEEDS IS AN ESSENTIAL PART OF MAKING SURE THAT YOU CREATE A SUCCESSFUL PRODUCT.

- Draw a Spider diagram...



IDENTIFYING BRANDED CLOTHING

- In pairs, discuss the logo examples.
- Think about the following questions as a part of your discussion:
 1. Can you **state** what makes the logo eye catching?
 2. Can you **give reasons** why the logo is/isn't successful?
 3. Can you **identify** ways that the logo can inspire you to create your own eye catching brand?





PRODUCT ANALYSIS: LOOKING AT EXISTING PRODUCTS ALLOWS YOU TO GATHER IMPORTANT INFORMATION THAT WILL HELP WHEN DEVELOPING YOUR OWN ORIGINAL DESIGN.

- Look at the selection of items and **label at least 3 of the images** to show your answers. Please write in full sentences.
- 1. Can you **identify** how the products display the Polo by Ralph Lauren ‘brand’?
- 2. Can you **explain** how the design of these products can help you to develop your own ideas?

EXTENSION: CARRY OUT A PRODUCT ANALYSIS FOR YOUR T-SHIRT DESIGN USING ACCESSM

We use **ACCESS FM** to help us write a **specification** - a list of requirements for a design - and to help us **analyse and describe** an already existing product.

ACCESS FM - Helpsheet

A is for **Aesthetics**



Aesthetics means **what does the product look like?**
What is the: Colour? Shape? Texture? Pattern? Appearance? Feel? Weight? Style?

C is for **Cost**



Cost means **how much does the product cost to buy?**
How much does it: Cost to buy? Cost to make?
How much do the different materials cost? Is it good value?

C is for **Customer**



Customer means **who will buy or use your product?**
Who will buy your product? Who will use your product?
What is their: Age? Gender?
What are their: Likes? Dislikes? Needs? Preferences?

E is for **Environment**



Environment means **will the product affect the environment?**
Is the product: Recyclable? Reuseable? Repairable? Sustainable?
Environmentally friendly? Bad for the environment?
6R's of Design: Recycle / Reuse / Repair / Rethink / Reduce / Refuse

S is for **Size**



Size means **how big or small is the product?**
What is the size of the product in millimeters (mm)? Is this the same size as similar products? Is it comfortable to use? Does it fit?
Would it be improved if it was bigger or smaller?

S is for **Safety**



Safety means **how safe is the product when it is used?**
Will it be safe for the customer to use? Could they hurt themselves?
What's the correct and safest way to use the product? What are the risks?

F is for **Function**



Function means **how does the product work?**
What is the products job and role? What is it needed for? How well does it work? How could it be improved? Why is it used this way?

M is for **Material**



Material means **what is the product made out of?**
What materials is the product made from? Why were these materials used? Would a different material be better? How was the product made? What manufacturing techniques were used?



Plenary – Lesson Re-cap

**ONE
THING I
ALREADY
KNEW**

**QUESTIONS
I WOULD
STILL LIKE
ANSWERED**

**QUESTIONS
I WOULD
STILL LIKE
ANSWERED**

**THINGS I
HAVE
LEARNED
IN THIS
LESSON**

**THINGS I
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LESSON**

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