Theatre, Fashion, Exhibit and Other Creative Designers

NOC 5243

Introduction

Designers in this unit group conceptualize and produce designs for film, television, theatre and video productions, garments and textiles, displays and exhibits, and for other creative items such as jewellery and trophies. Theatre designers are employed by performing arts and broadcasting companies and by festivals; fashion designers are employed by clothing and textiles companies or may be self-employed; and exhibit designers are employed by museums and retail establishments. Other creative designers in this unit group are employed by manufacturing establishments or may be self-employed.

The most important Essential Skills for theatre, fashion, exhibit and other creative designers are:

- Oral Communication
- Document Use
- Numeracy

Document Sections

- Reading
- Document Use
- Writing
- Numeracy
- Oral Communication
- Thinking Skills
    - Problem Solving
    - Decision Making
    - Critical Thinking
    - Job Task Planning and Organizing
    - Significant Use of Memory
    - Finding Information
- Working with Others
- Digital Technology
- Continuous Learning
- Notes

A. Reading

Reading

Tasks	Complexity Level	Examples
>>>		Theatre, Fashion, Exhibit and Other Creative Designers:
Typical	2 to 3	• read emails from the company, developers, merchants, brand team, and vendors. For example, fashion designers read internal emails from developers, merchants and the brand team to clarify details and to provide feedback. (2)
Most Complex	3	• read pattern books to learn how something is put together and to get ideas. (2) • read trend forecasting websites and fashion blogs for ideas and keep up to date on trends. For example, they read fashion forecast sites such as Stylesight. (3) • read to research for a project. May involve reading articles from books and magazines, pattern drafting books, and technical specifications packages (tech packs). For example, costume designers in theatre and film will read the script and paperwork from other departments to get information on lighting, and set colours and tones so the costumes will not clash with the set. (3) • read rules and regulations. For example, museum exhibit designers read regulations about lighting requirements and air flow for exhibits. (3)

Reading Summary

The symbols >, >> and >>> are explained in the Use of Symbols section.

	Purpose for Reading			
Type of Text	**To scan for specific information/To locate information**	**To skim for overall meaning, to get the 'gist'**	**To read the full text to understand or to learn**	**To read the full text to critique or to evaluate**
Forms	√			
Labels				
Notes, Letters, Memos	√	√	√	
Manuals,	√	√	√	

Specifications, Regulations				
Reports, Books, Journals	√	√	√	

B. Document Use

Document Use

Tasks	Complexity Level	Examples
		Theatre, Fashion, Exhibit and Other Creative Designers:
Typical	2 to 4	• schedule appointments in notebooks and calendars. (2) • read short notes on drawings that provide details about construction and design. (2)
Most Complex	4	• locate and enter information in forms and tables such as bills of material and size specification tables. For example, they enter manufacturer codes and their own codes when creating a bill of materials. (2) • locate information in spreadsheets and databases to track inventory and other information. For example, museum exhibit designers locate information in lists of artifacts. Fashion designers keep track of product codes and style numbers. They enter information into line plans for garments that include lists of fabrics, colours and patterns. (3) • locate information in and create tech packs (technical specifications) which contain all of the instructions needed to create a design including images and sketches, construction and trim details, fabrics, measurements for different sizes, packaging details, and target costs. They are used as documentation of the agreed upon construction methods and are updated as changes take place. (3) • interpret sketches of designs. For example, assistant fashion designers use the front view of a sketch to interpret the side and back views of the design. (3) • create “thinking walls” to help brainstorm projects. They use pictures, sketches, articles, fabric and colour samples to help them come up with and refine ideas. (3) • create designs for others to interpret. For example, costume designers draw patterns on paper and pass them to the cutter who takes the drawings and translates them into 3 dimensional items to be made into garments. (4)

Document Use Summary

- Read signs, labels or lists.
- Complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or text of a paragraph or more. The list of specific tasks varies depending on what was reported.
- Read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or text of a paragraph or more. The list of specific tasks varies depending on what was reported.
- Read tables, schedules or other table-like text (e.g., read work shift schedules).
- Create tables, schedules or other table-like text.
- Enter information on tables, schedules or other table-like text.
- Obtain specific information from graphs or charts.
- Interpret information on graphs or charts.
- Recognize common angles such as 15, 30, 45 and 90 degrees.
- Draw, sketch or form common shapes such as circles, triangles, spheres, rectangles, squares, etc.
- Interpret scale drawings (e.g. blueprints or maps).
- Take measurements from scale drawings.
- Draw to scale.
- Make sketches.
- Obtain information from sketches, pictures or icons (e.g., computer toolbars).

C. Writing

Writing

Tasks	Complexity Level	Examples
		Theatre, Fashion, Exhibit and Other Creative Designers:
Typical	1 to 4	• write brief notes and explanations for record keeping. For example, costume designers keep a book to record notes on the location, cost and type of material bought for all garments and accessories. Costume designers working in film keep notes on the appearance of characters at the end of each shooting for continuity. They also label and organize costumes being sent to another filming location. Fashion designers keep track of client information and write comments behind chosen fabrics and styles to explain to clients about the chosen pieces. (1)
Most Complex	5	• write emails to correspond with vendors and factories that manufacture garments. For example, fashion designers communicate with vendors to discuss required changes, feedback, and updates via email and uploaded documents on the web. (2)
		• write details and descriptions in a “look book” that is used to interest clients in the designs. Details such as the clothing theme, description of items, fit and price are included. (2)
		• create tech packs with clear and detailed instructions for how designs are to be constructed. They write notes on specifications sheets for tech packs, such as details for where labels are to be placed, positioning of trims, types of seams and size of stitching, and colours of fabrics. Vendors use the tech pack to make garment samples. (3)
		• write line sheets, which include drawings and descriptions of the items for sale, samples of the colours and fabrics for the garments, and order forms. (3)
		• create documents during the development and research phase of a project, for example, documents to share with the supervisor and internal staff as a record of research done. (4)
		• write short reports on trends in a region, such as Canada versus USA, and present the information using paragraphs and bullet points. (4)
		• write product descriptions. For example, museum exhibit designers write informative and intriguing descriptions about exhibits. Fashion designers write product descriptions to excite and connect stores to the products. Couturiers write descriptions that explain why their

		garment is special compared to similar ones on the market. Some fashion designers write articles for websites. (5)

Writing Summary

The symbols >, >> and >>> are explained in the Use of Symbols section.

	Purpose for Writing						
Length	**To organize/ to remember**	**To keep a record/to document**	**To inform/ to request information**	**To persuade/ to justify a request**	**To present an analysis or comparison**	**To present an evaluation or critique**	**To entertain**
Text requiring less than one paragraph of new text	√	√	√				
Text rarely requiring more than one paragraph		√	√				
Longer text		√	√	√	√	√	

D. Numeracy

The symbols >, >> and >>> are explained in the Use of Symbols section.

Numeracy

Tasks	Complexity Level	Examples
Money Math	1 to 2	Theatre, Fashion, Exhibit and Other Creative Designers: • calculate the cost of materials. For example, self-employed fashion designers calculate precisely the amount of fabric needed for each outfit to determine the cost of the purchase. (Money Math) (1)
Scheduling, Budgeting & Accounting	2	• calculate expenses for materials, labour, and other costs to invoice the client. (Money Math) (2)
Measurement and Calculation	2 to 3	• determine costs when ordering clothes or designing them. For example, fashion designers order materials and supplies by comparison shopping to get a specified number of garments for the best price, whether online or locally. Fashion designers designing an entry level suit will include fewer design elements. Self-employed designers keep a record of expenses and complete projects within budgets or request a larger budget to achieve project goals. (Scheduling, Budgeting & Accounting) (2)
Data Analysis	3	• convert between unit measurements. For example, fashion designers convert vendors' measurements from metric to imperial. (Measurement and Calculation) (2)
Numerical Estimation	2	• calculate measurements for geometric shapes. For example, costume designers take measurements from 2 dimensional patterns to turn them into 3 dimensional designs. Exhibit designers calculate design space and plan out exhibits to maximize the use of space. (Measurement and Calculation) (2)
		• calculate measurements and proportions for the size of the bust, waist, etc. using rulers, measuring tapes, and French curves. They use ratios and proportions so that measurements for one part of a garment are proportional to other parts. For example, they use the Golden triangle to check measurements of the neckline are proportional to measurements of the front pieces of a jacket. (Measurement and Calculation) (3)
		• analyze statistics for store performance. For example, fashion designers working for a large company analyze data from merchandisers about how fashion lines are performing at various store locations. (Data Analysis) (3)
		• estimate times to complete different tasks to meet multiple deadlines for multiple projects. (Numerical Estimation) (2)

Math Skills Summary

a. Mathematical Foundations Used

The symbols >, >> and >>> are explained in the Use of Symbols section.

Mathematical Foundations Used

Code	Tasks	Examples
		Number Concepts
	Whole Numbers	Read and write, count, round off, add or subtract, multiply or divide whole numbers. For example, entering information into bill of materials.
	Integers	Read and write, add or subtract, multiply or divide integers. For example, calculating costs of materials and supplies.
	Rational Numbers - Fractions	Read and write, add or subtract fractions, multiply or divide by a fraction, multiply or divide fractions. For example, taking and calculating measurements on garments using fractions of an inch.
	Rational Numbers - Decimals	Read and write, round off, add or subtract decimals, multiply or divide by a decimal, multiply or divide decimals. For example, taking and calculating measurements on garments using metric measurements, and determining costs of materials and supplies.
	Rational Numbers - Percent	Read and write percents, calculate the percent one number is of another, calculate a percent of a number. For example, analyzing statistics about how fashion lines are performing.
		Patterns and Relations
	Use of Rate, Ratio and Proportion	Use a rate showing comparison between two quantities with different units. Use a rate showing comparison between two quantities with the same units. For example, the measurement for one part of a garment needs to be proportional to the measurement of another part of a garment.
		Shape and Spatial Sense
	Measurement Conversions	Perform measurement conversions. For example, converting inches to centimetres or centimetres to inches.
	Areas, Perimeters, Volumes	Calculate areas. Drawing, sketching and forming common forms and figures. For example, calculating the area to use for an exhibit.
		Statistics and Probability
	Summary Calculations	Calculate averages. Using tables, schedules or other table-like text. Using graphical presentations.

		For example, calculating average sales of lines of garments with various merchandisers.

b. How Calculations are Performed

- In the worker's head.
- Using pen and paper.
- Using a calculator.
- Using a computer.

c. Measurement Instruments Used

- Time. For example, using a watch or clock.
- Distance or dimension. For example, using a tape measure.
- Angles. For example, using 45 degree triangles, tailor's squares and French curves.

E. Oral Communication

Oral Communication

Tasks	Complexity Level	Examples
		Theatre, Fashion, Exhibit and Other Creative Designers:
Typical	2 to 3	• discuss project details during regular meetings. For example, junior fashion designers meet with senior designers to brainstorm, update, or give feedback. Museum exhibit designers have monthly meetings with the curator and publicity director to propose exhibits and get ideas. Costume designers clarify details by asking for sketches to be redrawn so they are less artistic and more realistic, or ask for specifics such as the number of buttons on a garment. (2)
Most Complex	4	• communicate with vendors and factories by phone or internet applications such as Skype to ensure tasks are completed on time and resolve issues with the samples the vendors made. They may request changes to the fabric and colour and ask for new samples. They speak with factories to get the best deal on the cost of manufacturing garments. (2)
		• communicate with a "fit model" to get feedback on the fit of the garment, ease to put on and take off, and adjustments on items such as the length of the sleeve. (2)
		• meet to discuss how to sell products. For example, fashion designers collaborate and share ideas on how to market designs to the merchandizing team. Museum exhibit

		designers meet with sponsors to develop exhibit themes, such as pink dresses for breast cancer awareness. Costume designers working in theatres meet with directors and the production department. They may need to explain, for example, that the director's concept for costuming is not feasible for a theatre setting and suggest changes that will work. (3) • make formal presentations to sell their designs. For example, costume designers present to directors, stage managers and talent at the start of a show to introduce the concept of the designs. Fashion designers make presentations to merchandizing teams. They must be able to communicate their design and express their ideas. (4) • may do interviews on radio or television shows to promote their designs and gain public recognition. (4)

Modes of Communication Used

- In person.
- Telephone.
- Online.

Environmental Factors Affecting Communication

None reported.

Oral Communication Summary

The symbols >, >> and >>> are explained in the Use of Symbols section.

Purpose for Oral Communication (Part I)						
Type	**To greet**	**To take messages**	**To provide/receive information, explanation, direction**	**To seek, obtain information**	**To co-ordinate work with that of others**	**To reassure, comfort**
Listening (little or no interaction)						
Speaking (little or no interaction)						
Interact with co-workers			√	√	√	
Interact with those you supervise or direct			√	√		
Interact with supervisor/manager			√	√		
Interact with peers and colleagues from other organization						
Interact with customers/clients/ public			√	√	√	
Interact with suppliers, servicers			√	√	√	
Participate in group discussion			√	√	√	
Present information to a small group			√			
Present information to a large group						

The symbols >, >> and >>> are explained in the Use of Symbols section.

Purpose for Oral Communication (Part II)						
Type	**To discuss (exchange information, opinions)**	**To persuade**	**To facilitate, animate**	**To instruct, instill understanding, knowledge**	**To negotiate, resolve conflict**	**To entertain**
Listening (little or no interaction)						
Speaking (little or no interaction)						
Interact with co-workers	√	√		√		
Interact with those you supervise or direct	√			√		
Interact with supervisor/manager	√	√				
Interact with peers and colleagues from other organization						
Interact with customers/clients/ public	√	√		√	√	
Interact with suppliers, servicers	√	√			√	
Participate in group discussion	√	√		√		
Present information to a small group	√	√		√		
Present information to a large group						

F. Thinking Skills

1. Problem Solving

Problem Solving

Tasks	Complexity Level	Examples
		Theatre, Fashion, Exhibit and Other Creative Designers:
Typical	2 to 3	• may need to make last minute changes to garments. For example, costume designers need to be on set in case quick adjustments or repairs to costumes are needed. Vendors may decide the fabric or print or colour is not working so fashion designers make time sensitive decisions to avoid affecting production. (2)
Most Complex	3	• adjust designs when production teams say a design is over budget. For example, the fashion designer may simplify the design and change the materials used. (2)
		• make alterations to sketches when a garment sample does not match up to measurements or to what was expected. (3)
		• correct problems with designs by doing one or more test runs of a design. For example, fashion designers make a sample "toile" piece to test out the sizing of a customized design for a client with atypical body measurements. (3)
		• resolve problems with factories, for example, when delivery dates are not met, or production is behind schedule because an item such as a zipper is not working, or an item such as a button does not arrive for garment production. (3)

2. Decision Making

Decision Making

Tasks	Complexity Level	Examples
		Theatre, Fashion, Exhibit and Other Creative Designers:
Typical	2	• decide on the quantity of garments to produce based on budget, design, and quality of materials. They also decide on a price point for the garments based on market research. (2)
Most Complex	3	• decide what patterns and designs to use. For example, fashion designers work with the design director to choose the style, pattern and colour of garments. (2)

		• make decisions on design features and regulations. For example, exhibit designers work with a team to decide which colour to use for an exhibit based in a specific historical time period. They decide if an object is not in good condition and needs repair. They consider rules and regulations when deciding what type of lighting to use on an exhibit. (2) • decide on colours and styles based on factors, such as which colours and fabrics will look and sell best based on research and trend forecasting. They decide what to change for colour, style and design when they receive prototypes of a garment. (2) • decide when to approve prototypes. They check that prototype details match the tech pack exactly and make adjustments to the tech pack if there is missing or unclear information. They may decide to make changes to the prototype, such as changes in material or colours. They incorporate feedback from other team members. Final design changes may be the supervisor's responsibility. (3)

3. Critical Thinking

Critical Thinking

Tasks	Complexity Level	Examples
		Theatre, Fashion, Exhibit and Other Creative Designers:
Typical	3	• analyze data about clothing line performance. For example, fashion designers analyze data from merchandisers about how fashion lines are performing at various store locations. They determine why a design did or did not sell well in a particular region. They consider colour, styling and fit. (3)
Most Complex	3	• assess a garment design to visualize a 2 dimensional design as 3 dimensional, how it wraps around the body and possible design flaws. (3) • evaluate research on new trends for the following season and decide how anticipated future trends affect future projects. They consider their theme and budget for production and promotions. (3)

4. Job Task Planning and Organizing

Job Task Planning and Organizing

Complexity Level	Description
3	Own job planning and organizing: • Theatre, fashion, exhibit and other creative designers plan and organize job tasks to meet deadlines. They typically work on multiple projects at the same time so they must set priorities and job tasks to be efficient. They co-ordinate tasks and work plans with others including design, development and brand teams, merchants, and vendors. They reprioritize tasks and schedules as necessary to meet deadlines. Planning and organizing for others: • may assign tasks to others. For example, they may delegate tasks to assistants or workers with less experience. They may be responsible for selecting and organizing the work of contractors. For example, museum exhibit designers may be responsible for ordering supplies and materials and managing the construction of the exhibit.

5. Significant Use of Memory

Examples

- Remember details that the designer director or senior designer said while mentioning ideas, for example, noting where some fabric was bought and at what price.
- Remember each style number in collections so they do not need to search for the information.
- Remember details about costumes, such as what characters were wearing so that a film or play will have continuity from scene to scene.

6. Finding Information

Finding Information

Tasks	Complexity Level	Examples
		Theatre, Fashion, Exhibit and Other Creative Designers:

Typical Most Complex	1 to 3 3	• look for shows such as Fashion Week to attend for fashion ideas. (1) • interact with the target market for information on what fashions the market needs, including conducting surveys and talking with consumers. These conversations include speaking with sponsors to learn about what they want as the outcome for a project. (2) • ask other designers or the design director for information about issues with garment design. (2) • access websites and blogs such as Style.com, Stylesight, and Pinterest for ideas and to find information about fashion trends and market information. (3) • read manuals, magazines, fashion books, and pattern books to learn about design and sewing techniques, best practices, and other industry specific knowledge. (3)

G. Working with Others

Working with Others

Complexity Level	Description
3	Theatre, fashion, exhibit and other creative designers often work as part of a team. They collaborate with each other during the development process. For example, fashion designers work with other fashion designers, pattern makers, vendors, product development and marketing teams. Fashion designers coordinate their work with others for fashion shows and shoots. They work with make-up artists, photographers and models. Costume designers work with directors, assistant directors, stage managers, producers, set and lighting designers, and talent. Mentoring in the industry is important. Designers with more experience will mentor designers new to the field or with less experience.

Participation in Supervisory or Leadership Activities

- Participate in formal discussions about work processes or product improvement.
- Have opportunities to make suggestions on improving work processes.
- Monitor the work performance of others.

- Inform other workers or demonstrate to them how tasks are to be performed.
- Assign routine tasks to other workers.

H. Digital Technology

Digital Technology

Tasks	Complexity Level	Examples
		Theatre, Fashion, Exhibit and Other Creative Designers:
Typical	2 to 3	• use email to communicate with designers and clients. For example, fashion designers email clients and upload documents on the web. They use Outlook to send emails and technical packages (tech packs) to designers. (2)
Most Complex	3	• use product data management software such as Web PDM to manage product and technical specifications to detailed pre-costing. (2). • use cameras to take photos. For example, costume designers take photos of actors in costume at the end of film shoots. These photos are used as reference to help maintain consistency from scene to scene. (2) • use spreadsheet and database software to store information. For example fashion designers use Excel to keep track of product codes and style numbers. (3) • use search engines to locate online resources. For example, costume designers go online to research materials, comparison shop, and shop online. (3) • use invoicing programs to manage and track billing and create invoices. (3) • use software programs to illustrate designs. For example, fashion designers use Adobe Illustrator and Photoshop to create drawings and graphics. (3) • use word processing software to create documents. For example, fashion designers use Word to write short notes and explanations and create documents for internal use such as reports for management. (3) • use presentation software such as PowerPoint. For example, they make line sheets that have sketches of garment designs; fabric, style, price, colour, and season information; and company and ordering information. (3) • use drafting software programs. For example, couturiers design patterns using CAD. Fashion designers use pattern grading CAD software to scale a pattern into different sizes. (3)

Computer Use Summary

- Use word processing.
- Use graphics software.
- Use a database.
- Use a spreadsheet.
- Use bookkeeping, billing and accounting software.
- Use communications software.

I. Continuous Learning

Continuous Learning

Complexity Level	Description
4	Theatre, fashion, exhibit and other creative designers must keep up to date with industry and fashion trends, and technology. In fact, fashion designers are designing several seasons ahead. They learn by reading fashion articles and magazines on websites and blogs. They are constantly observing people and watching trends. They read books to learn new ways of making garments and new techniques like screenprinting on fabric. They learn from co-workers and colleagues, and networking with each other face to face or through social media is important. New designers often have mentors who teach them how to navigate the industry and build a network.

How Learning Occurs

Learning may be acquired:

- As part of regular work activity.
- From co-workers.
- Through training offered in the workplace.
- Through reading or other forms of self-study.
    - at work.
    - on worker's own time.
    - using materials available through work.
    - using materials obtained through a professional association or union.
    - using materials obtained on worker's own initiative.

- Through off-site training.
    - during working hours at no cost to the worker.
    - partially subsidized.

J. Other Information

In addition to collecting information for this Essential Skills Profile, our interviews with job incumbents also asked about the following topics.

Physical Aspects

Theatre, fashion, exhibit and other creative designers stand or sit for long periods of time. They require good hand-eye and upper limb coordination. They need to be able to see subtle differences in colours, shades and tones.

Attitudes

Theatre, fashion, exhibit and other creative designers need to be able to use their imagination to create and have a flair for the artistic. They also need to be innovative, motivated, adaptable, and self-critical to compete in the industry. They need to be motivated to learn new techniques and skills.

Future Trends Affecting Essential Skills

All essential skills are affected by the introduction of technology in the workplace. Theatre, fashion, exhibit and other creative designers' ability to adapt to new technologies is strongly related to their skill levels across the essential skills, including reading, writing, thinking and communication skills. Technologies are transforming the ways in which workers obtain, process and communicate information, and the types of skills needed to perform in their jobs. In particular, theatre, fashion, exhibit and other creative designers need to use computer software to create designs. They require greater oral communication and writing skills to sell their designs to vendors and clients around the world by using communications and document sharing technology.

Technology in the workplace further affects the complexity of tasks related to the essential skills required for this occupation. Theatre, fashion, exhibit and other creative designers need the skills to use complex and specialized software. New developments in technology require these workers to keep current with computer and manufacturing software. On the other hand, the use of technology will have a strong impact on the industry, as it will be faster to transfer a design on CAD to the machine that will manufacture it. The immediate availability of fashion trends on websites will add pressure on fashion designers to create garments that stay ahead of trends.

K. Notes

This profile is based on interviews with job incumbents across Canada and validated through consultation with industry experts across the country.

For information on research, definitions, and scaling processes of Essential Skills Profiles, please consult the Readers' Guide to Essential Skills Profiles.