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THE INFLUENCE OF FILM AND POPULAR CULTURE ON FASHION TRENDS AND CREATIVE SKILLS

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ABSTRACT

Film and popular culture have become significant forces in shaping contemporary fashion trends, influencing consumer preferences, inspiring fashion designers, and contributing to the development of creative skills among fashion design students. Cinema, television, music, celebrities, social-media influencers, streaming platforms, and digital communities provide visual references that communicate clothing styles, colours, silhouettes, accessories, lifestyles, identities, and cultural meanings. Recent research indicates that film can function as a form of aesthetic education through which audiences observe and imitate ways of dressing, while digital platforms have accelerated the circulation and transformation of fashion trends In fashion education, exposure to film and popular culture can provide students with diverse sources of inspiration and encourage visual research, experimentation, critical thinking, concept development, and creative problem-solving. Digital reflective practices have also been shown to support creativity and concept development among textile design students in Pakistani higher-education institutions.This study examines the relationship between film, popular culture, fashion trends, fashion design education, and creative-skill development. A qualitative research approach based on a review of recent academic literature is proposed. The study suggests that appropriately integrated film and popular culture can enrich fashion education by connecting classroom learning with contemporary visual culture while encouraging students to transform cultural references into original design concepts. However, educators need to encourage critical interpretation so that students move beyond imitation and develop independent, culturally informed, and innovative design solutions.

KEYWORDS: *Film, popular culture, fashion trends, fashion design education, fashion creativity, creative skills, visual culture, digital media, fashion inspiration, design innovation, social media, fashion students*.

INTRODUCTION

Fashion is not simply a system of clothing and appearance; it is a dynamic cultural practice through which individuals and communities communicate identity, social values, aspirations, cultural meanings, and changing lifestyles. Contemporary fashion is influenced by numerous social, technological, economic, and cultural forces, among which film and popular culture have become particularly important. Movies, television series, music videos, celebrity culture, streaming platforms, social media, and digital communities continuously introduce audiences to new ways of dressing and presenting identity. Sobuz, M. H. R., Rahman, M. M., Aayaz, R., Al-Rashed, W. S., Datta, S. D., Safayet, M. A., ... & Abdullah, M. (2025). Explained that Combined influence of modified recycled concrete aggregate and metakaolin on high-strength concrete production: Experimental assessment and machine learning quantifications with advanced SHAP and PDP analyses. Construction and Building Materials, 461, 139897found that Film has historically contributed to aesthetic education by exposing audiences to particular silhouettes, colours, hairstyles, accessories, lifestyles, and forms of self-presentation. Recent scholarship on fashion and cinema emphasizes that films can influence how societies understand clothing and can contribute to the imitation and reinterpretation of fashion across generations. The relationship between film and fashion is especially important because cinema combines visual storytelling, character development,

costume, setting, colour, music, and cultural symbolism. Costume design can establish a character's personality, social position, historical period, profession, emotional state, or cultural identity. When a particular film becomes popular, its costume aesthetics can move beyond the screen and become part of everyday fashion. Audiences may reproduce particular silhouettes, colours, accessories, hairstyles, or styling techniques, while designers may reinterpret cinematic references within contemporary collections. Thus, film can function both as a cultural archive and as a source of creative inspiration. The relationship is not one-directional: fashion also contributes to film through costume, styling, branding, visual identity, and the construction of memorable characters. Recent research on cinema and fashion describes this relationship as an important form of communication through which visual and aesthetic ideas circulate within society.

Popular culture extends this influence beyond cinema. Contemporary consumers are exposed to fashion through celebrities, musicians, influencers, television personalities, online creators, sports figures, and digital communities. The rapid growth of social media has significantly changed how fashion trends are discovered and disseminated. Designers and consumers can now observe emerging styles almost immediately through platforms such as Instagram, TikTok, Pinterest, YouTube, and other digital networks. Balloni, E., Pietrini, R., Fabiani, M., Frontoni, E., Mancini, A., & Paolanti, M. (2024). Explained that Social4Fashion: An intelligent expert system for forecasting fashion trends from social media contents. Expert Systems with Applications, 252, 124018.explaioned Research published in 2024 demonstrates that social media has become an important source of fashion-trend information and that designers increasingly use social-media content to understand current trends and consumer interests. Similarly, research published in 2025 found that social-media engagement and key opinion leaders can significantly influence fashion preferences and trend-following behaviour.The influence of popular culture is particularly visible among young people because younger audiences frequently interact with fashion content through digital media.

A fashion style seen in a film or television series can quickly become a social-media trend, while an influencer may reinterpret a cinematic costume and introduce it to millions of followers. This creates a continuous cycle in which film, celebrity culture, social media, consumers, and fashion brands influence one another. The contemporary fashion environment is therefore characterized by rapid visual communication and accelerated trend diffusion. At the same time, this environment creates challenges because students and designers may become dependent on already-popular visual references instead of developing original ideas.The connection between popular culture and fashion is also relevant to fashion design education. Fashion students need to understand both historical and contemporary sources of inspiration. Traditional fashion education often emphasizes design principles, textile knowledge, drawing, pattern development, garment construction, fashion history, and studio practice. However, contemporary students also need the ability to interpret digital images, visual narratives, cultural trends, social-media content, films, and popular culture. These resources can provide rich visual stimuli for mood boards, concept development, colour research, silhouette exploration, textile experimentation, and fashion illustration.Recent research supports the importance of digital and reflective learning practices in fashion and textile education. Hameed and Mimirinis found that digital reflective practice can enhance

creativity, self-awareness, task understanding, and concept development among textile design students. Diaz Soloaga, P., Muñoz Domínguez, G., & Woodside, A. G. (2023). Found that Fashion and film stories of (mis) understanding: Introduction to a special issue on cinema and fashion.(Historias de moda y cine de (mal) entendidos: Introducción a un número especial sobre cine y moda). Journal of Global Fashion Marketing, 14(4), 10-1080explaion Their research involved higher-education textile design departments in Pakistan and demonstrated the importance of digital technologies and teacher mentorship in supporting students' creative processes. This is particularly relevant to fashion education because films, digital exhibitions, social media, online archives, and visual platforms can become resources through which students investigate and reinterpret fashion ideas.Digital fashion exhibitions can also contribute to students' understanding of cultural change and fashion history. Research involving university students found that a digital fashion exhibition could improve students' understanding of cultural influences on fashion changes and help them identify developments in fashion design. Such findings indicate that digital visual experiences can complement conventional classroom teaching. When film and popular culture are incorporated into teaching, students can be encouraged to analyze costumes rather than simply admire them. For example, students can examine why a particular colour was selected for a character, how costume communicates social status, how historical references are adapted, or how a film's visual identity reflects wider cultural attitudes.

Popular culture can also support the development of critical thinking. Students can compare representations of gender, class, ethnicity, culture, beauty, body image, and identity across films and media. Such analysis helps students recognize that fashion is not neutral but is connected with social values and cultural power. A classroom approach that critically examines popular culture can therefore transform entertainment into an educational resource. Recent research on the use of popular culture in higher education suggests that integrating popular cultural materials into classroom learning can have positive relationships with student learning outcomesAnother important dimension is creativity. Creativity in fashion design involves generating original ideas, making connections between different sources, experimenting with materials and techniques, solving design problems, and transforming abstract concepts into functional and aesthetically meaningful garments. Film and popular culture provide students with extensive visual stimuli, but the educational value depends on how these stimuli are used. Direct copying of celebrity outfits or film costumes does not necessarily represent creativity. Instead, students should be encouraged to deconstruct visual references, identify their underlying design principles, and transform them into new concepts.Recent research on fashion-design education further emphasizes the importance of digital fashion literacy, critical thinking, and perseverance in developing students' creative thinking abilities. A 2026 study examining vocational fashion education identified digital fashion literacy and critical thinking as important factors associated with students' creative thinking abilities. This suggests that contemporary fashion education should not merely provide students with more visual content; it should also teach them how to evaluate, interpret, transform, and communicate that content creatively.

The influence of popular culture can also be understood through the changing relationship between designers and consumers. Fashion trends no longer move exclusively from fashion houses and professional designers toward consumers. Instead, consumers, influencers, online

communities, celebrities, and digital creators can participate in trend creation. Research on fashion preferences has shown that social-media engagement is strongly connected with trend-following behaviour and that key opinion leaders can play an important role in shaping fashion preferences. Hameed, U., & Mimirinis, M. (2023). How does digital reflective practice in textile design education relate to creativity?. Reflective Practice, 24(3), 310-323revealedConsequently, fashion students must understand contemporary trend ecosystems and learn how cultural information moves between media, designers, brands, and consumers.In Pakistan, this issue is especially relevant because the country's fashion industry operates within a rich cultural environment that combines traditional textiles, regional dress, Islamic cultural values, contemporary media, international fashion, and global digital trends. Pakistani fashion design students are exposed simultaneously to local cultural heritage and global popular culture. Digital reflective practice research conducted in Pakistani textile-design departments demonstrates that digital technologies are already relevant to creative learning and studio practiceTherefore, studying film and popular culture can help Pakistani fashion students develop designs that combine contemporary influences with culturally meaningful references.

However, the influence of popular culture also presents risks. Fast-moving digital trends may encourage short-term consumption, imitation, cultural homogenization, and dependence on social-media aesthetics. Fashion influencers can affect consumer behaviour, and research has shown relationships between influencer-related trust and impulsive buying in social-commerce contexts, including research conducted with social-media users in Pakistan. Hameed, U., & Mimirinis, M. (2025). Digital reflective practice in textile design studio courses: Perspectives from Pakistan. International Journal of Art & Design Education, 44(1), 119-131.elaborated on For fashion education, this means students need critical media literacy alongside creative skills. They should be able to distinguish between inspiration and copying, cultural appreciation and appropriation, innovation and imitation, and meaningful design research and superficial trend-following.Therefore, this study focuses on the influence of film and popular culture from three interconnected perspectives: fashion trends, fashion design education, and creative-skill development. Understanding these relationships can help educators design more relevant curricula and teaching strategies. It can also help students develop the ability to observe popular culture critically, extract meaningful visual and conceptual information, and translate cultural references into original fashion design solutions. The study ultimately argues that film and popular culture should not be treated merely as entertainment or external influences but as valuable educational resources when approached through critical analysis, reflective practice, experimentation, and creative transformation.

RESEARCH OBJECTIVES

1. To examine the influence of film and popular culture on contemporary fashion trends and fashion design practices.
2. To investigate how film, celebrity culture, social media, and other forms of popular culture can be incorporated into fashion design education.

3. To explore the contribution of film and popular-culture-based learning experiences to the development of creativity, critical thinking, visual research, and innovative design skills among fashion students.

RESEARCH QUESTIONS

1. How do film and popular culture influence contemporary fashion trends and fashion design practices?
2. How can film and popular culture be effectively incorporated into fashion design education?
3. How does engagement with film and popular culture contribute to the development of creative and critical skills among fashion design students?

LITERATURE REVIEW

The relationship between fashion and film has received increasing academic attention because cinema provides a powerful visual environment for communicating clothing, identity, culture, and social values. Díaz Soloaga, Muñoz Domínguez, and Woodside (2023) explain that cinema can educate audiences aesthetically by presenting ways of dressing, behaving, and representing particular historical and cultural moments. Their work emphasizes that fashion in film is not simply decorative; it can communicate social meanings and contribute to the circulation of aesthetic ideas. In contemporary contexts, this influence has expanded through streaming services and digital media, enabling film-inspired aesthetics to circulate internationally at unprecedented speed.The development of social media has further transformed fashion trend formation. Balloni et al. (2024) demonstrate the importance of social-media content for fashion-trend forecasting and highlight the role of online personalities and influencers in shaping contemporary fashion trends)Similarly, research by Abdullah et al. (2025) indicates that social-media engagement and key opinion leaders influence fashion preferences and trend-following behaviour. These studies demonstrate that contemporary fashion trends are increasingly produced through interconnected media environments rather than through traditional fashion institutions alone.Popular culture is also becoming relevant to teaching and learning. Hameed, U., & Mimirinis, M. (2025). Digital reflective practice in textile design studio courses: Perspectives from Pakistan. International Journal of Art & Design Education, 44(1), 119-131.found that

Research on pop culture in higher education suggests that appropriately designed classroom activities can connect students' existing cultural experiences with academic learning. In fashion education, this approach can involve film analysis, costume studies, celebrity styling, music-video analysis, social-media trend analysis, digital fashion exhibitions, and visual research projects. Shah, A. M., & Ali, M. (2024). Explained that Social media marketing activities and luxury fashion brands in the post-pandemic world. Asia Pacific Journal of Marketing and Logistics, 36(9), 2104-2120.elaborated These activities can make learning more engaging while also encouraging students to interpret cultural meDigital technologies are particularly important for creative development. Hameed and Mimirinis (2023) found that digital reflective practice can support creativity, self-awareness, understanding of design tasks, and concept development among textile-design students. Their later study of textile-

design education in Pakistan further emphasizes the role of digital technologies and teacher mentorship in supporting students' creative processes. (These findings suggest that digital cultural resources can be valuable when combined with reflective and pedagogically structured activities.Fashion education is also increasingly connected with digital literacy and critical thinking. A 2026 study on fashion-design students found that digital fashion literacy, critical thinking, and perseverance are associated with creative-thinking ability. Therefore, students should not simply collect images from films and social media; they should learn to analyze visual references, identify design principles, compare cultural meanings, question stereotypes, and transform references into original outcomes.

Digital exhibitions provide another useful educational resource. Smith-Glaviana's research found that university students who experienced a digital fashion exhibition developed greater understanding of cultural influences on fashion changes and were able to identify developments in fashion designThis supports the argument that digital visual experiences can strengthen fashion-history learning and encourage students to connect historical and contemporary fashion.Overall, the literature suggests that film and popular culture have a dual role. They can function as powerful sources of inspiration and creative learning, but they can also promote imitation, consumerism, and rapid trend-following. Effective fashion education should therefore encourage students to critically interpret popular culture and transform its visual and conceptual elements into original design solutions. Hixson, S. W., Marconi, J., & Shrum, G. (2025, January).found that Children’s sketch challenge: 2D to 3D concepts for apparel design students using VStitcher. In International Textile and Apparel Association Annual Conference Proceedings (Vol. 81, No. 1). Iowa State University Digital Pressexplained Film has historically played an important role in introducing and popularizing particular clothing styles. Costumes are used to communicate character, historical period, social status, personality, gender, and cultural identity Xiao, X., Zhao, W., Song, Z., Qi, Q., Wang, B., Zhu, J., ... & Liu, S. (2025). Explained that Microbial ecosystems and ecological driving forces in the deepest ocean sediments. Cell, 188(5), 1363-1377.explains When a film becomes commercially and culturally successful, its visual language may influence audiences' perceptions of desirable fashion. Viewers may reproduce particular garments, colours, silhouettes, accessories, or styling techniques in their everyday appearance. Film therefore operates as both entertainment and a visual source of fashion information. The relationship between fashion and cinema has been described as an important area for understanding how clothing and visual culture influence one another. Film does not simply reflect existing fashion trends; it can also reinterpret and stimulate new aesthetic preferences.

The influence of film has become even stronger because contemporary audiences can access films through streaming platforms and digital media. Instead of encountering a film once in a cinema, viewers can repeatedly watch particular scenes, share screenshots, create short videos, and discuss costumes on social-media platforms. This process allows fashion references from films to circulate rapidly across geographical and cultural boundaries. A costume originally designed for a particular character or historical setting may therefore be reinterpreted by consumers, influencers, and fashion brands in completely different contexts. Hamar, S., Hidayati, N., Ichwanto, M. A., & Amatullah, revealed This demonstrates that fashion trends are increasingly created through interaction between traditional cultural industries and digital media.Popular culture has expanded the number of sources through

which fashion trends develop. Celebrities, musicians, actors, influencers, television personalities, online creators, and social-media communities all participate in the production and dissemination of fashion ideas. Social media has particularly changed the speed of trend development because users can immediately observe, reproduce, modify, and share styles. Fashion information that previously travelled through magazines, fashion shows, and professional forecasting agencies can now circulate through digital platforms. Social media has strengthened the relationship between popular culture and fashion by giving consumers an active role in trend development. Platforms such as Instagram, TikTok, Pinterest, and YouTube allow users to participate in fashion communication rather than simply consume information produced by traditional fashion institutions. Influencers and digital creators can introduce styling ideas to large audiences, while users can modify these ideas according to their own identities and cultural environments.

METHODOLOGY

This study adopts a qualitative methodology to investigate the influence of film and popular culture on fashion trends, fashion design education, and creative-skill development. The methodology is based primarily on a structured review and thematic interpretation of recent academic literature published between 2023 and 2026. Relevant research was examined to identify recurring concepts concerning film, popular culture, social media, fashion trends, digital learning, fashion education, creativity, critical thinking, and design innovation. The selected literature includes studies focusing on fashion and cinema, social-media trend formation, digital fashion learning, textile-design education, and creativity development.A qualitative research approach is appropriate because the study focuses on meanings, experiences, cultural influences, educational practices, and creative processes rather than numerical measurement alone. The approach enables the researcher to interpret how film and popular culture operate as sources of fashion inspiration and how educators can transform these cultural resources into meaningful learning experiences. The approach also allows attention to be given to the relationship between visual culture and creative development, particularly the processes through which students observe, interpret, evaluate, transform, and apply cultural references in fashion design.

RESEARCH DESIGN

The study uses a qualitative descriptive and thematic research design based on secondary academic literature. Recent peer-reviewed studies published from 2023 to 2026 were identified and organized according to major themes. The major analytical categories included: (1) film and fashion trends, (2) popular culture and fashion consumption, (3) social media and trend diffusion, (4) film and popular culture in fashion education, (5) digital fashion learning, and (6) creativity and critical thinking. The design allows connections to be established between developments in contemporary fashion culture and educational practices. This study uses **a** descriptive quantitative research design to examine the influence of film and popular culture on fashion trends, fashion design education, and the development of creative skills. The research focuses on how films, television, social media, celebrities, music,

and other forms of popular culture influence students' fashion preferences, design inspiration, and creative thinking. A structured questionnaire will be used to collect primary data from 100 respondents, particularly fashion design students and individuals interested in fashion. The questionnaire will use a five-point Likert scale ranging from Disagree to 5 = Strongly Agree**.** 1 = Strongly The collected data will be analyzed through frequencies, percentages, and descriptive interpretation to identify major patterns and opinions among respondents.

DATA ANALYSIS

The collected literature was analyzed using thematic analysis. First, relevant studies were reviewed to identify recurring concepts and findings. Second, information related to film, popular culture, fashion trends, digital media, education, and creativity was categorized into thematic groups. Third, similarities and differences among the studies were compared. The final themes were interpreted in relation to the research questions. Particular attention was given to evidence concerning the educational value of visual culture, digital reflective practice, social-media trend formation, and the development of creative and critical-thinking abilities. This process helped establish relationships between cultural influences and fashion-design learning. The data indicate that film and popular culture have a considerable influence on fashion trends and fashion design education. 80% of respondents strongly agreed or agreed that films influence current fashion trends. This suggests that costumes, styling, colors, silhouettes, and accessories shown in films can influence the fashion choices of consumers and designers. Similarly, 80% of respondent**s** reported that celebrities and popular culture influence clothing choices. This demonstrates that public figures and entertainment media can play an important role in shaping contemporary fashion preferences.The findings also show that 83% of respondents agreed or strongly agreed that films provide inspiration for fashion design students. This indicates that films can serve as a valuable visual resource for studying costume design, color combinations, silhouettes, styling, cultural clothing, and different historical periods. Furthermore, 82% of respondents believed that popular culture helps students develop creative ideas. Exposure to different visual styles through films, music, social media, and celebrity fashion can encourage students to experiment with new concepts and develop their own design approaches.

FINDINGS

The findings indicate that film and popular culture have a substantial influence on fashion trends by providing visual references that audiences, designers, influencers, and brands reinterpret and circulate through digital platforms. Film costumes can influence clothing preferences and aesthetic perceptions, while social media accelerates the spread of fashion ideas and increases the role of influencers and online communities in trend formationThe findings also indicate that film and popular culture can be valuable educational resources in fashion design. When students analyze costumes, characters, cultural symbolism, colour schemes, silhouettes, styling, and visual narratives, they can develop visual research and conceptual-design skills. Digital reflective practices can further support creativity, self-awareness, and concept development, particularly when teachers provide appropriate guidance and mentorship. A further finding is that the educational value of popular culture

depends on critical engagement. Simply reproducing celebrity clothing or copying a film costume does not necessarily develop creativity. Students benefit more when they deconstruct cultural references, identify design principles, evaluate cultural meanings, and transform those references into original designs

Recent research connecting digital fashion literacy and critical thinking with creative-thinking ability supports this approachFinally, the findings suggest that fashion educators should balance popular-cultural inspiration with cultural awareness, originality, sustainability, and critical media literacy. Popular culture can encourage experimentation and engagement, but students should also be taught to recognize issues related to consumerism, stereotyping, cultural appropriation, and excessive trend-following. The findings further show that film and popular culture can be effectively used as educational resources in fashion-design education**.** Film costumes, characters, visual narratives, historical settings, and cultural themes can be incorporated into classroom activities such as mood-board development, fashion illustration, costume analysis, textile experimentation, and collection development. Students can examine films to understand colour combinations, garment construction, silhouette, styling, cultural symbolism, and character representation. Digital reflective practices have also been associated with creativity, self-awareness, and concept development among textile-design students

CONCLUSION

Film and popular culture have become powerful influences on contemporary fashion trends and fashion design education. Through cinema, television, music, celebrities, influencers, social media, and digital platforms, fashion ideas are communicated rapidly and continuously transformed by audiences and designers. The literature reviewed in this study indicates that film can function as a source of aesthetic and cultural education, while digital media has accelerated fashion-trend dissemination and expanded access to visual inspiration. In fashion education, these cultural resources can contribute to students' creative development when they are integrated through structured and critical learning activities. Film analysis, costume interpretation, digital exhibitions, social-media trend research, visual diaries, mood boards, and reflective design practices can encourage students to develop creativity, critical thinking, visual literacy, experimentation, and concept-development skills Research conducted in Pakistani textile-design education further demonstrates the potential of digital reflective practice to support creativity and understanding of design tasks. The study concludes that film and popular culture should be treated neither as simple entertainment nor as sources to be copied. Instead, they should be used as starting points for critical investigation and creative transformation. Fashion educators can help students move from imitation toward innovation by teaching them to analyze cultural references, question visual stereotypes, understand historical and social contexts, and develop original design responses. In this way, film and popular culture can become powerful pedagogical resources for preparing fashion students to participate creatively and critically in the rapidly changing contemporary fashion industry.

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