

FASHION AND TEXTILES TECHNOLOGY 30/40

Description

Fashion 30

This course expands and fine-tunes students' existing skills to design and create their products. It gives students a stronger, in depth background in designing and creating apparel by incorporating the draping method of design. Computer Assisted Design software will also be used in conjunction with the design methods.

Fashion 40

This course focuses on the students sewing and designing skills to produce a fashion collection made up of 6 pieces. Students will create, implement, illustrate and display their designs. Original designs will be implemented through pattern manipulation, computer aided design, drafting and/or draping.

Course Overview

Course Goals

Students should:

Essential Questions

- What leadership skills and knowledge are necessary to work effectively with individuals and cohorts?
- How do consumers utilize the principles of design to make informed textile and apparel decisions?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1](#) - Advanced Sewing Skills
- II. [Unit 2](#) - Draping
- III. [Unit 3](#) - Designing a 3 piece Collection
- IV. [Unit 4](#) - Career Choices in Fashion and Related Careers (30)
- V. [Unit 5](#) - FCCLA

Standards

[Family and Consumer Science Standards](#)

Connecticut State Standards are met in the following areas:

- *Textiles and Design*
- *Leadership*

Grade Level Skills

Students will:

- Skills Matrix

Pacing Guide

Pacing Guide									
1st Marking Period			2nd Marking Period			3rd Marking Period		4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Unit 1 <u>Advanced Sewing Skills</u> 13 weeks			Unit 2 <u>Draping</u> 3 weeks			Unit 3 <u>Designing a 3 piece Collection</u> 18 weeks		Unit 4 <u>Career Choices in Fashion and Related Careers (30)</u> 2 weeks	
Unit 5 <u>FCCLA</u> Ongoing									

Unit 1 - Advanced Sewing Skills, 13 weeks [top](#)

Standards

Textiles and Design

Students will analyze the principles of design as they apply to textiles and apparel.

Students will:

- demonstrate skills needed to produce, alter, or repair textiles products and apparel.

Unit Objectives

Students will be able to:

- describe the construction steps necessary for a tailored shirt (Fashion 30) or lined jacket (Fashion 40).
- evaluate proper construction for a tailored shirt (Fashion 30) or lined jacket (Fashion 40).
- evaluate textile use in designs.

Essential Question

- How do consumers utilize the principles of design to make informed textile decisions?

Focus Questions

- What construction techniques are necessary to get a well fitted shirt (Fashion 30) or lined jacket (Fashion 40)?
- Why is easing and /or gathering necessary for setting in a sleeve?
- What are the methods of applying interfacing to garments?
- How do the advanced sewing skills enhance the professional/tailored look of a garment?

Assessment

- Completed tailored shirt (Fashion 30) or jacket (Fashion 40)

Skill Objectives

Students will:

- construct the following portfolio samples:
 - Set-in sleeve
 - Collar with collar band
 - Cuff
 - Placket
 - Precise top stitching

Unit 2 – Draping, 3 weeks [top](#)

Standards

Textiles and Design

Students will analyze the principles of design as they apply to textiles and apparel,

Students will:

- demonstrate apparel and textiles design skills.

Unit Objectives

Students will be able to:

- identify key design parts of the mannequin.
- distinguish between a sloper and a pattern.
- identify the use of draping design equipment.

Essential Question

- How do consumers utilize the principles of design to make informed textile decisions?

Focus Questions

- How is patterns made through the draping methods of design?
- How can draping expand design capabilities?
- How is proper use of grain line and darts important to an accurate sloper?
- What are the skills needed to execute your own skirt design?

Assessment

- Draped design with corresponding paper pattern

Skill Objectives

Students will:

- drape a basic sloper (30-skirt, 40-bodice).
- transfer draped design to a paper pattern.

Unit 3 - Designing a 3 piece Collection, 18 weeks [top](#)

Standards

Textiles and Design

Student will analyze the principles of design as they apply to textiles, apparel, housing, interiors, and furniture.

Students will:

- demonstrate design ideas through visual presentation.

Unit Objectives

Students will be able to:

- determine how to put together a collection.
- identify the elements of a fashion story board.
- identify the difference between a croqui and a flat.

Essential Question

- How do consumers utilize the principles of design to make informed textile decisions?

Focus Questions

- What makes a collection?
- How is a collection presented?
- How does fashion sketching tell a collection story?
- What is a story board?

Assessment

- Finished 3-piece collection with story board

Skill Objectives

Students will:

- use the elements of design to put together a 3-piece collection.
- replicate their designs on croquis and flats.

Unit 4 - Career Choices in Fashion and Related Careers (30), 2 weeks [top](#)

Standards

Textiles and Design

Analyze the principals of design as they apply to textile, apparel, housing, interiors, and furniture.

Students will:

- analyze career paths within textile and design industries.

Unit Objectives

Students will be able to:

- identify various fashion careers.
- determine the education needed for a desired career path.

Essential Question

- How do consumers utilize the principles of design to make informed textile decisions?

Focus Questions

- What fashion careers are available?
- What is the training required for certain fashion careers?

Assessment

- Power Point presentation of a higher education institution for fashion and related careers

Skill Objectives

Students will:

- research various careers in the fashion industry.
- research a higher education institution profession.

Unit 5 - FCCLA, Ongoing [top](#)

Standards

Leadership

Students will develop leadership skills, which impact individuals, families, communities, and organizations.

Students will:

- integrate the concepts, strategies, and tools needed which contribute to personal growth, community leadership, democratic principles and social responsibility through participation in Family, Career, and Community Leaders of America (FCCLA).

Unit Objectives

Students will be able to:

- describe the importance of communication, teamwork, and leadership skills in the family, workplace, and community.
- identify education and training requirements and opportunities for career paths in textiles and apparel.

Essential Question

- What leadership skills and knowledge are necessary to work effectively with individuals and cohorts?

Focus Questions

- What ways can FCCLA help young people become leaders and address important personal, family, work and societal issues through Family and Consumer Sciences education?
- What kind of information activities and projects develop leadership skills and career development?

Assessment

- Students will develop a display board documenting and illustrating the work of one project. Each student will give a 4 – 5 minute presentation according to the national/state FCCLA rubrics.

Skill Objective

Students will:

- participate in local, state and/or national FCCLA events.