

Grade 8 Family & Consumer Sciences Fabric Art/Textiles

Description

Eighth grade students may elect Fabric Art/Textiles for one quarter of the year. There are two units, which include Quilt Design/Embroidery and Quilt Construction.

Course Overview

Course Objectives

Objectives are listed in the individual units.

Essential Questions

- How do we effectively utilize human, economic and environmental resources in our daily lives?
- How does the interaction of multiple life roles impact personal responsibilities toward family, work and community?
- How do consumers utilize the principles of design to make informed textile decisions?

Assessments

Common Assessments

- Evaluation rubric

Skill Assessments

- Printout of quilts produced from the software Electric Quilt
- Stitch out of an Embroidery Design
- Quilt project

Content Outline

- I. [Unit 1](#): Quilt Design/Embroidery
- II. [Unit 2](#): Quilt Construction

Standards

Connecticut State FCS standards are met in the following areas:

- *Career, Community and Family Connections*
- *Consumer Science and Family Resource Management*
- *Textiles and Design*

http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/fcs/fcs_912frameworks.pdf

Grade Level Skills

Fabric Art Textiles Skills

Machine Skills

- Thread a Computerized Sewing Machine

Sewing Skills

- ¼”seam
- Stitch Out an Intermediate Embroidery Design

Basic Sewing Tool Skills

- Rotary Cutter
- Quilt rulers
- Die Cut Machine

Construction Skills

- Assembly of all quilt layers
- Securing Quilt layers
- Quilt Blocks
- Borders
- Quilt

Computer Skills

		<ul style="list-style-type: none">• Design a Quilt using the Electric Quilt 6 Software• Create an intermediate Embroidery Design to be applied to a Quilt using 4D Embroidery Software
--	--	---

Pacing Guide

Marking Period

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1 <u>Quilt Design/Embroidery</u> 4 days								
				Unit 2 <u>Quilt Construction</u> 36 days				

Unit 1 – Quilt Design/Embroidery, 4 days [top](#)

Standards

Consumer Science and Family Resource Management

Students will evaluate management practices related to human, economic, and environmental resources.

Students will:

- describe the impact of technology on individuals and families.

Career, Community and Family Connections

Students will understand the interaction of multiple life roles with the responsibilities of family, work and community.

Students will:

- explore the impact technology has on careers, community and family.

Unit Objectives

Students will be able to:

- state the benefit of using computer software programs to design a quilt.
- describe computer aided quilt design.
- state the difference between a regular and computerized sewing machine.
- consider the uses of embroidery using the 4D software.
- employ an embroidery machine to embellish fabric.

Essential Questions

- How do we effectively utilize human, economic and environmental resources in our daily lives?
- How does the interaction of multiple life roles impact personal responsibilities toward family, work and community?

Focus Questions

- How can you use technology to assist in quilt design?
- What are the uses of 4D embroidery software?

Assessment

- Printout of quilts produced from the software Electric Quilt Stitch out of an Embroidery Design

Skill Objectives

Students will:

- design a Quilt Using a Quilt Software Program
- design a quilt using the electric quilt software
- select fabric by color, pattern and texture to achieve a specific quilt design
- print out quilt for use as a visual presentation of a quilt
- locate design tools on quilting software
 - sketchbook
 - fabric libraries
 - palette library
 - paintbrush
- Design an Embroidery using an Embroidery Software Program and then transfer design to EQ6 for placement

Unit 2 – Quilt Construction, 36 days [top](#)

Standards

Textiles and Design

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

Students will:

- identify colors lines, shapes, forms and textures.

Unit Objectives

Students will be able to:

- identify the three components of a quilt.
- discuss why a quilt is a piece of art work.
- explain why the use of color and color placement affect the quilt design.
- describe the quilting process.

Essential Question

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

Focus Question

- What is the process used in constructing a quilt?

Assessment

- Quilt

Skill Objectives

Students will:

- demonstrate how to properly use quilting tools.
- sew proper construction methods for:
 - seams: ¼” seam
 - quilt block
 - quilt borders
 - quilt back
 - quilt top
 - assembly for all quilt layers
 - securing quilt layers
- demonstrate proper threading of computerized sewing machine.
- perform basic operating procedures on a computerized sewing machine.
- transfer embroidery design from computer to sewing machine and stitch out.