

FASHION AND TEXTILES TECHNOLOGY 20

Description

This course is designed for students who are interested in refining sewing construction skills. Students will be introduced to a variety of advanced clothing techniques through the construction of four garments. Emphasis will be on commercial patterns and fitting methods. Students will have the opportunity to use state of the art machines with Computer Assisted Design capability. Students will plan and participate in the annual fashion show. The integration of Family, Career, and Community Leaders of America (FCCLA) will provide students with opportunities for leadership development, personal growth, and school/community involvement.

Course Overview

Course Goals

Students should:

Essential Questions

- 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?
- What traits that contribute to positive and caring relationships are necessary to develop?
- What leadership skills and knowledge are necessary to work effectively with individuals and cohorts?
- What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1](#) - Advanced Sewing Construction Methods
- II. [Unit 2](#) - Pattern Adjustment for Fit and Pattern Selection
- III. [Unit 3](#) - Design and Redesign
- IV. [Unit 4](#) - Fashion and Design Showcase
- V. [Unit 5](#) - FCCLA

Standards

[Family and Consumer Science Standards](#)

Connecticut State Standards are met in the following areas:

- *Career, Community, and Family Connections*
- *Textiles and Design*
- *Textiles, Apparel, Housing, Interiors, and Related Careers*

Grade Level Skills

Students will:

- Skills Matrix

	<ul style="list-style-type: none"> • <i>Interpersonal Relationships</i> • <i>Leadership</i> 	
--	---------------------------------------------------------------------------------------------------------------------	--

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			Unit 2			Unit 3		Unit 4	
<u>Advanced Sewing Construction Methods</u>			<u>Pattern Adjustment for Fit and Pattern Selection</u>			<u>Design and Redesign</u>		<u>Fashion and Design Showcase</u>	
10 weeks			10 weeks			6 weeks		8 weeks	
					Unit 5				
					<u>FCCLA</u>				
					Ongoing				

Unit 1 - Advanced Sewing Construction Methods, 10 weeks [top](#)

Standards

Career, Community, and Family Connections

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

Students will:

- develop and apply content specific service learning projects and activities.

Textiles and Design

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

Students will:

- use technologically advanced equipment.

Unit Objectives

Students will be able to:

- identify and implement advanced sewing terms.
- evaluate advanced features of the sewing machine.
- evaluate proper construction methods for:
 - welt seams
 - bound edge
 - flat felled
 - French seam
 - Ruffle- applied in a seam
 - invisible zipper
 - pleats
 - tucks curved seams
 - fly-front zipper
 - corded seam
- evaluate the use of computerized sewing equipment.
- determine the benefits of using sewing skills with the community.

Essential Questions

- 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?

Focus Questions

- How can the use of advanced construction techniques produce a professional looking garment?
- How can computerized sewing techniques enhance the look of the garment?
- How can sewing skills be used to benefit others outside the school community?

Assessments

- Constructed project for charity
- Sample portfolio

Skill Objectives

Students will:

- demonstrate a variety of machine feet to produce different stitches and finishes.
- identify and apply advanced computer generated designs in finished projects.
- implement computerized designs to projects.
- construct portfolio samples.

Unit 2 – Pattern Adjustment for Fit and Pattern Selection, 10 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:

- compare individual body measurements to commercial pattern standards.
- analyze special fabrics for construction use such as but not limited to:
 - Organza
 - Chiffon
 - Silk Shirting
 - Seersucker
 - Charmeuse
 - Tricot
 - Stretch terry
 - Gabardine
 - Corduroy
 - Flannel
 - Leather
 - Naps
 - Plaids
- identify the principals of design.

Essential Question

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

Focus Questions

- How do individual body measurements affect the garment fit?
- How does the muslin mock up aid in the fit of the garment?
- How does proper fabric selection produce desired results in garment production?
- How do the principles of design impact the fit and appearance of a garment?

Assessments

- Finished garment according to individualized specifications.
- Portfolio Samples

Skill Objectives

Students will:

- demonstrate advanced skills for producing and altering textile products and apparel.
- make and adjust a muslin mock up of garment for proper fit from a commercial pattern.

Unit 3 - Design and Redesign, 6 weeks [top](#)

Standards

Textiles and Design

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

Students will:

- evaluate design decision in relation to available resources and options.

Textiles, Apparel, Housing, Interiors, and Related Careers

Students will demonstrate the integration of knowledge, skills, and practices required for careers in textile and apparel.

Students will:

- demonstrate general procedures for business profitability and career success.

Unit Objectives

Students will be able to:

- utilize elements and principles of design appropriately in designing, constructing, and/or altering textiles products.
- analyze elements of fashion sketching.

Essential Questions

- How do consumers utilize the principles of design to make informed textile decisions?
- What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries?

Focus Questions

- What are the advantages of redesigning a previously used item or garment?
- How does fashion sketching visually affect the design process?
- What is the cost efficiency of using a recycled garment in a new design?

Assessments

- Portfolio sketches or display board
- Finished garment

Skill Objectives

Students will:

- design and produce a garment from existing materials.
- produce a fashion sketch of their design.
- compare and contrast a recycled garment vs. a new garment.

Unit 4 - Fashion and Design Showcase, 8 weeks [top](#)

Standards

Interpersonal Relationships

Students will demonstrate respectful and caring relationships in the family, school, workplace, and community.

Students will:

- apply teamwork and leadership skills in the family, workplace, and community.

Textiles and Design

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

Students will:

- become exposed to fashion history and elements of design.

Unit Objectives

Students will be able to:

- identify important segments of a fashion show.
- describe and identify fashion styles throughout the decades.

Essential Questions

- What traits that contribute to positive and caring relationships are necessary to develop?
- How do consumers utilize the principles of design to make informed textile decisions?

Focus Questions

- What are the elements of a successful fashion show?
- How does the history of fashion influence current fashion?

Assessments

- Fashion Show Production
- Fashion History Presentation

Skill Objectives

Students will:

- develop and execute a Fashion Show of projects for community.
- present important fashion looks from different decades.

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.