

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

FASHION AND TEXTILES
TECHNOLOGY 10

Board of Education Approved 06/24/2008

FASHION AND TEXTILES TECHNOLOGY 10

Statement of Purpose

This course is designed to explore and expand fashion, fabrics, and construction knowledge. Examining basic construction techniques and equipment gives insight to appropriate methods used for personal and commercial use. Emphasis on technology is used in a variety of sewing, construction, and creative methods.

Audience

Grades 9, 10, 11, 12

Prerequisites

None

Design and Description

The student will acquire and expand basic sewing skills through the use of commercial patterns and a portfolio. Students will construct a minimum of 4 sewing projects, each advancing in difficulty. The use of a technologically advanced state-of-the-art sewing and embroidery machine use will be explored and implemented.

Course Objectives

Students will be able to:

- describe basic sewing machine features.
- identify and explain use of proper sewing tools.
- perform basic operating procedures on the sewing machine.
- identify and implement sewing terms.
- describe characteristics of both natural and man-made fibers and fabrics.
- identify various fabric constructions (woven vs knit, one-way designs, etc.) and their terms.
- describe and assess effects of textiles characteristics on design, construction, care, use, and maintenance of products.
- examine the use of a commercial pattern in design.
- recognize pattern layout for individual projects.
- identify pattern markings and symbols.
- apply the steps in following a pattern instruction sheet.
- assess appropriate computer generated designs in finished projects.
- examine the principles of design in determining choice of a computer generated design
- 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.

Skill Objectives

Students will be able to:

- demonstrate proper threading of the sewing machine
- perform basic operating procedures on the sewing machine.
- demonstrate properly threading the sewing machine.
- demonstrate three methods for transferring pattern markings to fabric: tailor's chalk, tracing paper and wheel, tailor tacks.
- sew proper construction methods for:
 - seams: standard 5/8" seam
 - seam finishes: zig-zag, serged, pinked, pinked and stitch
 - darts: single-pointed, double-pointed
 - zippers: centered, lapped
 - hem finishes: hand and machine
 - buttons: hand and machine
 - machine buttonholes
 - closures: snaps, hook and eye, hook and loop tape
 - gathering
 - elastic casings
- apply elements and principles of design appropriately in designing, constructing, and/or altering textiles products.
- demonstrate basic skills for producing and altering textiles products and apparel.
- demonstrate an understanding of commercial pattern instructions, proper layout techniques, pattern markings, and symbols.
- download pre-existing designs from the internet to finished projects.
- upload and digitize original designs to finished products.
- apply appropriate computer generated designs in finished products.
- participate in local, state and/or national FCCLA events.

Family and Consumer Sciences Standards

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 become exposed to technology used to produce textile, apparel, and furnishings.

Textiles and Design

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

Students will evaluate fiber and textiles materials.

Students will use technologically advanced equipment.

Consumer Science and Family Resource Management

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

Students will utilize technology for individual and family resources.

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).

Information and Technology Standards (to be added)

Essential Questions

- What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries?
- How do consumers utilize the principles of design to make informed textile decisions?
- How do we effectively utilize human, economic and environmental resources in our daily lives?
- What leadership skills and knowledge are necessary to work effectively with individuals and cohorts?

Focus Questions

- What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries?
- How are correct sewing methods evaluated and chosen?
- How do correct notions and fabrics dictate professional design results?
- How do proper body measurements determine sizing in commercially produced patterns?
- How are calculations used to determine fabric yardage and pattern layout for projects?
- What tools are used to properly cut and mark fabric?
- How do computer aided designs enhance the finished product?
- What are the considerations in choosing an embroidery design?
- What are the principles of design that effect textiles and apparel decisions?
- 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?

UNITS of STUDY

Unit 1: Sewing Machine and Equipment

Fashion and Textiles Standard

Textiles, Apparel, Housing, Interiors, and Related Careers

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

Students will become exposed to technology used to produce textile, apparel, and furnishings

Essential Question

- What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries?

Focus Question

- What knowledge and implementation of using equipment properly results in successful sewing projects?

Core Topics

- Conventional Sewing Machine
- Computerized Sewing Machine
- Parts and Functions of the Sewing Machine
- Parts and functions of the Serger Machine

Unit Objectives

Students will be able to:

- describe sewing machine features.
- describe serger machine features.
- identify and explain use of sewing/serger machines.

Skill Objectives

Students will:

- review and demonstrate proper threading of the sewing machine.
- demonstrate basic and advanced sewing procedures on the sewing machine.

Sample Assessment

Stitch/Serge sample for portfolio

Pacing

2 weeks

Unit 2: Basic Construction, Fabrics, and Notions

Fashion and Textiles Standard

Textiles and Design

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

Students will evaluate fiber and textiles materials.

Essential Questions

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

Focus Questions

- How are correct sewing methods evaluated and chosen?
- How do correct notions and fabrics dictate professional design results?

Core Topics

- Fabric and Textiles
- Notions
- Construction Techniques

Unit Objectives

Students will be able to:

- identify and implement sewing terms.
- describe characteristics of both natural and man-made fibers and fabrics.
- identify various fabric constructions (woven vs. knit, one-way designs, etc.) and their terms.
- describe and assess effects of textiles characteristics on design, construction, care, use, and maintenance of products.

Skill Objectives

Students will:

- demonstrate three methods for transferring pattern markings to fabric: tailor's chalk, tracing paper and wheel, tailor tacks.
- sew proper construction methods for:
 - seams: standard 5/8" seam
 - seam finishes: zig-zag, serged, pinked, pinked and stitch
 - darts: single-pointed, double-pointed
 - zippers: centered, lapped
 - hem finishes: hand and machine
 - buttons: hand and machine
 - machine buttonholes
 - closures: snaps, hook and eye, hook and loop tape
 - gathering
 - elastic casings

Sample Assessment

Portfolio consisting of constructed samples

Pacing

6 weeks

Unit 3: Commercial Pattern Use

Fashion and Textiles Standard

Consumer Science and Family Resource Management

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

Students will utilize technology for individual and family resources.

Essential Question

- How do we effectively utilize human, economic and environmental resources in our daily lives?

Focus Questions

- How do proper body measurements determine sizing in commercially produced patterns?
- How are calculations used to determine fabric yardage and pattern layout for projects?
- What tools are used to properly cut and mark fabric?

Core Topics

- Understanding Patterns
- Preparing the Pattern
- Preparing the Fabric
- Laying out a Pattern
- Cutting and Marking Fabric

Unit Objectives

Students will be able to:

- examine the use of a commercial pattern in design.
- recognize pattern layout for individual projects.
- identify pattern markings and symbols.
- apply the steps in following a pattern instruction sheet.

Skill Objectives

Students will:

- apply elements and principles of design appropriately in designing, constructing, and/or altering textiles products.
- demonstrate basic skills for producing and altering textiles products and apparel.
- demonstrate an understanding of commercial pattern instructions, proper layout techniques, pattern markings, and symbols.

Sample Assessment

A finished product using a commercial pattern

Pacing

20 weeks (completion of 4 projects – one per marking period)

Unit 4: Computerized Technology

Fashion and Textiles Standard

Textiles and Design

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

Students will use technologically advanced equipment.

Essential Question

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

Focus Question

- How do computer aided designs enhance the finished product?
- What are the considerations in choosing an embroidery design?
- What are the principles of design that effect textiles and apparel decisions?

Core Topic

- Use of Computerized Software and Machine
- Uses of Technology in Garment Construction.

Unit Objectives

Students will be able to:

- assess appropriate computer generated designs in finished projects.
- examine the principles of design in determining choice of a computer generated design.

Skill Objectives

Students will:

- download pre-existing designs from the internet to finished projects.
- upload and digitize original designs to finished products.
- apply appropriate computer generated designs in finished products.

Sample Assessment

Using technology advanced equipment, students will use a principle of design on a finished garment.

Pacing

4 weeks

Unit 5: FCCLA

Fashion and Textiles Standard

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).

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?

Core Topics

- Family
- Careers
- Community
- Leadership

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.

Skill Objective

Students will:

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

Sample 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

Pacing

Ongoing throughout the school year