

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

FASHION AND TEXTILES
TECHNOLOGY 20

BOARD OF EDUCATION APPROVED 06/24/2008

FASHION AND TEXTILES TECHNOLOGY 20

Statement and Purpose

This course is designed to challenge students in making selections in the design & construction of clothing and textile related products. Previous knowledge & skills provide advanced level outcomes.

Audience

Grades 10, 11, 12

Prerequisites

Fashion and Textiles Technology 10

Design and 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 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	Ruffle- applied in a seam	fly-front zipper
bound edge	invisible zipper	corded seam
flat felled	pleats	curved seams
French seam	tucks	
- evaluate the use of computerized sewing equipment.
- determine the benefits of using sewing skills with the community.
- compare individual body measurements to commercial pattern standards.
- analyze special fabrics for construction use such as but not limited to:

Organza	Seersucker	Gabardine	Naps
Chiffon	Charmeuse	Corduroy	Plaids
Silk	Tricot	Flannel	
Shirting	Stretch terry	Leather	
- identify the principles of design.
- utilize elements and principles of design appropriately in designing, constructing, and/or altering textiles products
- analyze elements of fashion sketching.
- identify important segments of a fashion show.
- describe and identify fashion styles throughout the decades.

- 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:

- 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.
- 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.
- 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.
- develop and execute a Fashion Show of projects for community.
- present important fashion looks from different decades.
- participate in local, state and/or national FCCLA events.

Family and Consumer Sciences Standards

Textiles and Design

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

Students will use technologically advanced equipment.

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

Students will evaluate design decision in relation to available resources and options.

Students will become exposed to fashion history and elements of design.

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.

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.

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.

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

- 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?

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

- 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: Advanced Sewing Construction Methods

Family and Consumer Sciences 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.

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?

Core Topics

- Advanced Features of the Sewing Machine
- Advanced Construction Methods
- Use of the Computerized Sewing Machine
- Service Learning Project

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	Ruffle- applied in a	tucks curved
bound edge	seam	seams
flat felled	invisible zipper	fly-front zipper
French seam	pleats	corded seam

- evaluate the use of computerized sewing equipment.
- determine the benefits of using sewing skills with the community.

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.

Sample Assessments

- Constructed project for charity
- Sample portfolio

Pacing

10 weeks

Unit 2: Pattern Adjustment for Fit and Pattern Selection

Family and Consumer Sciences Standard

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.

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?

Core Topics

- Taking proper body measurements
- Comparing individual body measurements to a commercial pattern
- Making muslin mock up
- Fabric selection

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	Seersucker	Gabardine	Naps
Chiffon	Charmeuse	Corduroy	Plaids
Silk	Tricot	Flannel	
Shirting	Stretch terry	Leather	
- Identify the principals of design.

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.

Sample Assessments

- Finished garment according to individualized specifications.
- Portfolio Samples

Pacing

10 weeks

Unit 3: Design and Redesign

Family and Consumer Sciences 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.

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?

Core Topics

- Resources for Redesigns
- Fashion Sketching

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.

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.

Sample Assessments

- Portfolio sketches or display board
- Finished garment

Pacing

6 weeks

Fashion 20

Unit 4: Fashion and Design Showcase

Family and Consumer Sciences 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.

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?

Core Topics

- Production and Execution of a Fashion Show
- Fashion History

Unit Objectives

Students will be able to:

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

Skill Objectives

Students will:

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

Sample Assessments

- Fashion Show Production
- Fashion History Presentation

Pacing

8 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