

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

FASHION AND TEXTILES
TECHNOLOGY 30/40

Board of Education Approved 06/24/2008

FASHION AND TEXTILES TECHNOLOGY 30/40

Statement of Purpose

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.

Fashion 40:

Fashion 40 will provide students the opportunity to create an original fashion collection.

Audience

Fashion 30

- Grades 11, 12

Fashion 40

- Grade 12

Prerequisites

Fashion 30

- Fashion and Textiles Technology 10 and 20

Fashion 40

- Fashion and Textiles Technology 10, 20 and 30

Design and 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 Objectives

Students will:

- 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.
- identify key design parts of the mannequin.
- distinguish between a sloper and a pattern.
- identify the use of draping design equipment.
- determine how to put together a collection.
- identify the elements of a fashion story board.

- identify the difference between a croqui and a flat.
- identify various fashion careers.
- determine the education needed for a desired career path.
- 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:

- construct the following portfolio samples:
 - Set-in sleeve
 - Collar with collar band
 - Cuff
 - Placket
 - Precise top stitching
- drape a basic sloper (30-skirt, 40-bodice).
- transfer draped design to a paper pattern.
- use the elements of design to put together a 3-piece collection.
- replicate their designs on croquis and flats.
- research various careers in the fashion industry.
- research a higher education institution profession.
- participate in local, state and/or national FCCLA events.

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

Students will utilize technological advances as it applies to family, work, 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).

Textiles and Design

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

Students will demonstrate apparel and textiles design skills.

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

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

Students will demonstrate design ideas through visual presentation.

Information and Technology Standards (to be added)

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?

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?
- 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?
- What makes a collection?
- How is a collection presented?
- How does fashion sketching tell a collection story?
- What is a story board?
- What fashion careers are available?
- What is the training required for certain fashion careers?
- 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 Skills

Family and Consumer 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.

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?

Core Topics

- Interfacing (30)
- Set-in sleeve (30)
- Collar with collar band (30)
- Cuffs (30)
- Plackets (30)
- Bound Buttonholes (40)
- Linings (40)

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.

Skill Objectives

Students will:

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

- Precise top stitching

Sample Assessment

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

Pacing

13 weeks

Unit 2: Draping

Family and Consumer Standards

Textiles and Design

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

Students will demonstrate apparel and textiles design skills.

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?

Core Topics

- The anatomy of a mannequin
- Grain line
- Dart fitting
- Truing muslin to a paper pattern
- Incorporating correct pattern symbols
- Flat Pattern Making

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.

Skill Objectives

Students will:

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

Sample Assessment

Draped design with corresponding paper pattern

Pacing

3 weeks

Unit 3: Designing a 3 piece Collection

Family and Consumer 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.

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?

Core Topics

- Designing a collection
- Fashion sketching
- Fashion inspiration

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.

Skill Objectives

Students will:

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

Sample Assessment

Finished 3-piece collection with story board

Pacing

18 weeks

Unit 4: Career Choices in Fashion and Related Careers (30)

Family and Consumer 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.

Essential Question

How do consumers use the principals of design to make informed textile decision?

Focus Questions

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

Core Topics

- Careers in the fashion industry
- Educational paths in fashion

Unit Objectives

Students will be able to:

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

Skill Objectives

Students will:

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

Sample Assessment

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

Pacing

2 weeks

Unit 5: FCCLA

Fashion and Textiles 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).

Essential Questions

- 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