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	Essential Questions	Assessments
Objectives are listed in the individual units.	• 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?	*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
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		• ..\MS CURRIC DRAFT\FLOW CHART OF CURRICULUM GRADE 6-8\Fabric ArtTextiles Skills Flow Chart.doc

Pacing Guide								
Marking Period								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1 Quilt Design/Embroidery 4 days	Unit 2 Quilt Construction 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	Essential Questions	Assessment
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.	• 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?	• Printout of quilts produced from the software Electric Quilt Stitch out of an Embroidery Design

Lesson Planning Resources	Materials/Resources	Skill Objectives
• EQ 6 software – 1 license • 4D software – 1 license • <u>Simply Show Me Series</u> (Instructional DVD's for 4D Software program)	• 4D software with 22 licenses per school • EQ6 software with 22 licenses per school	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 o sketchbook

		○ fabric libraries ○ palette library ○ paintbrush - Design an Embroidery using an Embroidery Software Program and then transfer design to EQ6 for placement
Technology Resources - Computer lab - Instructional DVD 4D software - EQ6 software	**Differentiated Instruction** - Written and verbal instructions - Samples - Individualized instruction based on student need - Demonstration	**Enrichment/ELL** EQ6 & 4D both allow for students to further explore design options

Unit 2 – Quilt Construction, 36 days <u>top</u>

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	Essential Question	Assessment
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.	• How do consumers utilize the principles of design to make informed textile decisions? **Focus Question** • What is the process used in constructing a quilt?	• Quilt

Lesson Planning Resources	Materials/Resources	Skill Objectives

• Quilt Instruction Books
• Picture of Quilts
• Instructional DVD's
	• Die-Cut Machine
	• Sewing machines
	• Quilting notions and tools
	• Quilt fabric
	• Overlock machine
	• Irons
	• Three Computerized embroidery machines
	• Steam a Seam 2
		Students will:
		• demonstrate how to properly use quilting tools.
		• sew proper construction methods for:
		  o seams: ¼" seam
		  o quilt block
		  o quilt borders
		  o quilt back
		  o quilt top
		  o assembly for all quilt layers
		  o 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.

Technology Resources	Differentiated Instruction	Enrichment/ELL

• Computerized machines	• Written and verbal instructions • Samples • Individualized instruction based on student need • Demonstration • Size of Quilt	• Additional Embroidery Designs on Quilt • Decorative stitching