Clothing, Textiles, and Fashion 10, 30

Curriculum Guide

A Practical and Applied Art

Acknowledgements

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Introduction

Within Core Curriculum, the Practical and Applied Arts (PAA) is a major area of study that incorporates five traditional areas of Home Economics Education, Business Education, Work Experience Education, Computer Education, and Industrial Arts Education. Saskatchewan Education, its educational partners, and other stakeholders have collaborated to complete the PAA curriculum renewal. Some PAA curriculum guides have been updated; some components have been integrated, adapted, or deleted; some Locally Developed Courses have been elevated to provincial status; and some new guides have been developed.

A companion *Practical and Applied Arts Handbook* provides background on Core Curriculum philosophy, perspectives, and initiatives. The Handbook articulates a renewed set of goals for PAA. It presents additional information about the PAA area of study, including guidelines about work study, extended study, and the Transition-to-Work dimensions. In addition, a PAA Information Bulletin provides direction for administrators and others regarding the implementation of PAA courses. Lists of recommended resources for all guides will be compiled into a PAA Bibliography with periodic updates.

Philosophy and Rationale

The renewed Clothing, Textiles, and Fashion curriculum guide is designed to create awareness of the role of clothing, textiles, and fashion in our daily lives. Modules are developed for the student who has the desire to learn to sew and/ or design clothing and textile products. Modules will provide the student with the opportunity for achievement and success through a combination of theory and practical experiences within the school and/ or workplace.

With the trend toward self-employment and small business, the knowledge and skills acquired can be transferred into the world of work.

Aim, Goals, and Foundational Objectives

Aim

The Clothing, Textiles, and Fashion curriculum guide focuses on developing an understanding of key theoretical concepts and on practising skills associated with the areas of clothing, textiles, and fashion. There is a balance of personal and work-based skills promoted throughout the guide. Practical application of the knowledge and skills will be demonstrated in projects reflected at both the personal and work level.

Goals

Consumer Knowledge: To develop a knowledge base that will enable students to develop buying practices when shopping for clothing and textile products.

Personal Skills: To allow students to cultivate practical clothing skills that can be used in their daily lives.

Technological Advances: To gain knowledge of the changes in the production of clothing and in the textiles industries and how they influence the lives of people today.

Careers and Employment: To explore career opportunities that may lead to successful employment in the areas of clothing, textiles, and fashion.

Entrepreneurship: To develop entrepreneurial skills and evaluate opportunities within the textile and fashion industry.

Foundational Objectives

Foundational objectives are the major, general statements that guide what each student is expected to achieve for the modules of the PAA curriculum guide. Foundational objectives indicate the most important knowledge, skills, attitudes/values, and abilities for a student to learn in a subject. Both the Foundational Objectives for Clothing, Textiles and Fashion 10, 30 and the Common Essential Learnings (CELs) Foundational Objectives to be emphasized are stated in this document. Some of these statements may be repeated or enhanced in different modules for emphasis. The Foundational Objectives of the Core Modules of the Clothing, Textiles and Fashion 10, 30 curriculum include:

- To understand, develop, and apply the major concepts related to clothing construction.
- To provide a broad foundation of clothing design fundamentals and apply them to projects to meet individual needs.
- To generate an awareness of the factors that determine the appropriateness of successful design in apparel and textile products.
- To increase awareness of the economic and environmental influences on clothing decisions.
- To provide opportunities to use the decision making process in clothing selections.
- To identify and apply principles of clothing care.
- To develop skills in designing, restoring, or recycling clothing and textile items.
- To acquire an understanding of the concepts related to fitting standards and pattern alterations in the clothing and fashion industry and apply these concepts to the fit and appearance of a garment.
- To recognize that clothing, fashion, and textile items evolved from culture and reflect the economic, political, and social conditions of the times.
- To create a broad awareness of textiles uses in apparel, home furnishings, commercial furnishings, and industry.
- To examine, create, and evaluate a variety of textile design applications suitable for clothing and textile items.
- To explore and practise the fashion design process.
- To integrate classroom learning with work-related learning.
- To create an awareness of the careers and opportunities in the fields of clothing, textiles and fashion industries that exist in Canada.

Common Essential Learnings Foundational Objectives

The incorporation of the Common Essential Learnings (CELs) into the instruction of the Practical and Applied Arts curriculum offers many opportunities to develop students' knowledge, skills, and abilities. The purpose of the CELs is to assist students with learning concepts, skills, and attitudes necessary to make the transition to career, work, and adult life.

The CELs also establish a link between the Transition-to-Work dimensions and Practical and Applied Arts curriculum content. The Transition-to-Work dimensions included in the PAA courses are: apprenticeship, career development, community projects, employability skills, entrepreneurial skills, occupational skills, personal accountability, processing of information, teamwork, and work study/experience. Throughout the PAA curricula, the CELs objectives are stated explicitly at the beginning of each module. The CELs are coded in this document as follows:

COM	=	Communication
NUM	=	Numeracy
CCT	=	Critical and Creative Thinking
TL	=	Technological Literacy
PSVS	=	Personal and Social Values and Skills
IL	=	Independent Learning

It is anticipated that teachers will find additional ways to incorporate the CELs into their classroom instruction.

Course Components and Considerations

Each Secondary Level credit is based on 100 hours of instruction. It is necessary to provide a balance between theory and practice. The renewed Clothing, Textiles, and Fashion modules begin at the basic sewing level using commercial patterns, sewing machines, and sergers when available. Introductory modules from Clothing, Textiles, and Fashion 10 will be recommended for the Middle Level.

School and community diversity will determine the work study employment opportunities in your locale. The optional work

study component of 25 to 50 hours provides the student with the opportunity to apply classroom learning to the workplace setting and further develop career exploration. The work study component will be determined by arrangement with the employer, student and teacher monitor.

Career exploration, Transition-to-Work, and a smooth transition from high school to post-secondary education programs are important goals in all PAA courses of study. This course is a Practical and Applied Arts option that is a specified elective at the Secondary Level.

Work Study Component

Work Study provides students with an opportunity to enhance personal skills and to develop skills using industry equipment and standards not available in a school setting. Refer to the Work Study Guidelines, a section of the *Practical and Applied Arts Handbook* and to the *Work Experience Education Guide* (1989), for information on required and best practices for student preparation, employer partnerships, and teacher responsibilities.

Note: the *Work Experience Education Guidelines* are being renewed as the *Career and Work Exploration Curriculum Guide.*

Portfolios

A portfolio is a valuable organizer of student projects and assignments. Envelopes, files, binders, or folders serve to compile information over a term for each student. Each student should have a portfolio representing his or her work during the course. Students may construct portfolios in which to keep their work and assessments throughout the term. Two portfolios may be valuable: a "working portfolio" to collect ideas observations, notes and critiques, and a "presentation portfolio" to maintain completed work. By keeping track of this material, students are able to monitor their level of achievement. Additions to and revisions of the portfolio should be done at the end of each module.

When a teacher examines a student's portfolio in order to make a decision regarding student progress, the information it contains may becomes documented evidence for the evaluation.

A daily journal may also become a part of a working portfolio as a means of tracking the student's use of time and to record progress on ideas that are being developed. This will provide the student with a focus for self-directed or independent learning as well as an anecdotal record for part of the student's evaluation.

A portfolio related to Clothing, Textiles and Fashion may contain: sewing samples, fashion design illustrations, and photos of completed sewing projects.

Resources

To support the principle of Resource-based Learning a variety of instructional resources have been evaluated and recommended to support the teaching and learning of Clothing, Textiles, and Fashion. See the initial list for Clothing, Textiles, and Fashion 10, 30 that will eventually be compiled into a PAA bibliography.

Teachers should also check the department's Learning Resources Distribution Centre (LRDC) catalogue. An on-line ordering service is available.

The on-line version of this Guide is accessible at www.sasked.gov.sk.ca/docs/paa.html. It will be "Evergreened", as appropriate.

Assessment and Evaluation

Student assessment and evaluation is an important part of teaching as it allows the teacher to plan and adapt instruction to meet the specific needs of each student. It also allows the teacher to discuss the current successes and challenges with students and report progress to the parent or guardian. It is important that teachers use a variety of assessment and evaluation strategies to evaluate student progress. Additional

information on evaluation of student achievement can be found in the Saskatchewan Education documents entitled *Student Evaluation: A Teacher Handbook*, 1991, and *Curriculum Evaluation in Saskatchewan*, 1991.

Evaluation throughout the Clothing, Textile, and Fashion courses should be based upon the learning objectives outlined in the course of study. It is important to use a variety of assessment strategies to ensure an accurate evaluation of the student. The design of an evaluation matrix should reflect the amount of time devoted to each of the modules taught in the course. For example, if the Basic - Successful Sewing module is offered in the course, it could represent 25% of the student's evaluation in a 100 hour course offering.

Regular program evaluation could include a survey of parents, students, and employers to determine program effectiveness and need for change, if any. Information specific to program evaluation is found in Saskatchewan Education's *School-Based Program Evaluation Resource Book* (1989) and the *Practical and Applied Arts Handbook* (Draft 2000).

An example of an evaluation matrix follows:

Written Testing	20%
Projects and Research	60%
Assignments and Homework	10%
Classroom Presentations	10%

There are three main types of student evaluation: Formative, Summative, and Diagnostic.

Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress.

Summative evaluation occurs most often at the end of a module, or course, to determine what has been learned over a period of time.

Diagnostic evaluation usually occurs at the beginning of the school year or before a module of instruction to identify prior knowledge, skills or interests in the subject area.

Module Overview

Module Code	Modules	Suggested Time (hours)
CTFA01	Module 1: Introduction to Sewing (Core)	5-10
CTFA02	Module 2: The Basics: Successful Sewing (Core)	20-25
CTFA03	Module 3: Construction Details - Successful Sewing (Optional)	25-30
CTFA04	Module 4: Advanced Successful Sewing and Industrial Techniques (Optional)	25-30
CTFA05	Module 5: Design Fundamentals - A Wearable Art (Optional)	10-20
CTFA06	Module 6: Clothing Decisions (Optional)	10-15
CTFA07	Module 7: Redesign, Restore, or Recycle (Optional)	5-10
CTFA08	Module 8: Fitting and Pattern Alterations (Optional)	3-5
CTFA09	Module 9: Clothing: A Powerful Resource (Optional)	5-10
CTFA10	Module 10: Textiles: The "Science" of Fabric (Core)	15-20
CTFA11	Module 11: Textile Applications (Optional)	10-15
CTFA12	Module 12: Language of Fashion (Optional)	15-20
CTFA13	Module 13: Fashion Industry (Optional)	5-10
CTFA14	Module 14: You, as the Fashion Designer, and Related Careers (Core)	15-20
CTFA15	Module 15: Work Study Preparation and Follow-up Activities (Optional)	5-8
CTFA16	Module 16: Work Study (Optional)	25-50
CTFA17	Module 17: Extended Study (Optional)	5-20

Suggested Course Configurations

Module Code	Suggested Modules	Suggested Time (hours)
	Clothing, Textiles, and Fashion 10	
CTFA01	Module 1: Introduction to Sewing (Core)	5-10
CTFA02	Module 2: The Basics: Successful Sewing (Core)	20-25
CTFA03	Module 3: Construction Details - Successful Sewing (Optional)	25-30
CTFA05	Module 5: Design Fundamentals - A Wearable Art (Optional)	10-20
CTFA06	Module 6: Clothing Decisions (Optional)	10-15
CTFA07	Module 7: Redesign, Restore, or Recycle (Optional)	5-10
CTFA08	Module 8: Fitting and Pattern Alterations (Optional)	5-10
CTFA10	Module 10: Textiles: The "Science" of Fabric (Core)	15-20
CTFA17	Module 17: Extended Study (Optional)	5-20
	Minimum	100
	Clothing, Textiles, and Fashion 30	
CTFA04	Module 4: Advanced Successful Sewing and Industrial Techniques (Optional)	25-30
CTFA09	Module 9: Clothing: A Powerful Resource (Optional)	5-10
CTFA11	Module 11: Textile Applications (Optional)	10-15
CTFA12	Module 12: Language of Fashion (Optional)	15-20
CTFA13	Module 13: Fashion Industry (Optional)	5-10
CTFA14	Module 14: You, as the Fashion Designer, and Related Careers (Core)	15-20
CTFA15	Module 15: Work Study Preparation and Follow-up Activities (Optional)	5-8
CTFA16	Module 16: Work Study (Optional)	25-50
CTFA17	Module 17: Extended Study (Optional)	5-20
	Minimum	100

Core and Optional Modules

Module 1: Introduction to Sewing (Core)

Suggested time: 5 - 10 hours   **Level:** Introductory
Prerequisite: None

Foundational Objective
- To understand, develop, and apply the major concepts related to clothing construction.

Common Essential Learnings Foundational Objectives
- To strengthen students' knowledge, understanding, and applications of sewing terms and techniques. (COM)
- To demonstrate safe use and care of the sewing machine, serger, sewing and pressing equipment. (TL)

Learning Objectives	Notes
1.1 To identify the parts of the sewing machine and their functions. (COM)	Using the sewing machine and diagrams, identify and label the parts of the sewing machine. Describe the function of each part of the sewing machine.
1.2 To apply the basics of operating the sewing machine. (TL)	Describe and demonstrate procedures for operation of the machine. Include: • winding the bobbin • threading the machine and bobbin • replacement of the needle, presser foot, and slide plate • use of the hand wheel and the movement of the feed dogs • use of the presser foot • recognizing the proper stitch and tension • stitch length and backstitching • use of different machine stitches • resolving machine problems Construct a number of samples and activities to practise operating the machine and its special features. Mount the sample in notebook or portfolio for reference and review.
1.3 To identify the parts of the serger and their functions. (COM)	Using the serger and diagrams, identify and label the parts of the serger. Explain the difference between the serger and the sewing machine Discuss the function of each part of the serger. Demonstrate problems that may occur when using the serger.

1.4	To apply the basics of operating the serger. (TL)	Describe and demonstrate procedures for operating the serger. Include threading, basic sewing guidelines, chaining off, securing seam ends, etc.

Demonstrate simple serger sewing projects that are quick and creative ways to expand the use of the serger. This may include serging:
- a scarf
- a toque
- placemats
- pillows
- a tool wrap

Then, have the students serge a project. |
| 1.5 | To identify small equipment items and their use in constructing sewing projects. (COM) | List and demonstrate the proper use of small equipment used in constructing sewing projects. Include:
- measuring equipment - measuring tape, sewing gauge, hem gauge, etc.
- cutting equipment - shears, pinking shears, rotary cutter, seam ripper, etc.
- marking equipment - tracing paper and wheel, tailor's chalk, fabric marking pencils, etc.
- straight pins (dressmaker pins), pattern weights
- needles - sewing machine, hand needles, serger needles
- stitches construction aides - glue stick, basting tape, fusible web, fray check. |
| 1.6 | To identify pressing equipment and its use when sewing. (COM) | Identify the difference between pressing and ironing.

Describe the importance of pressing as you sew.

List the different pressing equipment and demonstrate how and where to use:
- iron and ironing board
- press cloth
- seam roll and paper strips
- sleeve board
- point press
- tailor's ham
- needle board
- press mitt.

Outline pressing techniques.

Discuss safety precautions one should use when using pressing equipment. Example: setting the temperature for the type of material. |

Learning Objectives	**Notes**

Demonstrate common mistakes in pressing. Examples:
- melting fabric
- interfacing sticking to iron
- pressing over pins

Discuss signs that indicate that the iron is too hot:
- fabric shine
- wrinkling
- melting fabric

Discuss indicators of the iron is being too cold:
- water leaking from iron
- wrinkles not being removed

Module 2: The Basics: Successful Sewing (Core)

Suggested time: 20 - 25 hours   **Level:** Introductory
Prerequisite: Module 1

Foundational Objectives
- To understand, develop, and apply the major concepts related to clothing construction.
- To provide a broad foundation of clothing design fundamentals and apply them to projects to meet individual needs.

Common Essential Learnings Foundational Objectives
- To strengthen students' knowledge, understanding, and applications of sewing terms and techniques. (COM)
- To demonstrate safe use and care of the sewing machine, serger, sewing and pressing equipment. (TL)
- To acquire and apply the knowledge to choose suitable commercial patterns, fabric, and notions for a sewing project. (CCT)

Learning Objectives	**Notes**
2.1 To demonstrate and practise the proper method of taking measurements for garment construction. (NUM)	Use charts and demonstration the proper method of taking measurements, required measurements, and pattern types and sizes. Have students determine pattern size. Have students take their own body measurements with the assistance of another individual.
2.2 To identify criteria in making pattern selections. (CCT)	Discuss the criteria such as pattern types and sizes, body types, sewing experience, time available, personal style, and taste. Teachers may suggest a number of patterns from which students may choose (use one single pattern for the entire class or leave selection to the individual student).
2.3 To identify the various types of information that may be found on a pattern envelope and how to use them. (COM)	The pattern envelope is an important source of sewing information. It offers guidelines for selecting and purchasing materials needed for a sewing project or garment. Using pattern envelopes, list the types of information one can find on the pattern envelope.
2.4 To apply knowledge about fibers and fabrics when choosing fabric and notions for a sewing project or garment. (CCT)	Explain how fabric construction and finishes affect the choice of fabric for a sewing project or garment. Refer to Module 10 for additional information. A woven non-slippery fabric is preferred for a first project. Discuss notions and their selection for co-ordination with the design of a garment or sewing project.

Learning Objectives	Notes
2.5 To analyze and interpret the instruction sheet, pattern pieces, and symbols. (CCT)	The pattern instruction sheet illustrates how to cut out and construct a sewing project or garment. Pattern symbols tell how to adjust a pattern, how to construct details, and how to sew pieces together. With the use of patterns, discuss information found on instruction sheets and pattern pieces.
2.6 To outline the procedures one should follow in preparing and cutting fabric for sewing.	Identify grains, bias, and selvage in various types of fabric.
	Describe the layouts based on width and nap of fabric, pattern size, and view.
	Demonstrate how to place a pattern piece on grain for the type of fabric being used.
	Determine whether the fabric is on grain, and if not, how it may be straightened.
	Discuss when and how fabric should be preshrunk.
2.7 To recognize the need to make pattern alterations. (NUM)	Explain the difference between fitting and altering.
	Discuss the importance of making adjustments to patterns before cutting the fabric; consider fashion trends. Compare wearing ease with design ease.
	Have students compare their measurements with those of the pattern and make the necessary alterations.
	Using 1/4 scale patterns, have students experiment with making lengthening and shortening alterations.
2.8 To identify and practise using various marking methods of transferring pattern symbols to the fabric. (TL)	Describe the purpose of transferring patterns symbols to the fabric.
	Demonstrate different methods of marking several types of fabric; mount these and place them in a portfolio.
	Have students make samples of marking methods on different types of fabric; mount and place them in a portfolio.

Learning Objectives	**Notes**
2.9 To become aware of interfacing and its purpose. (IL)	Describe types of interfacing and their use.
	Using samples, demonstrate the application of interfacing for special results or needs.
	Visit a fabric store to identify various types of interfacing.
2.10 To identify methods of constructing and finishing seams.	The type of seam or finish used on a sewing project or garment depends on the design of the project and type of fabric.

Explain why seams are finished.

Identify and practise making a number of seams.
- plain seam
- basted seam
- welt seam
- flat felled
- french
- double stitched
- serged (three thread serge, four thread serge)
- finishes: pinked, edge stitched, pinked and stitched, zigzagged.

Identify and practise making seam finishes:
- pinked
- edge stitched
- pinked and stitched
- zigzagged

Show how to mend a three corner tear.

Place samples in a portfolio.

Explain and demonstrate special techniques used to eliminate bulk or enhance the appearance of seams. Include the following:
- clipping
- trimming
- grading
- easing
- notching

Have students make samples of the seams and finishes, then mount them in their portfolios.

Learning Objectives	**Notes**

2.11   To gain knowledge on special sewing terminology. (COM)

Describe terminology related to construction and sewing of projects and garments. Include:
- staystitching
- top stitching
- clean finishing
- understitching
- easing and gathering
- casings
- types of hems
- hand stitches - basting, running
- sewing on buttons
- patch pockets

2.12   To apply sewing techniques and skills in a sewing project or garment. (IL)

Have students sew a project to develop and apply the above techniques and skills. Possible projects could include:
- boxer shorts
- pull on pants
- pull on skirt
- sweat shirt, bunny hug
- sport bag, tote bag, backpack
- stuffed toy or pillow
- locker organizer

Module 3: Construction Details - Successful Sewing (Optional)

Suggested time: 25 - 30 hours   **Level:** Introductory
Prerequisite: Modules 1 and 2

Foundational Objectives
- To understand, develop, and apply the major concepts related to clothing construction.
- To provide a broad foundation of clothing design fundamentals and apply the fundamentals to projects to meet individual needs.
- To acquire an understanding of the concepts related to fitting standards and pattern alterations in the clothing and fashion industry and apply these concepts to the fit and appearance of a garment.

Common Essential Learnings Foundational Objectives
- To strengthen students' knowledge and understanding and application of sewing terms and techniques. (COM)
- To develop students' abilities to meet their own learning needs. (IL)

Learning Objectives	Notes
3.1 To gain knowledge and skills on special sewing techniques. (COM)	Explain and demonstrate a number of special sewing techniques at the construction level. Include: • machine buttonholes • zippers - center and lapped • darts • pleats and tucks • gathers • collars • sleeves - set in and raglan • interfacing • in seam pockets • facings • cuffs • hooks and eyes • dome fasteners • waistbands Have students sew and mount samples. Place in a portfolio.
3.2 Identify requirements and techniques when sewing active wear.	Describe the characteristics of active wear fabrics. Include: • comfort • versatility • warmth • protection • breathable • wind resistant • water repellent or resistant Analyze research on active wear fabrics and techniques.

Learning Objectives	**Notes**

3.3   To demonstrate competency in using intermediate level sewing techniques. (IL)

Have students select and complete a sewing project or garment to demonstrate understanding and skills using techniques not previously used. Examples of projects may include:

- windsuit or jacket
- swim wear
- polar fleece jacket
- ski jacket or pants
- skirt or pants with zipper, side pockets and waistband
- unlined jacket
- shirt with collar, sleeves, cuffs, and buttons
- garment for another individual
- upholstery cushions.

Take pictures of projects. Place these in the students' portfolio and/or use them to promote the clothing program.

Module 4: Advanced Successful Sewing and Industrial Techniques (Optional)

Suggested time: 25 - 30 hours   **Level:** Advanced
Prerequisites: Modules 1, 2, and 3

Foundational Objectives
- To understand, develop, and apply the concepts related to clothing construction.
- To provide a broad foundation of clothing design fundamentals and apply the fundamentals to projects to meet individual needs.
- To acquire an understanding of the concepts related to fitting standards and pattern alterations in the clothing and fashion industry and apply these concepts to the fit and appearance of a garment.

Common Essential Learnings Foundational Objectives
- To strengthen students' knowledge, understanding, and application of sewing terms and techniques. (COM)
- To acquire and apply knowledge when choosing a suitable commercial pattern, fabric, and notions for a sewing project. (CCT)
- To develop students' abilities to access knowledge. (IL)

Learning Objectives	Notes
4.1 To gain knowledge and skills of advanced sewing techniques. (COM)	Explain and demonstrate a number of special advanced sewing techniques. Include: • bound buttonholes • interfaced lapels • welt pockets • tailoring techniques • invisible zippers • lining and underlining • sewing with special fabrics - velvets, leather, beads, lace, satin. Identify characteristics of a tailored jacket or coat. Apply knowledge and skills in fitting and sewing a tailored garment. Place samples in a portfolio.
4.2 To demonstrate advanced sewing techniques in the assembly of a project. (TL)	Have students sew a project using the advanced and tailoring techniques. Suggested projects: • grad dress • special occasion dress or gown • tuxedo • tailored jacket or blazer • lined garment • First Nations' ceremonial dress • quilting • window treatment The teacher must evaluate the student's sewing skills and help determine a project suitable to the student's ability, to ensure a successful project.

Learning Objectives	**Notes**

4.3   To explore industrial and quick sewing techniques. (IL)

Discuss the differences between home sewing and industrial sewing, including techniques.

Demonstrate some of the techniques. Some techniques could include:
- cutting, marking, and bundling
- curves
- pockets
- darts
- flat felled seams
- zippers
- waistbands
- mitering

Have the students sew projects using the industrial or speed sewing techniques. Example: sew jerseys for a school team.

Visit a business where garments or textiles products are produced by industrial techniques and construction methods such as assembly line or piece work. Investigate job training and career opportunities in conjunction with the visit.

Place photographs of projects in a portfolio.

Module 5: Design Fundamentals - A Wearable Art (Optional)

Suggested time: 10 - 20 hours   **Level:** Introductory
Suggested time is variable to reflect students' background, as design fundamentals may have been studied in Interior Design 30, Arts Education, or Design Studies.
Prerequisite: None

Foundational Objectives
- To provide a broad foundation of clothing design fundamentals and apply the fundamentals to projects to meet individual needs.
- To understand, develop, and apply the major concepts related to clothing construction.

Common Essential Foundational Objectives
- To understand and use the terminology applied in the field of clothing, textile, and fashion. (COM)
- To explore and apply the design fundamentals effectively to apparel and textile design. (CCT)

Learning Objectives	**Notes**
5.1 To identity the elements of design. (COM)	Explain the importance of design fundamentals. Define the elements of design: - line - colour - texture - pattern - shape/form - space
5.2 To create an awareness of the dimensions of line and how various effects can be achieved by manipulating lines. (CCT)	Discuss the various types of lines and their dimensions. Demonstrate the effects that lines convey. Include: - direction - horizontal, vertical, curved, diagonal and zigzagged - width - length Collect illustrations of clothing that have various types of lines. Identify the dominant lines and describe the effect of those lines.

Learning Objectives	**Notes**
5.3 To examine the application of line in clothing.	Lines are incorporated in two basic ways: structural and decorative. Discuss the function of decorative and structural lines in clothing.
	Collect and analysis illustrations of clothing and textile items for the use and effect of structural and decorative lines.
5.4 To develop an understanding of how lines can create illusions. (CCT)	Demonstrate with silhouettes or basic shapes how lines or combinations of lines can create optical illusions to emphasize, minimize or camouflage a body shape.
	Explain how to use lines to the best advantage in clothing to enhance the appearance of the body shape.
	Examples of lines in clothing that are used to create optical illusions are: • arrow • Y line • T line • straight line • width of the panel
5.5 To recognize the messages conveyed by clothing and their effect on individuals.	Define "colour" as it is perceived by the psychologist, artist, chemist, and physicist.
	Explain the importance of messages conveyed by colour in areas of symbolism, feelings, and optical illusions; for example, warm and cool colours, moods.
5.6 To identify and use the vocabulary of colour. (COM)	Define the terms as they relate to colour and give examples of each. Terms: • hue • value • intensity • chroma • tint • shade
	Using design plates, have students experiment with changing hues, values, and intensities.

Learning Objectives	**Notes**

5.7 To develop an understanding of how a colour scheme and illusions are developed. (CCT)

Define primary, secondary, and intermediate colours.

List several fashionable names for the different colours. Examples: rose, dusty rose, aquamarine. Explain the different colour schemes or harmonies:
- neutral
- accented neutral
- monochromatic
- analogous
- complementary
- double complementary
- triadic

Discuss how to use colour schemes or harmonies in coordination of pleasing outfits and wardrobe planning.

Using fashion illustrations or clothing, analyze and develop pleasing colour schemes.

Demonstrate with the use of illustrations on clothing how illusions can be created with colour. Examples include:
- placement of colour
- lighting
- amount of colour
- warm or cool colours
- value and intensity of colour

5.8 To increase knowledge in the selection of colours that are becoming for an individual. (COM, PSVS)

Choose clothes in colours that flatter a person's hair, eyes, and skin tones and analyze why they appear becoming.

Create illusions based on personal colouring, body shape, and personality.

Colour coding is one way to categorize an individual and his or her becoming colours. One colour coding method is based on the seasons and their palette. Do personal colour coding with the students.

Learning Objectives	**Notes**

5.9   To develop an understanding of the effect of clothing silhouettes and how it can be used in designing clothing. (CCT)

Identify the basic shapes or silhouettes used in clothing. Include:
- natural
- tubular
- full
- bell

Discuss how shape varies with fashion trends and styles.

Examine facial shapes and their influence on one's choice of clothing.

Using illusions, videos, or the Internet of current fashion trends, research the shapes and body image portrayed by the media.

5.10   To explore texture and the application to clothing.

Define "texture".

Explain the difference between visual and tactile texture.

Blindfold students, have them feel objects and describe the textures.

Examine clothing worn by students and describe the different textures used in the clothing.

Discuss illusions created by textures or combination of texture in clothing.

5.11   To identify pattern and its application to apparel and textile items.

List types of patterns. Include:
- naturalistic
- geometric
- stripes
- plaids
- floral
- abstract

Discuss how fabric with a pattern can be used to create illusions.

5.12   To examine space and its application to apparel and textile items. (NUM)

Define "space".

Study illustrations or articles of clothing for spacing of details on outfits. Examples include: pockets, buttons.

Learning Objectives	Notes
5.13 To increase awareness of the principles of design and the effect on clothing. (COM)	Explain the principles of design and the use in clothing. Principles of design include: • balance • proportion • rhythm • emphasis • unity
5.14 To create body shape illusions with apparel designs using the design fundamentals.	Using the common figure types, discuss clothing styles and outfit recommendations based on the design fundamentals. Highlight physical assets and camouflage figure liabilities. Examples of common figure types: • tall and thin • tall and heavy • short and thin • short and heavy • top heavy • thick middle • hip heavy • average
5.15 To apply the concepts of this module to clothing.	Create a bulletin board to illustrate the design fundamentals. Have students do a figure analysis assignment, applying the design fundamentals to their clothing choices.

Module 6: Clothing Decisions (Optional)

Suggested time: 10 - 15 hours   **Level:** Introductory
Prerequisite: Module 5

Foundational Objectives
- To increase awareness of the economic and environmental influences on clothing decisions.
- To provide opportunities to use the decision-making process in clothing selections.
- To identify and apply principles of clothing care.

Common Essential Learning Objectives
- To acquire knowledge and apply principles of wardrobe planning in keeping with present roles, personal lifestyles, and family clothing budget. (CCT)
- To apply consumer knowledge when selecting and caring for clothing and accessories. (IL)

Learning Objectives	Notes

6.1   To develop an awareness of wardrobe planning. (PSVS)

Define "wardrobe planning".

Discuss the importance of wardrobe planning . In planning your wardrobe, consider the following factors:
- activities, including work and leisure
- individual personality
- economic situation
- present wardrobe and accessories
- design fundamentals and optical illusions
- fabric choices
- your needs and wants
- your lifestyle
- family and community values and standards
- geographical location
- shopping facilities
- special needs of the individual
- fashion trends and fads
- clothing care

Invite a wardrobe consultant to speak to the class on wardrobe planning. Interview several people for suggestions in coordinating a wardrobe. (Discuss mix and matching techniques.)

Plan and illustrate wardrobes with basic items, extenders, and accessories for individuals in various roles in our society; for example, high school student, working person, a person with a disability. Consider wardrobe clusters.

Learning Objectives	**Notes**
6.2 To analysis one's present wardrobe to determine needs, wants, and changes. (CCT)	Discuss the difference between a need and a want.
	Take an inventory of your present wardrobe including accessories and shoes. Evaluate it for what you have and changes that could be made.
	Plan a fantasy or holiday wardrobe. Justify the need or use for each item you selected.
	Plan a wardrobe using a proposed clothing budget. Ask students to compare plans with each other.
	Demonstrate how to mix and match clothing to create new outfits and extend the wardrobe collection. Using pictures or garments, list all the possible combinations.
	Discuss how accessories can extend and add variety to your wardrobe.
6.3 To examine factors to consider when deciding to buy, sew, or recycle clothing.	Discuss the advantages and disadvantages of ready-to-wear, sewing, or recycling.
	Using the decision-making process, show how the gaps in your wardrobe can be filled.
	Debate: Sewing vs ready-to-wear clothing.
6.4 To recognize the factors involved in clothing purchases. (CCT)	Discuss the following considerations when making clothing purchases: • activities including work • quality • fit • care • cost • brand names and labels • growth allowance or wearing ease
	Examine ready-to-wear clothing for seam widths, linings, seam finishes, width of hems, and alteration possibilities.
	Interview an adult on how he/she recognizes quality or what he/she looks for in purchasing clothing.
	Develop a checklist for fit, workmanship, and quality, to be used for clothing purchases.
	Using the checklist to analyze clothing.

Learning Objectives	**Notes**

6.5   To research where clothing purchases can be made. (IL)

List places where to shop and compare their advantages and disadvantages. Some places to consider are:
- department stores
- boutiques and specialty shops
- factory outlets
- second hand stores
- home shopping networks
- the Internet
- a catalogue
- discount stores

Visit clothing outlets and compare similar articles for quality and care.

6.6   To apply principles of clothing care to students' own clothing. (CCT)

Proper daily, weekly, and seasonal care of clothing enhances its appearance and prolongs its life. Outline the daily care clothing requires:
- putting on and taking off properly
- clothing suitable for special activities
- repairs
- proper methods of storage

Demonstrate clothing repair techniques:
- patching
- rips and mending
- darning
- using an iron on fabric
- using decorative stitching or application

Outline seasonal care clothing requirements such as cleaning before putting clothing away or storing.

Describe methods of storing clothing.

Select specific items of clothing and explain proper care and storage for each; for example, winter boots, coats, and wool sweaters.

6.7   To demonstrate proper laundry processes.

Interpret care labeling symbols to establish the correct cleaning procedures for:
- dry cleaning
- washing
- bleaching
- drying
- ironing

Examine care labeling symbols on clothing items and interpret what care should be done.

Visit a dry cleaning business to learn about the processes and products used and investigate dry cleaning career opportunities. (PSVS)

Outline the steps involved in laundering clothes:
- stain removal
- sorting
- washing
- drying

If laundry equipment is available, demonstrate steps involved in laundering clothing and textile items.

Evaluate laundry and textile care products based on criteria such as:
- cost
- effectiveness
- performance
- environmental sensitivity

Using stained fabric samples, evaluate the effectiveness of different laundry products. Stress the importance of removing the stain as soon as possible.

6.8   To analyze the clothing needs of individuals. (CCT)

Clothing can be adapted for individuals with special needs to make body movements easier, more comfortable, and less confining.

Describe needs in clothing for individuals in specific groups:
- infants and babies
- toddlers and preschoolers
- children
- teens
- adults
- elderly
- person with special needs and/or physical disabilities
- pregnant women

Interview individuals from the above groups as to their needs and clothing selection. Report back to the class. (PSVS)

Invite a person who works with a disability group or a person with a disability to speak to the class about adaptations and alterations that must be made to clothing for comfort, convenience, and or proper fit.

Plan a wardrobe for an individual with special needs.

Design and sew, adapt, or alter a garment for an individual with special needs or a disability.

Module 7: Redesign, Restore, or Recycle (Optional)

Suggested time: 5 - 10 hours   **Level:** Introductory
Prerequisite: Modules 1 and 2

Foundational Objectives
- To understand, develop, and apply the major concepts related to clothing construction.
- To provide a broad foundation of clothing design fundamentals and apply the fundamentals to projects to meet individual needs.
- To increase an awareness of the economic and environment influence on clothing decisions.
- To explore and practise the fashion design process.

Common Essential Learning Objectives
- To demonstrate redesigning, restoring, or recycling of clothing or a textile item. (CCT, TL)
- To redesign and update garments to fit your wardrobe needs. (NUM)
- To recycle clothing and textile items through repair, customizing, redesign, or surface embellishment. (NUM, IL)

Learning Objectives	Notes
7.1 To create awareness of how clothing textile items may be redesigned or recycled.	Explain the difference between redesign, restore, and recycle. Discuss why one would redesign, restore, or recycle clothing and textile items. Consider factors such as: • money • creativity • individuality • skills • needs • equipment List ways that clothes may be redesigned, restored, or recycled. Declare "A Mending Day", and have students bring items to repair.
7.2 To demonstrate creative ways to redesign clothing. (CCT)	Brainstorm and discuss ideas to redesign such as: • piecing or patchwork • use of special fabrics - leather, lace or applique • use of decorative embroidery • trims • paints and dyes Display pictures or items of redesigned clothing or textile items on a bulletin board. Suggested title for the bulletin board, **"Cures for Sick Clothes"**. Bring articles of clothing to class that you and students no longer wear or use. Have the class decide how to redesign or recycle each. The students develop and complete the changes. Have the class bring clothing they no longer wear to class. Sort and deliver the clothing to charitable organizations such as Value Village, Community Living or other charitable organization in the community.

Learning Objectives	**Notes**

7.3   To develop a redesign or recycle project. (IL)

Choose an item that you could be recycled or redesigned. Display or model the finished project to promote redesigning or recycling items.

Possible projects:
- change collars or necklines
- add, replace or remove details (example pockets)
- change a sweater to a vest or cardigan
- change a dress to a skirt and blouse
- reuse fabric from a garment for another use
- make a toque from a sweater
- make stuffed animals and pillows from used clothing
- make fabric from garments into quilts
- convert neckties into skirts or vests
- apply appliques to jackets.

Work with a drama group and assist in designing and sewing costumes from recycled clothing and textile items; for example, old velvet draperies for robes.

Consult the *Theatre Arts 20, 30 Curriculum Guide*.

7.4   To adapt a garment to meet the special needs of an individual.

Redesign or modify ready-to-wear clothing for:
- comfort
- people with a disability
- a pregnant woman

Module 8: Fitting and Pattern Alterations (Optional)

Suggested time: 3 - 5 hours   **Level:** Introductory
Prerequisites: Modules 1, 2, and 3

Foundational Objectives
- To acquire an understanding of the concepts related to fitting standards and pattern alterations in the clothing and fashion industry and apply it to the fit and appearance of a garment.
- To understand, develop, and apply the major concepts related to clothing construction.

Common Essential Learning Objectives
- To acquire knowledge and skills in recognizing and evaluating fit in a garment. (CCT)
- To strengthen students' knowledge and understanding of how to compute, measure, estimate, and interpret numerical data related to clothing construction, and when to apply these skills and techniques. (NUM)

Learning Objectives	**Notes**
8.1 To recognize good fit in apparel. (CCT)	Brainstorm characteristics of good fit. Some factors to consider are:

Brainstorm characteristics of good fit. Some factors to consider are:
- comfort
- darts in the correct position
- easing without pulling or stretching - wearing ease
- length suitable for style and individual
- straight hanging seams

Visit a clothing store and have students try on different sizes of an outfit for fit. Try on school or team clothing in various sizes. Discuss fit of the various sizes.

Discuss figure variations and their effects on how clothing fits.

Develop a checklist to follow for proper fit. Basic guideline could include:
- collar and neckline
- armhole seam
- chest (bust) and back
- sleeves
- buttons and buttonholes
- jacket or coat fit over other clothing
- waistline or waistband
- hip area
- crotch area
- zipper
- pleats and gathers
- pant legs
- hemlines
- seamlines

Demonstrate how to make alterations on ready-to-wear garments for better fit.

Discuss how the evaluation of fit relates to fashion and style (baggy pants with long crotch depth vs. fitted jeans).

Learning Objectives	**Notes**
8.2 To determine when to make pattern alterations by comparing your measurements with those of the pattern. (CCT)	Identify how to compare an individual's measurements with a pattern measurements (NUM). Demonstrate basic pattern alterations. Include: • lengthening • shortening • crotch depth • sleeve length • chest (bust) adjustment • waist increase or decrease • hip increase or decrease • shoulder line • round shoulders • broad shoulders Have students use 1/4 scale patterns and practise the alterations and their techniques. Place these in a portfolio. Review pattern alterations in relations to figure problems. Have student make alterations on a ready-to-wear garment to improve the fit. Invite a person to the class who makes alterations to clothing as his/her career. Have the individual explain or demonstrate techniques he/she may use and discuss job opportunities in that field of sewing.

Module 9: Clothing: A Powerful Resource (Optional)

Suggested time: 5 - 10 hours   **Level:** Introductory
Prerequisite: None

Foundational Objectives
- To recognize that clothing, fashion, and textile items evolved from culture and reflect the economic, political, and social conditions of the times.
- To provide opportunities to use the decision-making process in clothing selections.

Common Essential Learning Foundational Objectives
- To analyze how clothing fulfills physical, psychological, social, and aesthetic needs. (CCT)
- To support students in coming to a better understanding of the personal, moral, social, and cultural aspects of their expression of fashion. (PSVS)

Learning Objectives	Notes
9.1 To examine factors that reflect why people wear clothing.	Clothing is worn for many reasons. List reasons why people wear clothing. Include: • protection - climate and weather, safety and sanitation • modesty - standards based on ethics and customs • identification - uniforms, insignias, styles, and colours • status • adornment - decoration • function Compare today's clothing with an earlier period to identify why people selected their clothing. Discuss how clothing reflects the times. (PSVS) Discuss how economic and political situations impact fashion. Illustrate how social stratification is reflected in clothing practices. Working in small groups, list clothing and accessories that people wear for protection, adornment, modesty, identification, and status.

Learning Objectives	**Notes**

9.2   To explore the relationship between clothing behaviour and one's well being. (CCT)

Outline aspects of clothing behaviour such as:
- choice of clothing
- amount of money spent
- manner in which clothing is worn

Research and show the relationship between clothing behaviour and emotional well being. Discuss how people feel when their dress is appropriate and becoming. Explain the use of fashion therapy in working with the emotionally and mentally ill.

Identify how clothing is used as a defense mechanism. Defense mechanisms include:
- rationalization
- projection
- compensation
- identification
- idealism
- regression
- repression
- insulation

Describe outfits that would illustrate each of the defense mechanisms and/or describe situations and outfits that determine the defense mechanism being used.

9.3   To identify personality types and their influence on clothing behaviour. (COM)

Define "personality" and "stereotype".

Identify personalities and stereotypes from television and movies. Describe how clothing is used to portray each type.

Explore different personality types, then illustrate clothing typical to that personality type.

Have students choose a personality type and come to class dressed as that type. Report to the class how he or she felt when dressed as that personality type; for example, school clicks. (PSVS)

Through activities, have the student try to identify their personality type.

Learning Objectives	**Notes**

9.4   To become more objective in the interpretation of clothing cues and messages.

Clothing cues are important in the non-verbal messages they give. Brainstorm messages given by clothing. Messages communicated depends on:
- people involved
- social context
- place
- situation
- occasion or activity
- period in time
- emotional state

View pictures of people dressed in various ways and discuss the messages portrayed.

Role play several situation in which clothing could affect the outcome. Examples: a job interview or a social situation. (PSVS)

Discuss the effect of clothing on others. Examples:
- cleanliness
- neatness
- style

9.5   To explore the work environment and the typical expectation about appearance and dress.

Research the basic professional image types and report back to the class. The types include:
- physical and labour
- creative and communications
- sales and service
- executive and administration

Discuss stereotyping the dress of different occupations.

Discuss the impact of 'dress down days' on an individual's perception. (PSVS)

Choose an occupation and investigate the type of clothing and appearance recommended for it.

Invite people from different occupations to talk to the students about appearance and dress for work.

Module 10: Textiles: The "Science" of Fabric (Core)

Suggested time: 15 – 20 hours   **Level:** Introductory
Prerequisite: None

Foundational Objectives
- To create a broad awareness of textiles uses in apparel, home furnishings, commercial furnishings, and industry.
- To generate an awareness of the factors that determine the appropriateness of successful design in apparel and textile products.
- To examine, create, and evaluate a variety of textile design applications suitable for clothing and textile items.
- To create an awareness of the careers and opportunities in the fields of clothing, textiles, and fashion industries that exist in Canada.

Common Essential Learnings Foundational Objectives
- To enable students to understand and use the terminology associated with textiles. (COM)
- To develop an understanding of how textiles and fashion are created, evaluated, refined, and changed and how products evolve for consumer use.

Learning Objectives	Notes

10.1 To identify textile terminology. (COM)	Using samples, explain a number of terms related to textiles:
	• fiber – staple, filament
	• natural fibers
	• manufactured fibers
	• yarns
	    • monofilament, multifilament
	    • spun
	    • twist
	    • textured
	    • novelty
	    • simple yarn
	        • ply
	        • cord
	    • complex yarn
	        • nub
	        • bouclé
	        • gimp
	        • chenille
	        • slub
	• weft or filling yarns
	• warp yarns
	• fabric
	• combination yarns
	• blends
	
	Place samples in the portfolio.
	
	Develop textile terminology into a matching or reading assignment.

| **Learning Objectives** | **Notes** |

10.2   To identify the sources, processing, characteristics, and uses of natural fibers. (COM)

Distinguish between natural plant and animal fibers:

Plant sources:
- cotton
- linen
- ramie
- hemp
- jute

Animal sources:
- wool
- silk
- angora
- camel's hair
- mohair
- alpaca
- vicuna

Research an assigned fiber for source, advantages, disadvantages, and end uses. Present the research to the class through a commercial, poster, or presentation format.

Conduct burning (odor, bead, ash), chemical, and microscopic natural fiber tests. Prepare a resource manual. With the manual, identify an unknown fabric sample.

Examine a variety of natural fabric samples and determine suitable personal, interior, and industrial uses.
- cotton – corduroy, flannel, velveteen, broadcloth, denim, terry towel
- wool – crepe, worsted
- silk – broadcloth
- linen – handkerchief, tea toweling

10.3   To describe consumer symbols for natural fibers. (COM)

Show examples of:
- seal of cotton
- woolmark label
- wool blend symbol

	Learning Objectives	**Notes**

10.4   Identify the sources, processing, characteristics, and uses of natural fibers. (CCT)

Distinguish between cellulosic fibers made from wood pulp and non-cellulosic fibers made from carbon, hydrogen, nitrogen, and oxygen molecules:

Cellulosic:
- Rayon
- Acetate
- Triacetate

Non-cellulosic:
- Nylon
- Polyester
- Polypropolene
- Acrylic
- Modacrylic
- Olefin
- Spandex
- Metallic
- Glass
- Aramid
- Rubber

Conduct burning, chemical, and microscopic manufactured fiber tests and add to the resource manual started with natural fibers. Using the manual, identify an unknown manufactured fiber sample.

Become familiar with generic and trade mark names associated with manufactured fibers.

Research a manufactured fiber. Include the following: name of person or company and date the fiber was first manufactured, manufacturing process used, interior, and industrial uses of the fiber.

See Module 10.2 Natural Fiber notes for other ideas.

10.5   To analyze fiber characteristics found in fabrics and determine the desirability. (CCT)

Explain fiber characteristics and examine a variety of fabrics for these characteristics:
- Tensile strength
- Resilience
- Absorbency
- abrasion resistance including pilling
- wrinkle resistance
- shape retention
- moisture wicking
- washability – including general, farm chemical, oil field, soiled
- static electricity

Test a number of fiber characteristics from a variety of fabrics.

Learning Objectives	Notes

10.6 To compare and contrast the characteristics of natural and manufactured fibers used together in a blend or combination yarn. (CCT)

Using a catalogue, record fabric blends and percentages.

If possible, visit a fabric or clothing store to examine the fiber content. Note the variety of effects created by blending fibres. Explain why the different fibers were used together.

10.7 To identify and describe different ways in which yarn is made into fabrics. (COM)

Explain the different methods of making fabrics and use fabric samples to identify the methods:
- weaving
- knitting
- felting
- netting

Introduce fabric characteristics:
- type of construction
- texture
- hand
- weight

10.8 To examine woven fabric for crosswise and lengthwise grain, filling and warp yarns, selvage, and true bias. (COM)

Introduce the basic weaves:
- plain
- twill
- satin
- pile

Use strips of coloured paper for yarn, recreate plain, twill, and satin weaves.

Introduce fabric names associated with the different weaves. Display samples.

Have a community person demonstrate how to prepare yarn for weaving, show the loom parts, different loom types, and the weaving process.

Examine other weaves:
- leno
- jacquard
- dobby

Examine a variety of textile fabrics to identify various weaves. (CCT)

List basic weave variations:
- basket
- rib
- herringbone
- sateen

Learning Objectives	**Notes**

10.9   To explore knitting process in making fabric. (COM)

Introduce the knitting process. Explain the difference between weft and warp knits. Discuss the characteristics and suitable uses for each. Give examples of fabric names used for weft and warp knits.

Weft or filling knits:
- single knit
- jersey or plain knit
- purl knit
- rib knit
- double knit

Warp knits:
- tricot
- raschel knit

10.10   To examine other processes of fabric construction.

Introduce other processes of fabric construction:
- non-woven – felting, interfacing, disposable diapers, batting
- bonded – fusible web, rubberized rain wear
- laminated – foam between outer and backing layers
- stretch – swim and exercise wear
- laces and nets
- braid – shoelaces, trims
- quilted – batting in between fabric layers

Make a felted or quilted fabric; then make the fabric into an accessory or make a braid or lace; then apply it as trim to an accessory.

10.11   To examine and explore fabric colouration and printing processes. (CCT)

Introduce colouring and printing terminology and processes.

Define gray goods.

Define colour and printing processes, include bleaching and dyeing. Dyes may be natural and synthetic.

Define colourfast.

Some methods of dyeing include:
- fiber – stock, solution
- yarn
- piece – cross, vat
- product
- resist – batik, tie dye

Some printing processes include:
- roller
- screen
- rotary screen
- heat transfer
- flock
- block

Collect a variety of fabric samples. Identify a possible dye or printing method used to colour the fabric.

Test a variety of unwashed coloured fabrics for colourfastness.

Dye or print a fabric. Make the fabric into an accessory or garment.
Techniques to use may include:
- silk screening
- tie dying
- block printing

Note: Printed fabric may have been designed in art class.

Research natural dyeing techniques. Experiment with the processes using pieces of muslin.

Explain fabric finish terminology using samples.

10.12   To identify fabric finish terminology. (COM)

Define the following terms:
- permanent
- durable
- temporary
- renewable

10.13   To describe and evaluate a variety of chemical and mechanical finishes. (CCT)

Introduce chemical finishes and identify some trade names:
- antistatic
- flame-resistant
- crease-resistant
- soil release
- water-repellent
- waterproof
- stain-resistant
- wrinkle-resistant
- mildew-resistant
- moth-resistant

Learning Objectives	Notes

Introduce mechanical finishes and identify some trade names:

- brushing – napping
- beetling
- calendaring
  - emboss
  - rubbing
- cutting
- compressive shrinking
  - preshrinking
  - fulling
- drying and stretching
  - heat setting
  - crabbing
  - tentering
- shearing
- pressing

Design and cut out a garment from a piece of cardboard. Choose to illustrate fiber content, dyeing or printing method used, and chemical and mechanical finishes. Describe your garment to the class and explain the reasons for your choices.

Collect a variety of fabrics with different chemical and mechanical finishes. Test the finish for effectiveness and record results. When possible, launder the sample, test for effectiveness and reapply the finish. Record and discuss the results.

Make bingo cards. In each square list examples of different fabrics, weaves, dyeing methods, and finishes. Visit a fabric store or use a catalogue to find examples for each square. Record results.

10.14 To explore textile careers.

Brainstorm careers related to textiles. Present an oral report on a textile-related career.

10.15 To consider textile consumer information and protection legislation in Canada.

Introduce:
- Textile Labeling Act
- Sleepware Flammability Regulations

Make a garment hang tag.

10.16 To examine new textiles as they come on the market.

Provide media clips and when possible samples of new textiles.

Module 11: Textile Applications (Optional)

Suggested time: 10 - 15 hours   **Level:** Advanced
Prerequisite: None

Foundational Objectives
- To examine, create, and evaluate a variety of textile design applications suitable for clothing and textile items. (CCT)
- To generate an awareness of the factors that determine the appropriateness of successful design in apparel and textile products.
- To develop skills in designing, restoring, or recycling clothing and textile items.
- To recognize that clothing, fashion, and textile items evolve from culture and reflect the economic, political, and social conditions of the times.
- To create a broad awareness of textiles uses in apparel, home furnishings, commercial furnishings, and industry.

Common Essential Learnings Foundational Objectives
- To understand how technology influences the fashion industry. (TL)
- To support students in coming to a better understanding of the personal, moral, social, and cultural aspects of their expression of fashion. (PSVS)
- To develop students' abilities to meet their own learning needs. (IL)

	Learning Objectives	**Notes**
11.1	To identify traditional, cultural, (ethnic) and contemporary methods of textile design.	Visit a craft show. Prepare an oral or written report for the class that includes the type of products sold, the price range, and types of people who attended the show.
		Invite an elder, a member of the Saskatchewan Craft Council, or a community person to demonstrate traditional, cultural, or contemporary methods of textile design. (PSVS)
		Invite a member from the Saskatchewan Textiles Firm to your class or tour a worksite.
		Have students develop a portfolio of textile design ideas.
11.2	To increase awareness of the wide variety of surface designs available for embellishing sewing projects.	Demonstrate a number of surface design methods: • hand embroidery – counted cross-stitch, silk ribbon, crewel, needlepoint • machine embroidery – decorative stitching • decorative overlock (serger) stitching • fraying • appliqué • fabric painting Some suggested techniques for fabric painting include: • fabric paint tube – stencil • sponge • brush, or • splatter painting.

	Some ideas for creating blocks for block printing include the use of:
	• kitchen or sewing tools
	• design cut into a vegetable (potato, turnip, carrot)
	• design cut into linoleum
	• beads, buttons, trims, bias tape, nail heads
	• scanning a design
	• quilting
	• silk screening
	• patchwork
	• cut work – done by hand or using a sewing machine
	Have students complete a number of samples to put in a portfolio or on a bulletin board. (CCT)
	Invite members of the community to visit the class to demonstrate textile design and show samples.
11.3 To increase awareness of a variety of fiber crafts that can be used to create apparel or an accessory.	Through the use of samples and demonstration, introduce a number of fiber crafts:
	• knit – hand or knitting machine
	• crochet
	• macramé
	• lace work
	• needlepoint
	Samples could be put into a portfolio or on a bulletin board. (TL)
11.4 To create awareness of textile design methods.	Through the use of samples and demonstration, introduce a number of colour application methods:
	• tie dye
	• batik
	• splatter painting – using a toothbrush or spray bottle
	Samples could be put into a portfolio or on a bulletin board. (CCT)
11.5 To explore the computer as one of the tools used by textile designers. (TL)	Using their portfolio of textile design ideas, have the students create a textile design. Keep in mind:
	• one way and two way designs
	• colouration
	• design repeats
	• end use of design – apparel or furnishings
	• scanning parts of a design – copyright must be considered
	• motifs

	Learning Objectives	**Notes**

11.6   To create and evaluate a personal textile application project. (IL)

Using the student portfolio as a starting point, complete a project using one or more of the textile applications studied in class.

Examples of projects to embellish may include:
- pencil case
- pillow
- tool or cooking apron
- pillowcase
- gift bag
- tote bag
- sweat band
- boxer shorts
- ready made garment
- towels
- dance, skating, gymnastics, Halloween costumes
- vest
- tie
- moccasins
- mitts

Upon completion, students will evaluate their project.
- Students may wish to complete a project for gift giving.
- Students may display their projects in class, in the school showcase, or in the community.

11.7   To explore entrepreneurial opportunities. (NUM)

Have students make their projects into kits. Write instruction sheets to be included in the kits. Determine the selling price.

Have students sell their projects within the school or community.

Have the class complete a number of the same items for an upcoming event:
- convention or conference
- curling bonspiel

Brainstorm personal characteristics and abilities that would be valuable for a person who wished to start a personal business. Invite such a business person to class, if available.

11.8   To discover types of fabric design and the relationship of fabric design to the finished garment.

Differentiate among pattern, motif, and fabric design.

Design fabric motifs.

Module 12: Language of Fashion (Optional)

Suggested time: 15 - 20 hours   **Level:** Advanced
Prerequisite: None

Foundational Objectives
- To provide opportunities to use the decision-making process in clothing selections.
- To recognize that clothing, fashion, and textile items evolve from culture and reflect the economic, political, and social conditions of the times.
- To explore and practise the fashion design process.
- To create an awareness of the careers and opportunities in the fields of clothing, textiles, and fashion industries that exist in Canada.

Common Essential Learnings Foundational Objectives
- To understand and use the terminology associated with the fashion industry. (COM, TL)
- To develop an understanding of how textiles and fashion are created, evaluated, refined, and changed, and how they evolve into products for consumer use. (CCT)
- To support students in coming to a better understanding of the personal, moral, social, and cultural aspects of their expression of fashion. (PSVS)
- To develop students' abilities to meet their own learning needs. (IL)

Learning Objectives	**Notes**

12.1   To identify fashion terminology.
          (COM)

Define the terms:
- fashion
- fashion terms – style, classic, fad (craze)
- avant-garde
- old-fashion - retro
- fashion cycle
- fashion silhouette
- haute couture

Interview parents, grandparents, or older persons to find out what clothing styles, fabrics, accessories, hairstyles, and colours they wore when they were teenagers.

Prepare a written report which could include pictures and fabric samples.

Look through old yearbooks, catalogues, or magazines; then describe the style for that year. Compare the past styles with today's styles.

Analyze the fashions that are currently being worn by students; then identify each as a classic, fad, avante-garde, retro, or status symbol.

Have students bring photographs or garments from past years. Prepare a presentation or fashion show with the items.

Learning Objectives	**Notes**

12.2   To observe that fashion is an evolutionary process that is affected by social, economic, and political influences.

Every new style is an adaptation or an extension of a previous style. For this reason, clothing is studied from a historical viewpoint. Use a Costume History Time Line when presenting the social, economic, and political influences that have had an effect on men's and women's fashion over the years:

- Ancient times
- Byzantine and Dark Ages
- Middle Ages
- Renaissance
- Seventeenth Century
- Eighteenth Century
- Nineteenth Century
- Twentieth Century – by decade
- First Nations

Note: Basic Fashion Drawn Objective 14.2 may be introduced at this time.

Research the changes in men's or women's clothing from 1947 to the present. Write and illustrate your report using original drawings as well as copies of pictures. Construct a Costume History Time Line and fill in the important events that have occurred since 1947. (IL)

Choose a period of history. Research it thoroughly and write a report on mode of dress for the period. Include illustrations. Oral history could be part of the research.

Watch a video noting the costumes worn by the actors. Describe or illustrate the costumes, then discuss how the costumes reflect the attitudes and values of the period.

Work with a local museum to prepare a new display or exhibit on history of costume.

Design a draped or wrapped garment using a square or rectangular piece of fabric. Demonstrate and model the design.

Learning Objectives	**Notes**
12.3 To research Canadian fashion designers and the Canadian fashion industry. (IL)	Research a provincial or national person involved in the Canadian fashion design industry. Include the market segment he/she designs for and explain his/her career track. Some designers are: • First Nations and Métis designers • Alfred Sung • Simon Chang • Linda Lundstrom • Pat McDonagh • Bob Tan Investigate the following: • Fashion Canada • Fashion Designers Association • Festival of Canadian Fashion • Fashion Design Scholarships and Awards Discuss the work of a fashion designer in the ready-to-wear industry. Explore mentorship in the fashion industry.
12.4 To discuss international fashion designers and the International Fashion Industry. (PSVS)	Research a fashion designer from a country other than Canada. Some countries are: • United States • Italy • Great Britain • France
12.5 To describe the development of haute couture and explain how the industry is changing.	Research the changes in the French fashion industry. **Note**: Flat patterns, computer-assisted garment design, or both can be used depending on the available resources.
12.6 To examine the basic styles of a garment.	Identify basic garment styles: • dress • skirt • shirt • coat and jacket • pant Write a narration for a fashion show that describes current or historical garment styles.

Learning Objectives	**Notes**

12.7   To determine the clothing details that are used to recognize, understand, and interpret fashion cycles and silhouettes. (CCT)

Identify basic garment parts:
- neckline styles
- collar styles
- sleeve styles
- pocket styles

Choose three different collar and sleeve styles; creatively combine the selected styles into six totally different shirt designs. Attach fabric swatches. Present the designs and fashion drawing you have sketched or traced. Place them in a portfolio.

From current newspapers, fashion magazines, and catalogues, find samples of men's, women's, and children's wear. Label the styles of the different garment parts. (IL)

Module 13: Fashion Industry (Optional)

Suggested time: 5 - 10 hours   **Level:** Advanced
Prerequisite: Module 12

Note: Objectives 13.1 and 13.2 may have been integrated into previous modules.

Foundational Objectives
- To explore and practise the fashion design process.
- To integrate classroom learning with work-related learning.
- To create an awareness of the careers and opportunities in the fields of clothing, textiles, and fashion industries that exist in Canada.

Common Essential Learnings Foundational Objective(s)
- To promote both intuitive, imaginative thought, and the ability to evaluate ideas and processes for clothing design and construction.

Learning Objectives	**Notes**
13.1 To examine the scope of careers in the fashion industry. (CCT)	Use a variety of resources to compile a list of careers. Obtain a commercial pattern and mount the contents and envelope. Describe the jobs of employees who contributed to the design, production, packaging, and selling of the pattern. Investigate a fashion-related entrepreneurial business. Share the findings with the class. Chart the five steps in the merchandising process. List individual careers at each step. • design • manufacturing • promotion • distribution • retailing Identify post-secondary institutions that offer fashion industry programs.
13.2 To explore the scope of careers in the textile industry. (CCT)	Research a variety of textile careers: • merchandise/sales • textile design artist • engineer • assembly line worker • journalist

13.3   To investigate a fashion industry   Students should:
        career pathway.   • complete an aptitude and interest survey
                                                 • investigate where required education and training could be obtained
                                                 • suggest related work experience opportunities
                                                 • brainstorm ideas on how to build up a network of contacts
                                                 • prepare a résumé and cover letter

                                                 Model a career pathway and a career track.

13.4   To present the option of translating   Define the terms:
        a fashion industry career pathway   • job
        into a career track.   • career
                                                 • career planning
                                                 • entry level job
                                                 • management – lower, middle, upper

                                                 Explain how individuals would begin an entry level job, then progress to a
                                                 fashion industry career of their choice.

                                                 Interview a person in the fashion industry. Find out his/her career track.
                                                 Report to the class.

Module 14: You, as the Fashion Designer, and Related Careers (Core)

Suggested time: 15 - 20 hours   **Level:** Advanced
Prerequisites: Modules 1, 2, 3, 8, and 12

Foundational Objectives
- To explore and practise the fashion design process.
- To create an awareness of the careers and opportunities in the fields of clothing, textiles, and fashion industries that exist in Canada.

Common Essential Learnings Foundational Objectives
- To recognize situations where measurement is necessary and select the appropriate measuring tools (including non-standard units). (NUM)
- To develop creative and technical abilities related to fashion design. (TL)
- To develop students' abilities to access knowledge. (IL)

Learning Objectives	Notes

14.1   To create a croquis. (IL)

A croquis is the first rough sketch of a garment design.

Step One
Using the specific proportions of the fashion figure and the grid, sketch a female and/or male croquis.

Step Two
Instruct students on how to draw a rough sketch of body parts for the croquis:
- face
- hands and fingers
- feet

Step Three
Instruct students on how to incorporate simple gestures using arm and leg variations.

Collect a variety of fashion poses for reference when fashion sketching.

Find a variety of fashion poses. Discuss how the mounted pose is suited to the fashion design.

Invite a model or a person from a modeling agency to demonstrate fashion poses. A discussion of career opportunities could be included.

Learning Objectives	**Notes**

14.2   To discover and explore sketching techniques to create fashion illustrations. (IL)

Find a fashion photograph showing the entire figure. Complete a fashion sketch from the photograph.

Using geometric forms and lines, design an outfit suitable for a specific figure type. Review Module 5.14 Optical Illusion. Some figure types are:
- tall and thin
- tall and heavy
- short and thin
- short and heavy
- top heavy
- thick middle
- hip heavy
- average

Design a costume for a drama, skating, dancing, or gymnastics performance. Consult the *Theatre Arts 20, 30 Curriculum Guide*.

Using a historical costume as an inspiration, design a garment that would be worn today.

Note: Croquis and fashion sketches could be placed in a portfolio.

14.3   To explore the application of colour and pattern to a fashion design. (IL)

Using a fashion illustration, create a print or pattern, then apply the colour. Place these in a portfolio or on a bulletin board.

14.4   To identify methods of designing a garment pattern. (COM)

Show examples of:
- flat patterns
- draping
- drafting (computer-assisted garment design and traditional methods)

14.5 To identify terms, tools, and equipment related to flat pattern designing.

Flat pattern work starts with a basic commercial pattern that has previously been altered to fit the individual. The pattern work consists of changing the altered basic pattern to make a pattern for a chosen design. The work is done in paper on a flat surface.

Note: Preparing a flat pattern is pattern making, not pattern alteration. A knowledge of flat pattern techniques will contribute to a better understanding of pattern alterations. The teacher may wish to demonstrate the design techniques using full, half, or quarter scale patterns. (NUM)

14.6	To explore and apply flat pattern design techniques using a commercial pattern. (IL)	Make a flat pattern for a fashion illustration that the student has created. The garment should be constructed in muslin at the very least. Evaluate the fit.
14.7	To assess and adapt a flat pattern design to meet a special need or clientele. (CCT)	Consider pattern changes to accommodate various needs: • person in a wheelchair • recent hip surgery • cast • young child who wants to dress himself/herself • visually impaired person • body size • senior citizens in a home • crutches • limited dexterity Investigate special needs for clothing within your community by visiting a senior care home or hospital. (Optional)
14.8	To design a flat pattern from a set of body measurements. (IL)	Use body measurements to design a simple pattern. Test the pattern by sewing the garment in at least muslin and evaluate the fit. Required ease must be added to the pattern. Students may design a pattern for themselves or someone else.
14.9	To develop and apply knowledge, skills, and techniques necessary to operate a computer to design a garment. (TL) (Optional)	Using the computer as a designing tool, create a garment pattern which includes the following pattern details: • grainline • center front/center back • notches/dots • seam and hemlines • darts • optional details – pockets, yokes, facing, waistband
14.10	To demonstrate skills required to produce a computer designed pattern that incorporates design details, required pattern information and layout. (TL) (Optional)	Design a guide sheet for the garment pattern started in Module 14.9. Using the completed pattern and guide sheet, cut out and sew the garment. Evaluate the completed project.

Module 15: Work Study Preparation and Follow-up Activities (Optional)

Suggested time: 5 - 8 hours   **Level:** Advanced
Prerequisite: None

Foundational Objectives
- To develop workplace skills that may lead to successful employment.
- To recognize how the work skills developed in the classroom will be used to meet workplace expectations.

Common Essential Learnings Foundational Objectives
- To be aware of the role partnerships play in a work study situation. (COM)
- To use a wide range of language experiences: listening, speaking, writing, and reading that are required in the workplace. (COM)
- To gain an understanding of personal and moral issues in the workplace. (PSVS)

Note: Other CELs may be emphasized.

	Learning Objectives	**Notes**
15.1	To be aware of the expectations of each of the partners in the work study component.	In order to establish a successful working relationship with all of the partners involved in the workplace, it is important to define the expectations of each partner. For a list of roles and responsibilities of the business, personnel, manager, teacher monitor, school, parent, and student, see the Work Study Guidelines for the Practical and Applied Arts included in the *Practical and Applied Arts Handbook*.
15.2	To determine factors that would affect student contribution in the workplace. (CCT)	Brainstorm a list, then verify through experience. The list may include previous work experience, volunteer work, teamwork activities, and extra curricular participation within the school.
15.3	To build good communication skills for the workplace. (COM, PSVS)	Discuss verbal and non-verbal communication. List some ways in which negative non-verbal communication may be displayed. Encourage students to role play ways of demonstrating effective techniques of verbal communication on the job when giving or receiving instructions and resolving conflict. Use case studies, and divide the students into groups to role play how the effective use of communication may resolve conflict on the job.
15.4	To develop a resumé that may be forwarded to a potential employer. (CCT, COM)	The student will develop a resumé using the correct format. The resume may be used to introduce the student to the employer of a workplace site prior to an interview. Place the resumé in a portfolio.

Learning Objectives	**Notes**

The resumé: Teachers are encouraged to work with other staff members to ensure resumé preparation is covered. Resumé work is suggested in *English Language Arts 20 and A30, Information Processing 10, 20, 30*, and *Career and Work Exploration* curricula.

Students should save the resumé on a computer disk and update it during the course, as changes need to be made and references added.

15.5 To determine student guidelines in preparation for an interview. (COM)

Through class or small group discussions students may list guidelines for an interview. The instructor may add missing items to the list.

Outline and describe the **three stages of an interview**. Point out to the students at what stage of the interview each of their previously discussed guidelines will be used.

The **greeting** involves an introduction between the student and employer. Discuss or demonstrate how this should be done.

The **exchange** is the longest part of the interview where the employer asks a series of questions and engages in a dialogue with the student about information on the resumé and other matters relating to the job.

The **parting** provides closure to the interview and may be just as important as the greeting. Explain how this can be done.

Provide the students with a list of questions frequently asked by employers or ask students to make a list. Students may role play the stages of the interview.

15.6 To discuss the post interview.

After the student has completed the interview with the employer, do a follow-up activity. Review the interview with the student using the three stages as points for discussion.

Learning Objectives	**Notes**

15.7   To develop a procedural guide for the work site.

Discuss with the student any issues identified in Objective 15.5, prior to student placement.

Discuss the following worksite items with students.
- transportation
- hours of work
- absence and tardiness
- procedures for conflict resolution
- role of the student, teacher, and workplace supervisor
- dress code
- job description
- school and employer expectations

Using concrete examples, have students solve problems related to the worksite items above.

Situations may be role played.

15.8   To relate feedback from the work placement.

Students provide feedback about the work placement including: where they were placed, type of business, duties, most rewarding experience, most difficult situation, and how they handled it.

Note: It is recommended that each student send a thank you note or card to the employer upon the completion of each work placement. If more than one placement has been made in the course, follow-up activities must be completed after each placement.

Ensure that students understand these guidelines by asking students to describe each of these items.

Note: Look for opportunities to introduce and reinforce ideas about Labour Standards, Occupational Health and Safety, and WHMIS. Use the *Career and Work Exploration Curriculum Guide*, the *PAA Handbook,* the Saskatchewan Labour website (http://www.readyforwork.sk.ca), and other recommended resources.

Module 16: Work Study (Optional)

Suggested time: 25 - 50 hours minimum   **Level:** Advanced
Prerequisite: Module 15

Foundational Objectives
- To create an awareness of the careers and opportunities in the fields of clothing, textiles, and fashion that exist in Saskatchewan and other provinces.
- To integrate classroom learning with work-related learning.

Common Essential Learning Foundational Objectives
- To provide opportunity for work study and the development of entry level workplace skills that may lead to sustainable employment. (PSVS)
- To develop an awareness of employability skills as they relate to the work environment. (COM)
- To provide opportunities for further development of employability skills. (IL)
- To expand career research beyond the classroom setting. (IL)

For more information about implementing work study in schools see the Work Study Guidelines for the Practical and Applied Arts included in the *Practical and Applied Arts Handbook.* Teachers need to use or design appropriate learning objectives for this module; for instance, to demonstrate ability to follow a "Training Plan". The training plan for the student should be designed in collaboration with the cooperating employer, to relate to the objectives of the course modules.

Note: Look for opportunities to introduce and reinforce ideas about Labour Standards, Occupational Health and Safety, and Workplace Hazardous Materials Information System (WHMIS). Use the *Career and Work Exploration Guide*, the *PAA Handbook,* the Saskatchewan Labour website, and other recommended resources. If students have experienced a work study during grade 11 or 12 in other courses, add more depth to the next experience.

Module 17A, B: Extended Study (Optional)

Note: The extended study module may be used only once in a pure or survey course. It is important to record the title of the extended study module on the recordkeeping sheet. Record 17A for the first extended study module offered in the course series, 17B for the second extended study module offered, etc.

Suggested time: 5 - 20 hours   **Level:** Introductory/Advanced

Module Overview
Evolving social and personal needs of society, advances in technology, and demands to solve current problems require a flexible curriculum that can accommodate new ways and means to support learning in the future. The extended study module is designed to provide schools with an opportunity to meet current and future demands that are not provided by current modules in the renewed PAA curriculum.

The flexibility of this module allows a school/school division to design **one new module per credit to complement or extend the study of pure core and optional modules** configured to meet the specific needs of students or the community. The extended study module is designed to extend the content of the pure courses and to offer survey courses beyond the scope of the selection of PAA modules from the pure courses.

The list of possibilities for topics of study or projects for the extended study module approach is as varied as the imagination of those involved in using the module. These optional extended study module guidelines should be used to strengthen the knowledge, skills, and processes advocated in the Practical and Applied Arts curriculum.

For more information on the guidelines for the Extended Study module see the Practical and Applied Arts Handbook (Draft 2001).

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Appendix A: Recordkeeping Chart

Student Name_____

Student Number_____

Module Code	Clothing, Textiles, and Fashion 10	Hours	Date	Teacher Initial
CTFA01	Module 1: Introduction to Sewing C			
CTFA02	Module 2: The Basics: Successful Sewing C			
CTFA03	Module 3: Construction Details - Successful Sewing O			
CTFA05	Module 5: Design Fundamentals - A Wearable Art O			
CTFA06	Module 6: Clothing Decisions O			
CTFA07	Module 7: Redesign, Restore or Recycle O			
CTFA08	Module 8: Fitting and Pattern Alterations O			
CTFA10	Module 10: Textiles: The "Science" of Fabric C			
CTFA17	Module 17: Extended Study O			

Module Code	Clothing, Textiles, and Fashion 30	Hours	Date	Teacher Initial
CTFA04	Module 4: Advanced Successful Sewing and Industrial Techniques O			
CTFA09	Module 9: Clothing: A Powerful Resource O			
CTFA11	Module 11: Textile Applications O			
CTFA12	Module 12: Language of Fashion O			
CTFA13	Module 13: Fashion Industry O			
CTFA14	Module 14: You, as the Fashion Designer, and Related Careers C			
CTFA15	Module 15: Work Study Preparation and Follow-up Activities O			
CTFA16	Module 16: Work Study O			
CTFA17	Module 17: Extended Study O			

C = Core Module
O = Optional Module

Note: When the Extended Study module is used for the first time in this course, record the module as 17A. If the Extended Study module is used again at another course level, it should be recorded as 17B and so on.

It is recommended that this document be printed on school letterhead.

Appendix B: Student Evaluation Forms

Basic Sewing Project Evaluation

1. **Preparing to Sew**   _____/5
   - Laying out - folding material correctly, getting pattern pieces on the straight grain, measuring the grainline.
   - Cutting out - cutting straight, cutting around the notches.
   - Marking - used the appropriated method of marking for type of fabric; marked all pattern pieces markings; marked on the wrong side of the fabric.

2. **Sewing Habits**   _____/5

   - Following directions, listening carefully - trying to understand directions and demonstration.
   - Pinning or basting before sewing each seam.
   - Pressing as sewn - pressed each seam as it was sewn; used the correct pressing tools.

3. **Construction Techniques**   _____/15
   - Seams and seam finishes.
   - Hem.
   - Special features; for example, elastic casting, pockets, drawstring.

4. **Total Look of Finished Project**   _____/5

   - Clean - no soil marks
   - Well pressed - not wrinkled
   - Condition - no rips or tears; all basting and loose threads removed.

5. **Daily Work Habits**   _____/10
   - Promptness - to class on time, started to sew promptly, cleaned up on time.
   - Clean-up - did appropriate share of clean-up daily, cleaned up areas as requested by the teacher.
   - Used time wisely.
   - Cooperation - worked compatibly with other students and teacher; shared machine/supplies with no problems.
   - Knowledge and use of the machine/equipment - worked with sewing machine correctly; threaded machine correctly; wound bobbin correctly; did not get threads jammed.
   - Ability to read and follow instructions independently.

6. **Total Marks**   _____/40

7. **General Comments**

Bulletin Board Evaluation

Student: _____

Project Description: _____

1. Information And Message ____/10
- accurate
- informative
- easily understood

2. Layout ____/5
- scale
- balanced
- attractive and eye catching
- colour
- original
- use of the design fundamentals for a pleasing overall effect

3. Neatness ____/5
- writing is legible
- spelling is correct
- excess lines removed
- clean

4. Completed On Time ____/5
- used class time efficiently

5. Total Marks ____/25

6. General Comments

Clothing Lab Evaluation

| Student's Name | Date: _____ | | | | | | Date: _____ | | | | | |
	Attendance	Prepared	Attitude	Clean-up	Efficiency	TOTAL	Attendance	Prepared	Attitude	Clean-up	Efficiency	TOTAL
A Attendance (1) P Prepared (1) A Attitude (1) C Clean-up (1) E Efficiency (1) TOTAL 5 POINTS												
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												

Design Application Evaluation

Name: _____

Project Description: _____

	1 - 2	3	4	5
Design application enhances appearance of item.				
There is evidence that the steps for applying the design were planned in advance.				
Materials used in the design are compatible with care requirements of fashion fabric.				
An appropriate method was used to attach the design.				
Appropriate pressing techniques were used.				
Machine stitching, if any, is neatly done. Correct machine tension was used.				
Hand stitching, if any, is neatly done and securely fastened off.				
Stabilizers were used when necessary to reinforce areas where design was applied.				
Fabric glue and fusing materials do no show.				
Threads are clipped.				
Total				
Total Mark				/

Design, Craft, or Recycling Project Evaluation

Name: _____

Project Description: _____

1. **Choice Of Project**   _____/5
    - suitable for student's abilities and needs
    - choice of materials used
    - design functional

2. **Time Management**   _____/10
    - use of class time - stayed on task
    - had materials on time and each day
    - work habits
    - completed on or before due date

3. **Instructions**   _____/10
    - amount and type of materials needed
    - pattern (if one was needed or drawn)
    - steps to make the project (are they easy to follow?)
    - any special care required

4. **Making Or Sewing The Project**   _____/15
    - stitching or assembling - accurate, neat, strong, and suitable
    - durable
    - overall neatness
    - finishing
    - overall general appearance of finished project

5. **Total Marks**   _____/40

6. **General Comments**

Seam Samples Evaluation

Student:_____

Project Description: _____

1. **Sewing**   ____/25

   - seam allowances even
   - correct stitch length
   - reinforced on the line of stitching and not knotted
   - pressing – sharp, well pressed
   - seam allowance lays flat
   - thread ends clipped

2. **Write-up**   ____/20

   - steps in order
   - easy to follow instructions
   - correct spelling and terms used

3. **Neatness of Project**   ____/5

   - presentation of pages
   - labeling
   - stapling (sample stapled straight on the page)
   - cover page
     - > title of the assignment
     - > date
     - > name

4. **Total Marks**   ____/50

5. **General Comments**

Serged Project Evaluation

Name : _____

Project Description:_____

	1-2	3	4	5	Comments
Pattern and Fabric. Appropriate for a serged project. Serger used to fullest advantage in constructing the project.					
Thread. Type appropriate for task and decorative effect desired. Color matches or blends.					
Stitching. Serge stitch appropriate for fabric and purpose. Tension balanced. Stitches correct length and width. Serging free from puckers. No skipped or broken stitches.					
Decorative stitching. Enhances appearance of project. Correctly and neatly done. Thread choice enhances stitch and project.					
End stitching. Stitching secured at seam ends. Appropriate method used.					
Corners. Neatly turned. Appropriate method used. Correctly done.					

	1-2	3	4	5	Comments
Name : _____					
Project Description:_____					
Edges and seams. Stabilized when necessary. Appropriate method used. Correctly done.					
Ribbing. Attached correctly using appropriate method. Fullness evenly distributed.					
Elastic. Applied correctly using appropriate method. Fullness distributed correctly.					
Lace. Attached correctly using appropriate method. Ribbon, if used, not caught in stitching.					
TOTAL MARKS					**TOTAL MARK /**

Sewing Project Evaluation

Name:_____

Project Description: _____

	1-2	3	4	5	Comments
Overall appearance. Clean, neat, smooth, threads clipped.					
Harmony of pattern and fabric. Fabric texture and weight suited to design. Lining, trim, thread, zipper, and interfacing coordinated.					
Care coordination. All parts of the garment require the same care.					
Cut on-grain. All garment pieces are cut on-grain or on a grain that enhances garment shape.					
Marking. Marks do now show on right side of garment.					
Hand stitching. Appropriate stitch used; neatly done. Knots do not show.					
Machine stitching. Appropriate stitch length is used; stitching is straight. Topstitching is an even distance from the edge.					
Pressing. Shows evidence of being pressed as sewn. No press marks or wrinkles.					

Sewing Project Evaluation (continued)

Name:_____

Project Description: _____

	1-2	3	4	5	Comments
Darts. Points tapered, smooth, and securely fastened at ends. Darts pressed down or toward center of garment.					
Seams. Appropriate stitch length used. Seam allowances are proper width and are pressed flat and smooth. Fabric edges meet at seam ends. Plaids match. Stress seams (such as crotch) properly reinforced.					
Seam Finishes. Proper finish for fabric; neatly done.					
Pockets (in-seam or patch). Securely stitched with reinforced upper corners. Smooth shape; any topstitching neatly done.					
Zipper. Appropriate method used. Stitching straight; no gap at top edge. Zipper is flat, smooth, well covered. Slides easily.					
Neck facing. Facing edge finished appropriately for fabric. Facing tacked at shoulders and zipper tape, smoothly shaped.					

Sewing Project Evaluation (continued)

Name:_____

Project Description: _____

	1-2	3	4	5	Comments
Armhole facings. Facing edge finished appropriately for fabric. Facings tacked at seams; smoothly shaped.					
Collars and lapels. Free from bulk; smoothly shaped; neck seam clipped and trimmed. Interfacing used.					
Sleeves. Evenly gathered or eased; underarm seam reinforced.					
Cuffs. Sleeve evenly gathered to cuff, opening correctly done. Cuffs interfaced; even in width; neatly hemmed.					
Waistband. Any gathers or tucks joined evenly. Band uniform in width; free from bulk; interfaced; laps properly.					
Casings. Even in width; edge finished appropriately.					
Lining. Neatly attached to garment; fits garment. Ease allowed at hems if attached to garment.					

Name:_____

Project Description: _____

	1-2	3	4	5	Comments
Hems. Uniform width, secure, flat, inconspicuous. Appropriate method used; fullness evenly distributed. Hand sewing neatly done.					
Buttonholes, buttons, and fasteners. Correctly placed; secure; appropriate for design. Buttons have shank if needed. Stitching neat; double thread used.					
Other (pleats, trims, etc.). Smooth, flat, free from bulk. Durable; neat; correctly done.					
Fit. Length appropriate; crotch length correct. Shoulders, waist, hips fit properly. Darts end at correct point.					
TOTAL POINTS					**TOTAL MARK** /