

# **Sewing and Fashion**

**Family and Consumer Sciences**

(Elective Course .5 credits)

Unit 1 Elements of Fashion, Design, Style, Color, Fibers and Fabrics	Timeline: 8 Blocks
<p>Compelling Question:</p> <ol style="list-style-type: none"> <li>1. How do elements and principles of design influence image?</li> <li>2. Why is it important to understand the different types and characteristics of fibers and how they are constructed?</li> </ol>	
<p>Supporting Questions:</p> <ol style="list-style-type: none"> <li>1. How does society influence clothing choice and style?</li> <li>2. How do textiles, apparel, and fashion merchandising influence fashion?</li> <li>3. How do fabrics and colors impact fashion and design choices?</li> </ol>	
<p><b>Content Standard:</b></p> <ul style="list-style-type: none"> <li>-Evaluate textiles, fashion and apparel products and materials and their use in diverse settings (National Standards for Family and Consumer Sciences Education: Textiles, Fashion and Apparel 16.2)</li> <li>-Demonstrate fashion, apparel, and textile design skills. (National Standards for Family and Consumer Sciences Education: Textiles, Fashion, and Apparel 16.3)</li> <li>-Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel (National Standards for Family and Consumer Sciences Education: Textiles, Fashion and Apparel 16.4)</li> <li>-Evaluate elements of textile, apparel, and fashion merchandising. (National Standards for Family and Consumer Sciences Education: Textiles, Fashion, and Apparel 16.5)</li> </ul>	

<b>Learning Objectives</b> (Derived from Content Area Competencies)	<b>Sample Indicators</b>
<p><i>Students will know how to:</i></p> <ul style="list-style-type: none"> <li>-Apply basic and complex color schemes and color theory to develop and enhance visual effects. (16.3.2)</li> <li>-Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics (16.2.1)</li> <li>-Evaluate performance characteristics of textile fiber and fabrics (16.2.2)</li> <li>-Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products (16.2.4)</li> <li>-Evaluate fibers and fabrics for sustainability factors (16.2.6)</li> <li>-Explain production processes for creating fibers, yarns, woven and knit fabrics, and non-woven textile products (16.4.2)</li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>- Select complimentary styles and color schemes</li> <li>-Identify fibers and care use</li> <li>-Evaluate the appropriate fabric for a garment</li> <li>-Explain how fabrics are constructed and its benefits (ie basket weave more durable)</li> </ul>
<p><b>Recommended Activities:</b></p> <ul style="list-style-type: none"> <li>-”Clothing and Personal Identity” activity</li> <li>-Clothing functions analysis</li> <li>-Cultural Influences or Dress Code Activity (textbook pg 49)</li> <li>-Color Wheel charts</li> <li>-Wardrobe Inventory</li> <li>-Design and body shape activity (if time)</li> <li>-Careers in design (if time)</li> <li>-Watch DVD: Clothing Fibers</li> <li>-Pre-assessment on fabrics and fibers “check your knowledge”</li> <li>-Fiber Chart activity (natural v synthetic)</li> <li>-Fiber sample analyses</li> <li>-Label reading and care evaluation</li> </ul>	

**Assessments:**

- Exit Tickets
- Presentation on "Clothing and Personal Identity" activity
- Color wheel Evaluation and Analyses write up
- Test on fibers and fabrics, use, and care

**Sewing and Fashion Terminology:**

- Adornment
- Dress Code
- Conformity
- Individuality
- Stereotype
- Intermediate color
- Line
- Silhouette
- Texture
- Intensity
- Value (shades/tints)
- Neutral colors
- Color schemes
- Neck lines
- Hues
- Plain weave
- Printed fabric
- Fiber
- Twill weave
- Crosswise grains**
- Manufactured fibers
- Lengthwise grains**
- Microfibers
- Synthetic

- Natural fibers
- Blends
- Selvage**
- Yarn
- Bias**
- Knit fabric
- Woven
- Non-woven
- Dyed

**Resources:**

-*Clothing Fashion, Fabrics and Constructions* Chapters 1,2,3,4 \*\*Sections can be assigned based on ability and need; not all sections in each chapter may be applicable

-Clothing and Fashion: Fibers to Merchandising Binder Section 1: Clothing and Their Message

-*Clothing Fashion, Fabrics and Constructions* Chapters 6,8,9 \*\*Sections can be assigned based on ability and need; not all sections in each chapter may be applicable

-Clothing and Fashion: Fibers to Merchandising Binder Section 1: Clothing Inventory

-*Clothing Fashion, Fabrics and Constructions* Chapters 11,12,13 \*\*Sections can be assigned based on ability and need; not all sections in each chapter may be applicable

-Clothing and Fashion: Fibers to Merchandising Binder Section 3: Fabrics and Fibers

**Unit 2 Sewing Construction: by hand and machine**

**Timeline: 7 Blocks**

Compelling Question:

1. Why is clothing repair and care important in basic sewing?

2. Why are different construction techniques utilized in fashion design?	
Supporting Questions: <ol style="list-style-type: none"> <li>1. How does button work help with clothing repair?</li> <li>2. Which button technique is used and when?</li> <li>3. How do you properly use a sewing machine?</li> <li>4. How and why is reading a pattern important?</li> </ol>	
<b>Content Standard:</b> -Demonstrate textiles, fashion, and apparel design skills (National Standards for Family and Consumer Sciences Education: Textiles, Fashion and Apparel 16.3)  -Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel (National Standards for Family and Consumer Sciences Education: Textiles, Fashion and Apparel 16.4)	
<b>Learning Objectives</b> (Derived from Content Area Competencies)	<b>Sample Indicators</b>
<i>Students will know how to:</i> -Demonstrate design concept using fiber, fabric, or digital meas, employing draping and/or flat pattern making techniques (16.3.4) -Demonstrate the ability to use technology for fashion, apparel, and textile design (16.3.7) - Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling. (16.4.1) -Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel (16.4.3) -Demonstrate basic skills for production, alteration, repair and recycling of textile, fashion, and apparel. (16.4.5)	<i>Students will be able to:</i> -Demonstrate how to properly sew a flat and shank button -Construct four different seam finishes -Identify and properly use the different part of the sewing machine

<p>-Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling. (16.6.1)</p>	
<p><b>Recommended Activities:</b></p> <ul style="list-style-type: none"> <li>-Button demonstrations (Flat and Shank).</li> <li>-<a href="#">The how to basics: threading a needle and tying a knot</a></li> <li>-video “A Tour of the Fabric Store” (hard copy only)</li> <li>-How do you measure up activity? (Binder)</li> <li>-Interpreting sizing data and pattern envelopes to determine size</li> <li>-reading pattern envelopes</li> <li>-Laying out, cutting and marking your fabric activity</li> <li>-Sewing tool identification</li> <li>-Labeling your machine activity (main parts)</li> <li>-Threading machine races</li> <li>-bobbin winding demonstration</li> <li>-Practicing seams and seam finishes</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>-Student demonstrations</li> <li>-Exit tickets</li> <li>- Are you ready to sew quiz</li> <li>-self evaluation (layout cutting marking)</li> <li>- <a href="#">Student demonstration seam and finishes</a></li> </ul>	

**Sewing and Fashion Terminology:**

[Sewing machine parts](#) (hyperlink to diagram and labels)

- Flat technique (2 hole and 4 hole)
- Shank technique
- Thread
- Eye of the needle
- Knot
- Fabric shears
- Seam ripper
- Fabric pins
- Seam allowance
- Grain line
- Embroidery scissors
- Raw edge (fabric)
- Dart
- Cutting Line
- Backstitch
- Stitching line
- Notches
- Pattern Views

**Resources:**

- Clothing Fashion, Fabrics and Constructions* Chapter Application: Stitching By Hand \*\*Sections can be assigned based on ability and need; not all sections in each chapter may be applicable
- Clothing and Fashion: Fibers to Merchandising Binder Section 5: Getting Ready to Sew



Unit 4 Clothing Design and Creation: Pajamas		Timeline: 6 Blocks
Compelling Question: How can sewing skills and design elements be combined to create a professional product?		
Supporting Questions: 1. What skills and resources do you need to create a professional product?		
<b>Content Standard:</b> -Evaluate textiles, fashion and apparel products and materials and their use in diverse settings (National Standards for Family and Consumer Sciences Education: Textiles, Fashion and Apparel 16.2)  -Demonstrate textiles, fashion, and apparel design skills (National Standards for Family and Consumer Sciences Education: Textiles, Fashion and Apparel 16.3)  -Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel (National Standards for Family and Consumer Sciences Education: Textiles, Fashion and Apparel 16.4)		
Learning Objectives (Derived from Content Area Competencies)		Sample Indicators
<i>Students will know how to:</i> -Evaluate quality of textiles, fashion, and apparel construction and fit (16.2.7) -Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel (16.3.3) -Demonstrate design concepts using fiber, fabric or digital meas, employing draping and/or flat pattern making techniques (16.3.4) -Demonstrate the ability to use technology for fashion, apparel, and textile design (16.3.7) - Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in		<i>Students will be able to:</i> -lay out,mark, cut and sew a pattern with proper seam finishes -Demonstrate hem for personal fit -Create a casing and elastic waistband -Sewing pockets and/or make button holes -Reading pattern instruction and follow directions

<p>textiles, fashion, and apparel construction, alteration, repair, and recycling. (16.4.1)</p> <p>-Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel (16.4.3)</p>	
<p><b>Recommended Activities:</b></p> <ul style="list-style-type: none"> <li>-Preparation in prior unit** (pattern fabric selection and layout)</li> <li>-Test fabric and adjust machine</li> <li>-Read directions and utilize pattern keys to begin pajamas</li> <li>-Apply interfacing and machine button hole making</li> <li>-Pin, sew and finish seams</li> <li>-Trim seam allowances on curved areas</li> <li>- Form and stitching casing</li> <li>- Fitting and inserting elastic</li> <li>- Machine hemming</li> </ul>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>-student demonstration</li> <li>-<a href="#">daily sewing grade</a></li> <li>- Completed pajamas</li> <li><a href="#">Garment score sheet</a></li> </ul>	
<p><b>Sewing Terminology:</b></p> <ul style="list-style-type: none"> <li>-cutting layout</li> <li>-casing</li> <li>-interfacing</li> <li>-button hole stitch</li> <li>-button hole foot</li> <li>-hem</li> <li>-yoke</li> </ul>	

**Resources:**

-Pattern pieces and instructions

**Unit 5 Accessory Design and Creation: Incorporating a Zipper****Timeline: 8 Blocks****Compelling Question:**

1. How can sewing skills and design elements be combined to create a professional product?

**Supporting Questions:**

1. What skills and resources do you need to create a professional product?

**Content Standard:**

-Demonstrate textiles, fashion, and apparel design skills (National Standards for Family and Consumer Sciences Education: Textiles, Fashion and Apparel 16.3)

-Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel (National Standards for Family and Consumer Sciences Education: Textiles, Fashion and Apparel 16.4)

**Learning Objectives** (Derived from Content Area Competencies)

**Sample Indicators**

<p><i>Students will know how to:</i></p> <ul style="list-style-type: none"> <li>-Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel (16.3.3)</li> <li>-Demonstrate design concepts using fiber, fabric or digital means, employing draping and/or flat pattern making techniques (16.3.4)</li> <li>- Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling. (16.4.1)</li> <li>-Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel (16.4.3)</li> <li>-Demonstrate basic skills for production, alteration, repair, and recycling of textiles, fashion, and apparel (16.4.5)</li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>-Select appropriate fabrics</li> <li>-Sew a dart(s)</li> <li>-Insert a zipper using a zipper foot</li> <li>-Demonstrate proper slip stitch</li> <li>-Reading pattern instruction and follow directions.</li> <li>-Top stitch and edge stitch front and back seams</li> </ul>
<p><b>Recommended Activities:</b></p> <ul style="list-style-type: none"> <li>-Pattern, instruction and size selection and fabric choice (1-4choices)</li> <li>-Pinning, cutting, marking fabric and interfacing from pattern</li> <li>- Select matching notions( thread and zipper)</li> <li>-Sample dart (marking and making) activity</li> <li>-Applying interfacing demo</li> <li>-Follow pattern instructions (seam, finishes, darts, clipping curves)</li> <li>-whip stitch demo</li> <li>-zipper insertion demo</li> <li>-Slip stitch demo</li> </ul>	

**Assessments:**

- [daily sewing grade](#)
- self assessment
- completed product

**Sewing and fashion Terminology:**

- notions
- whip stitch
- zipper foot
- slip stitch
- darts
- clipping
- interfacing
- top-stitching
- edge stitching

**Resources:**

McCall's free- *Pattern and instructions*

Unit 6 Advanced Product Design and Creation: Application of multiple sewing skills		Timeline: 8+ Blocks
Compelling Question: 1. How can sewing skills and design elements be combined to create a professional product?		
Supporting Questions: 1. What skills and resources do you need to create a professional product?		
<b>Content Standard:</b> -Evaluate textiles, fashion and apparel products and materials and their use in diverse settings (National Standards for Family and Consumer Sciences Education: Textiles, Fashion and Apparel 16.2)  -Demonstrate textiles, fashion, and apparel design skills (National Standards for Family and Consumer Sciences Education: Textiles, Fashion and Apparel 16.3)  -Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel (National Standards for Family and Consumer Sciences Education: Textiles, Fashion and Apparel 16.4)		
Learning Objectives (Derived from Content Area Standards)		Sample Indicators
<i>Students will know how to:</i> -Evaluate quality of textiles, fashion, and apparel construction and fit (16.2.7) -Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel (16.3.3) -Demonstrate design concepts using fiber, fabric or digital means, employing draping and/or flat pattern making techniques (16.3.4) -Demonstrate ability to use technology for fashion, apparel, and textile design(16.3.7) - Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in		<i>Students will be able to:</i> -select and purchase a choice pattern, fabric and notions -layout, mark and cut pattern -Reading pattern instruction and follow directions -sew specific techniques in project (ie gathering, sleeves, cuffs, button holes)

<p>textiles, fashion, and apparel construction, alteration, repair, and recycling. (16.4.1)</p> <p>-Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel (16.4.3)</p> <p>-Demonstrate basic skills for production, alteration, repair, and recycling of textiles, fashion, and apparel (16.4.5)</p>	
<p><b>Recommended Activities:</b></p> <p>-Select a sewing project that is appropriate color style for body type</p> <p>-Select fabric and notions(at store)</p> <p>-Layout, cutting, marking</p> <p>-reading and sewing as instructed</p> <p>-Individual teacher demos based on sewing techniques and pattern (ie gathering, pleats, understitching, collars, cuffs, sleeves)</p>	
<p><b>Assessments:</b></p> <p>-<a href="#">daily sewing grade</a></p> <p>-Self assessment</p> <p>-Product created</p>	
<p><b>Sewing and Fashion Terminology:</b></p> <p>All terms from Pajama Unit and Zipper Bag Unit. Other vocab varies on student pattern selection.</p>	

**Resources:**

- Text book as needed
- Pattern instructions
- online demos