

Fashion & Clothing II

2013-2014

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Unit 4: Advanced Sewing Techniques

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.B.2 Create and respond to a feedback loop when problem solving

9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

- 9.4.12.A.16 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

- 1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

21st Century Themes (www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

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| <p>Enduring Understandings: <i>Students will understand that . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> • Tools, techniques and resources influence construction of a sewing project. • All textiles and garments are not created equal • Creative problem solving will result in more than one 'right' answer. <p>EU 2</p> <ul style="list-style-type: none"> • Creative, critical thinking and problem-solving skills are needed to create and construct a quality wearable garment. • Fashion uses the body as a 3-dimensional art form. | <p>Essential Questions:</p> <p>EU 1</p> <ul style="list-style-type: none"> • How can the techniques I use alter my desired results? • How can a variety of tools help me accomplish my desired goal? • Where are the best places to go to gather the resources necessary for my project? • How do the fabrics I choose influence the application of sewing techniques? <p>EU 2</p> <ul style="list-style-type: none"> • How do I choose the best method of construction? • What construction techniques would enhance my style? • How can I best express my creativity? • Should aesthetics supersede function? • How can you best use feedback to accomplish your goal? • How do I choose a pattern to fit my style, function, and/or body type? |
| <p>Knowledge: <i>Students will know . . .</i></p> <p>EU 1, EU2</p> <ul style="list-style-type: none"> • Different types of woven, knit and non-woven fabrics. • Available resources. • How and why specific pattern choices will influence the textile we choose. • How to modify a pattern to accurately fit a specific body type. • How to produce a garment using advanced sewing techniques. • Garment alteration techniques. • Critiquing methods. | <p>Skills: <i>Students will be able to . . .</i></p> <p>EU 1, EU2</p> <ul style="list-style-type: none"> • Choose a pattern of their choice. • Determine which textile will be best suited for their garment of choice. • Take proper and accurate body measurements. • Modify a pattern for a better fit. • Layout a pattern, including markings and cutting. • Select the correct construction techniques. • Perform accurate and appropriate garment alterations during the sewing process. • Construct pleats, pockets, and darts within a garment. • Install an invisible zipper, linings, facings, waistline treatment, and set-in sleeves. • Construct buttonholes. • Apply interfacing. • Hand sew seam finishes including hemlines. • Demonstrate the above construction techniques using napped, shirred and knit fabrics. • Reflect on the construction process at various stages of the process. • Gather necessary supplies and knowledge. • Accept and apply critical feedback. |

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

EU1 and EU2

- You have just been contacted by a well-known publishing company for your input on their new text book 'Advanced Sewing Techniques'. Create and construct a sample book which will include a few advanced sewing techniques for them to photograph. Your collection of samples should include: lapped and invisible zipper, button holes, seam finishes, hand stitched hems, set-in sleeves vs. sleeveless techniques, waistband treatments and bodice linings. Each sample should include a description of the special instructions needed for the completion of each.
- Students will construct a garment as if they are a dressmaker using a commercial pattern. They will take measurements, construct and model a garment of their choice which contains at least 2 advanced sewing techniques learned in this course.

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Sewing samples of advance construction techniques
- Written and practical sewing construction test
- Inspiration Board
- Critique and provide feedback of fellow students' work throughout project
- Students – Project Self-evaluation Sheet
- Weekly Checkpoint dialogue between Teacher and Student
- Teacher Graded Rubric: Sewing Project Construction
- Teacher – Criteria For Success

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Observe teacher demonstration of advanced sewing construction techniques. (A)
- Complete sewing construction sample projects. (A,M)
- Research a variety of appropriate fabric and notions for their individual projects. (M)
- Observe teacher using appropriate tailoring and measuring techniques of adjustments and alterations. (A)
- Determine and apply necessary pattern alterations for their individual projects. (M)
- Have class discussion on issues which may arise when pattern guides don't correspond to desired results. (M)
- Select and apply proper techniques during the construction of their sewing projects. (M,T)
- Complete a self-evaluation sheet for completed projects. (M,T)
- Create a detailed inspiration board which includes your stimulus for your vision, design, colors and textile choices for Recycle-Redesign Project. (M,T)
- Construct a minimum of two garments. (M,T)
- Use advanced sewing techniques to produce a home fashion project: matching curtains and pillows.
- Field Trip to NYC garment district for purpose of purchasing project supplies. (M,T)
- Student Participation in Family, Career, Community Leaders of America (FCCLA). (M,T)