

**Course: Fashion & Clothing 1
Unit 2 - Construction**

Year of Implementation: 2021-2022

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-VPA.pdf>

Unit Standards:

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g.,).

9.4.12.Cl.2: Identify career pathways that highlight personal talents, skills, and abilities

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.

Transfer Goal: *Students will be able to independently use their learning to follow a commercial pattern in order to construct a garment based on a set of specific measurements.*

As aligned with LRHSD Long Term Learning Goal(s): *apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community. Manage finances and budgets responsibly. Communicate and collaborate effectively in a variety of professional and personal situations. Develop skills and technical proficiencies that transfer to family life and global career opportunities.*

Enduring Understandings

Students will understand that. . .

EU 1

- *correct body measurements and pattern modifications are critical to choosing the pattern that will fit correctly.*

EU 2

- *patterns will provide all of the necessary information needed to complete the chosen sewing project.*

EU 3

- *knowledge of pattern terminology, grainline and symbols will allow for creating a garment with the best overall quality.*

Essential Questions

EU 1

- *What body measurements are necessary to determine pattern size?*
- *What are the possible consequences of body measurements that are taken incorrectly?*
- *How are proper body measurements connected to the alteration and fit of your completed project?*

EU 2

- *Why is it important to choose the suggested fabric types listed on the pattern envelope?*
- *What is the importance of proper fabric preparation prior to pattern layout and cutting?*

EU 3

- *Why is the pattern guide sheet an invaluable source of information when using a pattern?*
- *What are the possible effects of an incorrect pattern layout?*
- *What is the importance of laying out pattern pieces on the grainline?*
- *Why is accurate cutting and marking extremely important?*

<p><i>EU 4</i></p> <ul style="list-style-type: none"> • <i>proper sewing techniques and skills will help them complete various sewing projects.</i> 	<p><i>EU 4</i></p> <ul style="list-style-type: none"> • <i>What sewing skills are necessary for completing various sewing projects?</i> • <i>How can you troubleshoot problems as they arise?</i>
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • <i>what body measurements must be taken. (9.4.2.CT.2)</i> • <i>the proper procedure for taking each body measurement. (9.4.2.CT.3)</i> • <i>how to select their pattern size based on their body measurements. (9.4.5.CT.4)</i> <p><i>EU 2</i></p> <ul style="list-style-type: none"> • <i>how to read the pattern envelope to purchase notions, correct fabric amounts and type. (9.4.2.CT.2)</i> • <i>how to properly prewash and prepare fabric for pattern layout and cutting. (1.5.12prof.Cr2b)</i> <p><i>EU 3</i></p> <ul style="list-style-type: none"> • <i>pattern symbols and their purpose. (9.4.5.CT.4)</i> • <i>how to read the pattern instruction sheets efficiently. (9.4.5.CT.4)</i> <p><i>EU 4</i></p> <ul style="list-style-type: none"> • <i>basic seam types and uses. (9.4.2.CT.2)</i> • <i>how to complete a fitted garment. (1.5.12acc.Cr2a)</i> • <i>how to troubleshoot when construction issues arise while completing various projects. (1.5.12acc.Cr2a)</i> 	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • <i>properly take all necessary body measurements. (9.4.2.CT.2,9.4.2.CT.3 , 9.4.5.CT.4)</i> • <i>use their body measurements to select their appropriate pattern size. (9.4.5.CT.4)</i> <p><i>EU 2</i></p> <ul style="list-style-type: none"> • <i>purchase appropriate fabric and notions. (9.4.2.CT.2)</i> • <i>prepare fabric so that it is ready for pattern layout and cutting. (1.5.12prof.Cr2b)</i> <p><i>EU 3</i></p> <ul style="list-style-type: none"> • <i>mark necessary pattern symbols on fabric using appropriate marking techniques. (9.4.5.CT.4)</i> • <i>independently read and analyze pattern instructions to create a garment. (9.4.5.CT.4)</i> <p><i>EU 4</i></p> <ul style="list-style-type: none"> • <i>efficiently utilize various seam types throughout the construction process. (9.4.2.CT.2)</i> • <i>fit a garment by making adjustments when necessary (1.5.12acc.Cr2a)</i>

- *independently use the sewing machine and pattern instructions to complete a garment. (1.5.12acc.Cr2a)*
- *troubleshoot minor issues throughout the construction of sewing projects. (1.5.12acc.Cr2a)*

Stage Two - Assessment

Other Evidence:

- *Completed personal measurements chart*
- *Calculation worksheets*
- *Sewing samples of construction techniques such as: seam finishes, stay stitching, under stitching, darts, pleats, gathering, collar, buttonholes, zipper application, topstitching, sleeve construction, casings, drawstrings*
- *Summarizers*
- *Notes/Practice worksheet*
- *Test on pattern symbols*
- *Test on reading pattern envelope*
- *Teacher assigned project evaluation sheet*
- *Students assigned project self-evaluation sheet*
- *Practical test and application on pattern alteration techniques*
- *Rubric-Completed alterations on individual pattern*
- *Written and practical sewing construction test*
- *Rubric for sewing project construction*
- *Rubric on evaluation of each garment construction step*
- *Self-assessment*

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T=**

Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- Students will complete worksheets identifying pattern symbols and how to use symbols during lay out, cutting, marking and construction. **(A,M EU 2 2)**
- Observe teacher demonstration of sewing construction techniques. **(A EU 4)**
- Students will view presentation on pattern symbols and their uses. **(A EU 2)**
- Students will view presentation on parts of and reading of a pattern envelope. **(A EU 2, EU 3)**
- Students will each be given a pattern to examine as teacher points out the three main parts. **(A EU 2)**
- Students will view sample pattern guide sheets to determine what information is needed to choose the correct cutting layout. **(A EU 2, EU 3)**
- Students will discuss how to use fabric key on guide sheet to determine the proper ways of folding fabric as indicated in cutting layout. **(A EU 2)**
- Discussion: What types of information does the pattern provide? **(A,M EU 2)**
- Students will use copies of pattern envelopes to complete questions about the information that can be gathered from a specific envelope. **(M EU 2, EU 3)**
- Students will look at sample patterns to identify information provided. **(M EU 2, EU 3)**
- Teacher Demonstration- Using dressmaker form, students will observe the correct method of taking body measurements for pattern fit and alteration. **(A EU 1)**
- Pattern Alterations Power point presentation- Students will view the power point and complete notes on the order and procedure for altering a pattern. **(A EU 4)**
- Students will compare their personal measurements with garment pattern and problems solve to determine what changes are necessary. **(M,T EU 1, EU 4)**
- Student Pair Activity- Students will work together to take each other's measurements and fill in personal information sheet. **(M EU 1)**
- Determine appropriate fabric and notions for their individual projects. **(M EU 2)**
- Students will cut pattern from fabric and mark all necessary symbols. **(T EU 3)**
- Complete sewing construction sample projects. **(A,M EU 4)**
- Teacher demonstration of pattern layout skills. **(A EU 2)**
- Students will choose and follow pattern layout for their specific fabric, pattern size and views. **(T EU 2)**
- Question for Discussion- What is the evidence that a garment is a perfect fit? Present essential questions. **(A,M EU 4)**
- Apply proper measuring skills in the construction of their sewing projects. **(M,T EU 1)**

- *Determine necessary pattern alterations for their individual projects. (M EU 4)*
- *Teacher/student conference regarding proposed pattern alterations. (M,T EU 4)*
- *Students will make all the necessary alterations to their garment pattern. (T EU 4)*
- *Complete a self-evaluation sheet for a completed project. (M,T EU 4)*
- *Construct a minimum of three sewing projects. (M,T EU 1, EU2, EU 3, EU 4)*