

Fashion Design 2

Grade 10-11

Introduction

The Fashion Design course is designed for students who are interested in learning how to create their own fashions. Students will be guided through the designing phase of fashion and learn the basics of sewing to bring their creation to life. A study of basic principles of clothing and construction processes.

Grades

Assessment of student learning includes: Weekly demonstration of learning (DOL) grades, quizzes, benchmark unit tests every quarter and ongoing completion of a personal portfolio binder. Students will be graded on the following scale:

Grading Policy.

A (90-100) Excellent to superior work

B (80-89) Commendable achievement

C (70-79) Average achievement

D (69-65) Poor achievement that meets minimum standards

F (64 and Below) Failure to meet the minimum standards

Homework – 5%

Tests – 70%

Quizzes – 25%

Rubrics

Rubrics are used to give a clear picture of the grade pathway. These rubrics allow students to achieve desired grades by following an outlined pathway.

Instructional Plan:

The course is broken up into 4 units. Each unit will include project based learning assignments, formative and summative assessments, and instruction that embeds literacy and math skills.

UNIT 1 Sewing techniques Grade Level: 9-12 <i>Time Frame: 10 weeks 40 min</i>
Essential Questions
<ol style="list-style-type: none">1. What is the width of a standard seam?2. How do you secure the beginning and end of a seam?3. What is a seam? What is a hem?4. Why is pressing after each construction step necessary?
CCSS Standards/NJCCCS
9.3 – Career & Technical Education (CTE)
9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
] 9.2.12.C.3 Identify transferable career skills and design alternate career plans
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
<u>CCSS.ELA-Literacy.RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
1.1.12.D.1 1.3.8.D.1 Distinguish innovative applications of the <u>elements of art</u> and <u>principles of design</u> in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes
1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad

array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

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[CCSS.Math.Content.HSF-LE.A.1a](#) Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences.

9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.

9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.

9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.

9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.

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9.3.12.C.11 Evaluate the responsibility of employers and employees for maintaining workplace safety and health rights related to a particular occupation/ career.

9.3.12.C.21 Analyze employment trends by industry sector to determine how employment and training requirements change over time.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.



CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

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- CRP7. Employ valid and reliable research strategies.
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Instructional Plan

SLOs WALT.....	Formative Assessments	Learning Activities	Refle cti on
<p>Identify methods for constructing seams. Identify several seam finishes.</p> <p>Select the appropriate seam to use for various types of fabrics.</p> <p>Practice making a number of seams. Identify the various hemming methods available.</p> <p>Select the appropriate hemming method to use for various types of fabrics.</p> <p>Construct various types of hems.</p>	<p>Sewing samples</p> <p>Do now</p> <p>Exit tickets</p>	<ul style="list-style-type: none"> Teacher demonstrates how to construct and explains each seam finish. Plain seam, Turned and stitched, Flat-Felled seam, Double stitched seam, French seam, zigzag seam, serged open, serged closed seam, stitched and pinked, bound seam finish Students take notes (gathering information) in their sewing journal. Students will construct samples of all the seam finishes. <p>Teacher demonstrates and explains how to properly and safely use a serger. -Discuss Parts of a serger. Students take notes (gathering information) in their sewing journal. Students will construct samples of all the seam finishes.</p> <p>Teacher explains and demonstrates how to properly press fabric. Pressing should be done after each step of construction.</p> <p>Slides:  Pressing Basics.</p> <p>Terms: Seam, Plain seam, Turned and stitched, Flat-Felled seam, Double stitched seam, French seam, zigzag seam, serged open, serged closed seam, stitched and pinked, bound seam finish.</p> <p>Helpful videos:  Sewing 101: Seam Basics Part 1- How to Sew Woven Fabrics Seam Basics Website</p> <ul style="list-style-type: none"> Teacher explains and demonstrates how to construct and explains each hem finish. 	

		<p>Narrow hem, 1 inch hem, serged hem, baby hem, Pinked finish. Blind hem.</p> <p>Students take notes (gathering information) in their sewing journal.</p> <p>Students will construct samples of all the hem finishes.</p> <p>Terms: Hem, Narrow hem, 1 inch hem, serged hem, baby hem, Pinked finish. Blind hem.</p> <p>Slides: <input type="checkbox"/> Seam / Hem</p> <ul style="list-style-type: none"> Teacher explains and demonstrates how to construct a button hole and how to sew on a button using the sewing machine. <p>Students take notes (gathering information) in their sewing journal.</p> <p>Students will construct samples of the button hole and button.</p> <ul style="list-style-type: none"> Teacher explains and demonstrates how to construct different hand stitches. <p>Students take notes (gathering information) in their sewing journal.</p> <p>Students will construct samples of the hand stitches.</p> <p>Terms: Basting stitch, Running stitch, Picked stitch, Backstitch, Slip stitch, Overcast, Hemming stitch. Blind Stitch. Blanket stitch.</p>
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Benchmark Assessments #1: Students sewing examples: Seam Finishes and Hems

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Summative Performance Assessment

<p>Sewing sample workbook: Students sewing examples: Seam Finishes and Hems/ Button hole/Button Students construct each sewing sample:</p> <p><u>Students construct a garment using the techniques learned. (3 weeks)</u></p>	
Summative Written Assessment	
<p>Sewing sample workbook: Students sewing examples: Seam Finishes and Hems/ Button hole/Button Students construct each sewing sample: Students write down directions in their sewing notebook on how to construct each sample and Write down the appropriate sewing method to use for various types of fabrics.</p>	

<p>Making Fabric Choices. Grade Level: 9-12 Time Frame: 3 weeks</p>
Essential Questions
<ol style="list-style-type: none"> 1. What are natural fibers? 2. How is fabric constructed? 3. How does fabric construction influence performance?
CCSS Standards/NJCCCS

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9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

] 9.2.12.C.3 Identify transferable career skills and design alternate career plans

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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1.1.12.D.1 Distinguish innovative applications of the [elements of art](#) and [principles of design](#) in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes

1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

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Instructional Plan

Pre-Assessment:

SLOs WALT.....	Formative Assessments	Learning Activities	Reflection
<p>Identify and Explain how fibers are classified.</p> <p>Describe the fiber characteristics needed for use in fabrics.</p> <p>Explain how manufactured fibers are made.</p> <p>List the various fibers and describe their characteristics.</p>	<p>Student involvement in class discussions.</p> <p>Worksheet- Gathering information- Students take notes.</p> <p>Exit tickets</p> <p>DOL: Do</p> <p>Exit tickets</p> <p>DOL: Do Now</p>	<ul style="list-style-type: none"> Teacher explains and compares various fabrics made from natural and manufactured fibers. <p>Student activity:</p> <p>Fiber preferences. People often have different viewpoints when it comes to which fibers they prefer. One person may love the natural feel and look of cotton, whereas someone else is totally happy wearing a garment made from a soft, stretchy fabric of manufactured fibers.</p> <p>What do you think?</p> <p>When you choose clothes, does fiber make a difference to you?</p> <p>Why do you think some people have preferences?</p> <p>Q. What fibers do you think are present in the clothing that you are wearing?</p> <p>Vocabulary: words to know Fiber, yarn, fabric, natural fiber, protein fiber, cellulosic fiber, manufactured fiber, no cellulosic fiber, generic name, trade name , woven fabric, plain weave, twill weave, satin weave, pile weave, knit weave, nonwoven, blend, finish, hand , drivability.</p> <p>Students take notes on basic types of fibers and fabric and their general characteristics.</p> <ul style="list-style-type: none"> Teacher explains and compares various fabrics made from natural and manufactured fibers. Natural or Manufactured fibers. Examples: Flax, Cotton, Wool, Silk Acrylic, Nylon, Rayon, Spandex <p>Slides:</p> <ul style="list-style-type: none"> Cotton-Natural Fibers Ramie-Natural Fibers Natural Fibers 	

		<ul style="list-style-type: none"> ☐ Wool-Natural Fibers ☐ Silk-Natural Fibers ☐ Info. on Natural Fibers ☐ Natural fibers 2 Review ☐ Information on Manufactured Fibers ● Teacher explains and compares various fabrics made from natural and manufactured fibers. Teacher- Burning Observations: Burning Rate, Odor, and Type of Ash or Residue Students - Write down your observations. What fiber might each sample contain?
<p>Research one fiber. Prepare an illustrated oral report for the class that describes a brief history of the fiber, how it is processed, its uses, and why its specific characteristics make it a good choice for its particular uses.</p>		

<p>Identify fabric construction (woven, knit, & non-woven)</p> <p>Evaluate fabric qualities</p> <p>Explain how construction influence fabric performance characteristics</p> <p>Explain how finishes influence fabric performance characteristics.</p>	<p>Student involvement in class discussions.</p> <p>Worksheet-</p> <p>Gathering information-Students take notes.</p> <p>Exit tickets</p> <p>DOL: Do Nows</p> <p>Exit tickets</p> <p>DOL: Do Now</p>	<p>How is Fabric Constructed?</p> <p>-Yarns may be woven, knitted, pressed together to make a fabric. The method used affects the strength, appearance, feel, and care requirements of the fabric.</p> <p>Students take notes on how fabric is constructed. Worksheet: Briefly discuss the plain weave, including the basket weave.</p> <p>Slides:</p> <p> Weave</p>	
Benchmark Assessments #3: Test:			

Summative Performance Assessment	
Summative Written Assessment	
Students explain plain weave, twill weave, satin weave, basket weave, pile weave, and knit.	

UNIT 3 Pattern making Grade Level: 9-12 Time Frame: 8 weeks 40 min
Essential Questions
<ol style="list-style-type: none"> 1. Why is it important to measure accurately? 2. What are the 3 parts of a t-shirt pattern? 3. How do you use the grain line to place pattern pieces on grain? 4. What ways can you finish a raw edge of a T-shirt hem?
CCSS Standards/NJCCCS

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Instructional Plan


Pre-Assessment: Pattern making quiz.

SLOs WALT.....	Formative Assessments	Learning Activities	Ref lecti on
<p>Identify how body measurements are taken for both men and women.</p> <p>Understand pattern drafting</p> <p>Develop patterns in various styles from initial templates.</p> <p>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</p>	<p>Student involvement in class discussions.</p> <p>Worksheet- Body measurements</p> <p>Demonstrate proper measuring skills.</p> <p>Gathering information- Students take notes.</p> <p>Exit tickets</p> <p>DOL: Do</p> <p>Exit tickets</p> <p>DOL: Do Now</p>	<ul style="list-style-type: none"> Teacher assists students with body measurements: Recall: Using prior knowledge students: <ul style="list-style-type: none"> -Take their own body measurements with the assistance of another individual. <p>Students Make a comprehensive size chart according to their measurements. Students use size charts for pattern making purposes.</p> <p>Slides:  Body measurements</p> <ul style="list-style-type: none"> Teacher: <ul style="list-style-type: none"> Introduction of pattern, drafting and cutting. Role of pattern drafting in the garment industry. Importance of accurate measurements Basic production of patterns using flat pattern and drafting methods. <ul style="list-style-type: none"> Developing body templates from specifications Developing patterns into advanced styles from the templates Applying muslin templates to mannequins Pattern grading <p>Materials Needed: Triangle, French curve/ Curve stick, Tape Measure, See-through ruler, Compass, Pattern paper.</p> <p>Following sequential steps students develop a shirt flat pattern according to body specifications.</p> <p>Students: Brainstorm characteristics of good fit. Some factors to consider are: Comfort Darts in the correct position Easing without pulling or stretching - wearing ease</p>	

<p>Identify and demonstrate flat pattern techniques.</p> <p>explain how sewing patterns are used</p> <p>Identify pattern symbol names, pattern symbols and lines.</p>	<p>Project: Pattern making. Make a flat pattern for a shirt.</p>	<p>Length suitable for style and individual</p> <ul style="list-style-type: none"> Teacher and student will analyze a T-shirt to determine how to develop the appropriate pattern. <p>Pattern making: Students apply basic patternmaking techniques to create a pattern.</p> <ul style="list-style-type: none"> Teacher - Review the different pattern symbols. <p> PATTEN SYMBOLS</p> <p>Pattern Symbols Pattern Symbols 2</p>
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Benchmark Assessments #1: Shirt Flat Pattern.

<p>Demonstrate the ability to properly and safely utilize appropriate tools for successful sewing.</p> <p>Identify the various ways fabric may be folded in preparation for layout, pinning and cutting.</p> <p>Identify and give reasons for garment construction, textiles, notions and patterns to create wearable apparel.</p> <p>Safely utilize the appropriate tools and machinery for successful construction of garments.</p>	<p>Student demonstration.</p> <p>Worksheets</p>	<ul style="list-style-type: none"> ● Recall: Using prior knowledge students: Students will demonstrate pattern making, layout, cutting and tracing techniques. Lay out your pattern according to the directions. Pin pattern to fabric. Cut out the pattern pieces. Mark pattern symbols on the material. ● Teacher demonstrates how to construct a T-shirt. Students construct a garment by following sequential directions for completion of the project. <p><u>Materials needed:</u> Sewing machine, Serger, Thread, Shears, Pinking shears, Bobbin, Fabric, Hand sewing needle, scissors, pencil, ruler, pins, pin magnet, iron, ironing board, paper and folders.</p> <ul style="list-style-type: none"> ● Teacher demonstrates how to use a coverstitch machine. Coverstitch machines are primarily used to create professional-looking hems to garments. It has the dual function of covering raw edges of a fabric and also retaining fabric stretchability. <p><u>COVERSTITCH</u></p> <p>Students finish the hems of the shirt with a coverstitch machine:</p>
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<p>Benchmark Assessments #2: Project: Garment construction Shirt  Shirt</p>	
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Summative Performance Assessment	
Garment construction – Construction of a Pattern and T-shirt. Daily grades on the following: <ul style="list-style-type: none"> •Pattern and fabric preparation •Correct placement and cut of pattern pieces •Ability to follow pattern instructions •Sewing skills 	
Summative Written Assessment	
-Students will evaluate their own completed projects using a rubric.	

UNIT 4 CAREERS IN FASHION Grade Level: 9-12 Time Frame: 4 weeks
Essential Questions
<ol style="list-style-type: none"> 1. How do I prepare for a career? 2. What are some top skills required to become a successful Fashion Designer? 3. What are viable career options for me in the fashion industry? 4. What are the experience and education requirements to be successful in a chosen career in the fashion industry?
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Instructional Plan			
Pre-Assessment: Pre-Assessment Test			
SLOs WALT.....	Formative Assessments	Learning Activities	Ref lecti on
Benchmark 1:		Test: Test (Fashion Careers)	

<p>Identify, explore and describe careers related to the fashion industry.</p> <p>Identify, explore and describe careers related to the fashion industry.</p>	<p>Student involvement in class discussions.</p> <p>Gathering information-</p> <p>Students take notes.</p> <p>Research postsecondary training and careers. Summarize findings.</p> <p>Exit tickets</p> <p>DOL: Do Now</p> <p>Activity-Project</p> <p>Exit tickets</p>	<ul style="list-style-type: none"> ● Introduction about careers in the fashion industry. ● Pass out a career to each student. Each student will look up the information on the handout about the career given using the Internet or other resources available. ● Fashion Designer ● Retail Buyer ● Fashion Illustrator ● Merchandisers ● Stylist ● Textile designers ● Pattern Maker ● Fashion Journalist/Writer ● Graphic Designer ● Production Manager ● Garment Technologist ● Fashion Photographer ● Fashion Model <p>Each student will stand and share their career with the class. Students will fill out the information about each career on the handout provided.</p> <p>Fashion Careers: Employee research:</p> <p>QUESTIONS:</p> <p>For what company do you work?</p> <p>What is the title of your position?</p> <p>What are your duties?</p> <p>How many hrs. Do you work each day and each week?</p> <p>What special skills are needed for your job?</p> <p>What education prepared you for your job/career?</p> <p>Salary?</p>
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	DOL: Do Now	<ul style="list-style-type: none"> • Teacher explains a few careers related to the fashion industry. <p>Slides:</p> <p> Fashion industry jobs</p> <p>Students will be able to identify careers related to the fashion industry.</p> <ol style="list-style-type: none"> 1. Fashion Designer 2. Retail Buyer 3. Fashion Illustrator 4. Merchandisers 5. Stylist 6. Textile designers 7. Pattern Maker 8. Fashion Journalist/Writer 9. Graphic Designer 10. Production Manager 11. Garment Technologist 12. Fashion Photographer 13. Fashion Model <p>Helpful videos:</p> <p> What Does it Take to Be A Fashion Designer?</p> <p><i>Berkeley College and FIDM - Fashion Institute of Design & Merchandising. Invite a representative to talk about the programs offered at the school, or show a promotional video.</i></p>
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Summative Performance Assessment	
-Oral presentation : Careers in fashion.	
Summative Written Assessment	
-Research – Careers in fashion. Students will share their information with the class. Assessment will be made by having their handouts filled out completely.	

GRADING OF GARMENTS (and Assignments/Projects) - Grading will be based on quality according to the rubric specifications. Exams: There will be exams during the semester to test students' knowledge of terminology and processes.

MAKE-UP ASSIGNMENTS/LATE WORK

Students are expected to make up any missed class work or homework during an absence from school.

Students may only make up missed work for up to one week following an absence. After a period of one week teachers will not accept any make-up assignments, unless the teacher approves an extension is based on extenuating circumstances.

STUDENT ATTENDANCE

- Students who exceed eighteen (18) unexcused absences within a school year will risk losing credit in any given class (es).

Mrs. Mogielski Guaba FASHION DESIGN

EMAIL: mmogielski@lakewoodpiners.org Extra help day: Thursday More than (4.5) unexcused absences in a class within a marking period is an early indicator that a student is at risk to fail for the year.

- Four (4) tardies / lateness to a class is the equivalent of one absence in that class. A student is considered tardy when he/she is not seated when the late bell rings.
- The school will notify parents about attendance problems in accordance with district/school policy and state and federal statutes

Students should be aware of the following:

- Student Responsibilities- •to attend school regularly. • arrive to class on time.
- Students should bring the proper tools to class, including pencil, paper, and required items. Equipment/tools are provided; Students are required to purchase FABRIC.
- No electronics • Electronic devices are not permitted during class. If student refuses to follow rules- Disciplinary action will be taken.
- Students are expected to make up any missed class work or homework during an absence from school. It is the student's responsibility to check with their teacher to determine what work they have to make up.
- Late assignments will not be accepted and will result in a grade of "F"
- Students are to respect the rights of others by treating faculty and classmates with respect. They are to respect the property of others and to use departmental supplies and equipment carefully.
- Students are to follow all guidelines as stated in the Student Handbook.

Mrs. MO I began sewing when I was 15, mostly restyling my clothes. I continued sewing and graduated from the Fashion Institute of Technology with a bachelor's degree in Fine Arts, emphasis on Fashion Design. I enjoy teaching and spreading the love of sewing as an avenue for self-expression.

- I will present a curriculum that involves the interests of the students and makes learning exciting. I will incorporate assignments, projects, group work, individual work, and hands-on learning in order to make students active learners. My goal this year is to teach my students to become creative, motivated, insightful, and enthusiastic thinkers.