

Fashion Construction II

Course Description: Take your sewing skills to the next level! In this hands-on course, students will make three apparel garments of choice. The student will build on basic skills, learn new techniques, and have an opportunity to work with interesting fabrics, linings, and special seam finishes. Students must provide their own materials for this class and are expected to have them early in the semester.

Grades: 9-12

Course Expectations & Rationale: This course develops a more advanced knowledge and application of sewing skills and uses more advanced garment construction techniques, basic pattern making/draping, and an expansion of applied textiles knowledge. Several garments and skills examples will be constructed during the semester.

Course Essential Questions :

- Which tailoring skills are best to use to achieve a specific design outcome?
- What characteristics of textiles are most important to consider in the design, construction, alteration, and repair of products?
- What professional skills and innovative equipment are necessary to alter, repair, or construct apparel?
- What tailoring skills are necessary to produce, alter, or repair textiles and apparel?
- What factors should be considered when choosing a fabric for a specific design?
- Which tailoring techniques are most necessary in the design and creation of a specific finished garment?
- Which draping technique and fabric is best suited for a specific garment?
- How do I use a sloper to create a unique design?
- Which fabric design technique(s) will produce the outcome planned?

Course Priority Standards:

- Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products (16.2.4).
- Evaluate quality of textiles, fashion, and apparel construction and fit (16.2.7).
- Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance (16.3.1).
- Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel (16.3.3).
- Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel (16.4.3).

- Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel (16.4.4).
- Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel (16.4.5).

Course Supporting Standards:

- **Utah Core Standards: Sewing Construction & Textiles 1:**
 - Identify sewing machine parts and their function, safety, and maintenance (*Strand 2, Standard 1*)
 - Identify sewing tools, their function, maintenance and safety procedures (*Strand 2, Standard 2*)
 - Identify the information found on a commercial pattern envelope. (*Strand 4, Standard 1*)
 - Prepare a pattern for layout and cutting. (*Strand 4, Standard 4*)
 - Demonstrate correct placement of pattern pieces on the fabric. (*Strand 4, Standard 5*)
 - Correctly position, secure, and cut out fabric pieces. (*Strand 4, Standard 6*)
 - Define and demonstrate construction terms such as basting stitch, back stitch, pivot, trimming, clipping & notching, grading/layering, top stitch, & right sides together (*Strand 5, Standard 1*)
 - Identify and construct standard seam allowances and seam finishes. (*Strand 5, Standard 3*)
- **Utah Core Standards: Sewing Construction & Textiles 2:**
 - Operate, thread, and maintain a serger. (*Strand 2, Standard 2*)
 - Use pressing tools to create a professional product. (*Strand 2, Standard 3*)
 - Independently take measurements, determine pattern size, and make pattern alterations. (*Strand 4, Standard 1*)
 - Apply pattern preparation techniques. (*Strand 4, Standard 2*)
 - Use appropriate marking techniques. (*Strand 4, Standard 3*)
 - Use correct sewing construction techniques at the intermediate level. (*Strand 5, Standard 1*)
 - Practice correct application techniques for applying interfacing and attaching facings or collars (*Strand 5, Standard 2*)
 - Identify each of the following zipper applications (centered, lapped, fly, exposed, and invisible) and construct one or more. (*Strand 5, Standard 4*)
 - Identify types and complete correct application of hems (*Strand 5, Standard 5*)

Course Enduring Understandings, Goals, & Objectives:

As a result of their coursework and experiences in the Fashion Construction II semester course, students will be able to:

- Explain how, when a garment is recycled/upcycled, fashion becomes more sustainable.
- Select appropriate fabric based upon design plans.
- Use different fabric construction tools and machines for a variety of tailoring purposes.
- Discern which type of fabric is best suited for a specific purpose.

- Evaluate tailoring techniques and choose the most appropriate technique(s) to meet their specific tailoring needs.
- Demonstrate appropriate fabric selection and proper draping techniques to produce a well-fitted garment.
- Create, then alter, a basic sloper pattern (top, bottom, dress) to fit their body measurements and to demonstrate their design ideas.
- Create their own fabric designs using one or more of multiple design techniques and use the fabric to create a garment.

Unit 1	Recycle/Upcycle <i>In this unit, students will use recycled materials/garments to create a new, modern trend garment(s). Students will use their tailoring knowledge to choose appropriate skills to restyle the new garment from an existing garment or repurposed materials.</i>
Unit 1 Guiding & Essential Questions	• How can current apparel trends alter my existing design? • How do I repurpose/redesign an existing garment(s) to become something new? • How does the type of fabric/garment chosen affect how it can be upcycled? • Which tailoring skills are best to use to achieve a specific design outcome?
Unit 1 Student Learning Goal(s)	Students will evaluate current apparel trends to guide their redesign of an upcycled garment.
	Students will select appropriate fabric based upon design plans.
	Students will utilize appropriate equipment and techniques to achieve their redesign plans.
Unit 1 NASAFACS Standards	<i>2.1.4 Apply consumer skills to providing and maintaining clothing.</i>
	<i>2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.</i>
	<i>16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products.</i>
	<i>16.2.5 Demonstrate appropriate procedures for care and disposal or recycling of textile products, considering diverse needs locally and globally.</i>
	<i>16.2.7 Evaluate quality of textiles, fashion, and apparel construction and fit.</i>
	<i>16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.</i>
	<i>16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling.</i>

	<i>16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel.</i>
	<i>16.4.4 Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel.</i>
	<i>16.4.5 Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel.</i>

Unit 2	Advanced Tailoring <i>In this unit, students will research fashion trends and develop advanced tailoring skills to sew more advanced garments. These techniques can also be used to change an existing garment, allowing students to upcycle previously worn garments, extending on their learning from Unit 1 if so desired.</i>
Unit 2 Guiding & Essential Questions	• What characteristics of textiles are important to consider in the design, construction, alteration, and repair of products? • What professional skills or innovative equipment can be used to alter, repair, or construct apparel? • What tailoring skills will I need to produce, alter, or repair textiles and apparel? • How do you install different zippers (i.e. - an invisible zipper vs a standard zipper)? • How would you alter the fit of a dart? • What techniques are used to create a buttonhole?
Unit 2 Student Learning Goal(s)	Students will research current fashion trends and use them to create and inspire innovative design decisions.
	Students will design, construct, alter, or repair products using appropriate techniques (i.e. - choosing the proper seam finishes and the proper machine to complete those finishes).
	Students will evaluate equipment types and choose the best machines according to their specific tailoring needs.
	Students will demonstrate high quality tailoring skills when producing, altering, repairing, or constructing garments.
Unit 2 NASAFACS Standards	<i>16.2.7 Evaluate quality of textiles, fashion, and apparel construction and fit.</i>
	<i>16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</i>
	<i>16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.</i>
	<i>16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.</i>

	<i>16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling.</i>
	<i>16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel.</i>
	<i>16.4.4 Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel.</i>
	<i>16.4.5 Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel.</i>

Unit 3	Fabric Selections <i>In this unit, students will identify fabric types and analyze performance characteristics and how they play a role in fabric selection for a garment/project and the subsequent use and care of those fabrics. Students will also analyze the different equipment needed to effectively sew different fabrics (EX: different needles are needed when sewing knits vs woven fabrics, what type of heat is needed to press different fabrics, dry clean vs wash and wear fabrics).</i>
Unit 3 Guiding & Essential Questions	• What factors should I consider when choosing a fabric for a specific design? ◦ <i>Ex. - knit for form-fitting or no closure, woven for form-fitting, etc.</i> • How do performance characteristics alter how I use a fabric? • Do the patterns on fabric alter design decisions for different garment types? • How will different fabrics wear/drape in different garments? ◦ <i>Ex. - denim will fit/wear differently than silk, therefore, would be better for pants).</i> • What are the best practices to be applied when taking care of different fabrics?
Unit 3 Student Learning Goal(s)	Students will choose appropriate textiles for the garment design and body type.
	Students will identify the appropriate equipment needed to effectively sew different fabrics.
	Students will evaluate performance characteristics of textiles.
Unit 3 Vocabulary	Performance characteristics (of fabric), drapability, wear/ease, fabric care
Unit 3 NASAFACS Standards	<i>16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics.</i>
	<i>16.2.2 Evaluate performance characteristics of textile fiber and fabrics.</i>

	<i>16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products.</i>
	<i>16.2.7 Evaluate quality of textiles, fashion, and apparel construction and fit.</i>
	<i>16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</i>
	<i>16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.</i>
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	<i>16.4.5 Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel.</i>
Utah Sewing Construction & Textiles 2 Core Standards	<i>Strand 3, Standard 1 - Identify and review basic, general characteristics of fibers.</i>
	<i>Strand 3, Standard 2 - Identify manufactured fibers (i.e. - nylon, polyester, bamboo, rayon, spandex) and their characteristics.</i>

Unit 4: Final Student Project

Project Description: End-of-Project requirement is a tailored garment using a difficult fabric (ie: lined blazer, using tailoring finishes). Students must use specific tailoring techniques to accomplish this finished garment. Difficult fabric selection will be determined by garment type, style or wear of the fabric, drapability, season of the year, etc. (ie: chiffon shirt in the summer, linen pants in the spring, gabardine skirt in the fall, wool coat with silk lining in the winter).

Project Process: Students select and work independently on their garment and their learning is self-directed. They will have weekly check-ins to monitor their progress. Students may choose the direction they want to go, based upon previous projects and skills learned, and determine how to advance their experience and sewing skills.

Embedded Skills Include, but are not limited to:

DRAPING	SLOPERS	FABRIC DESIGNS
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<i>Students will demonstrate fabric selection for proper draping techniques.</i> • What is draping? • How do you drape a garment using a dressform? • What do I need to consider when choosing a fabric for draping? • How is garment construction affected by draping? • What are the advantages/disadvantages of draping a garment vs using a pattern? • What draping techniques are best to use for the finished garment? Students will evaluate draping techniques for different garments and fabric choices. Students will consider how a fabric will be affected by draping. Students will demonstrate how to pin, mark, cut, and transfer a draped pattern to the construction phase. <u>Priority NASAFACS Standards:</u> <i>16.2.2 - Evaluate performance characteristics of textile fiber and fabrics.</i> <i>16.2.4 - Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products.</i> <i>16.2.7 - Evaluate quality of textiles, fashion, and apparel construction and fit.</i> <i>16.3.1 - Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual</i>	<i>Students will create, then alter a basic sloper pattern (top, bottom, dress) to fit their body measurements to demonstrate new design ideas.</i> • What is a sloper? • How can a sloper help me when creating my own patterns? • How do I use a sloper to create a unique design? Students will make a sloper to fit their body measurements. Students will create a unique design that fits their body using their personalized sloper. <u>Priority NASAFACS Standards:</u> <i>16.3.3 - Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.</i> <i>16.3.4 - Demonstrate design concepts using fiber, fabric or digital means, employing draping and/or flat pattern making techniques.</i> <i>16.4.3 - Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel.</i> <i>16.4.4 - Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel.</i> <i>16.4.5 - Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel.</i>	<i>Students will create their own fabric designs using one of the techniques listed. They will then use the fabric to create a garment.</i> 1. Fabric Printer (for a personalized/designed, unique fabric) 2. Tie-Dying or Reverse Tie-Dying 3. Batiking Fabrics 4. Quilting/Patchwork Students will choose one of the above four fabric design options/techniques and be expected to utilize that technique in the creation of a garment using the fabric. Once students select the desired fabric design technique, they subsequently research “how-to” apply the necessary techniques appropriately for their desired outcome. <u>Priority NASAFACS Standards:</u> <i>16.3.1 - Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</i> <i>16.3.2 - Apply basic and complex color schemes and color theory to develop and enhance visual effects.</i> <i>16.3.3 - Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.</i> <i>16.3.4 - Demonstrate design concepts using fiber, fabric or digital means, employing draping and/or flat pattern making techniques.</i> <i>16.4.3 - Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel.</i>
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