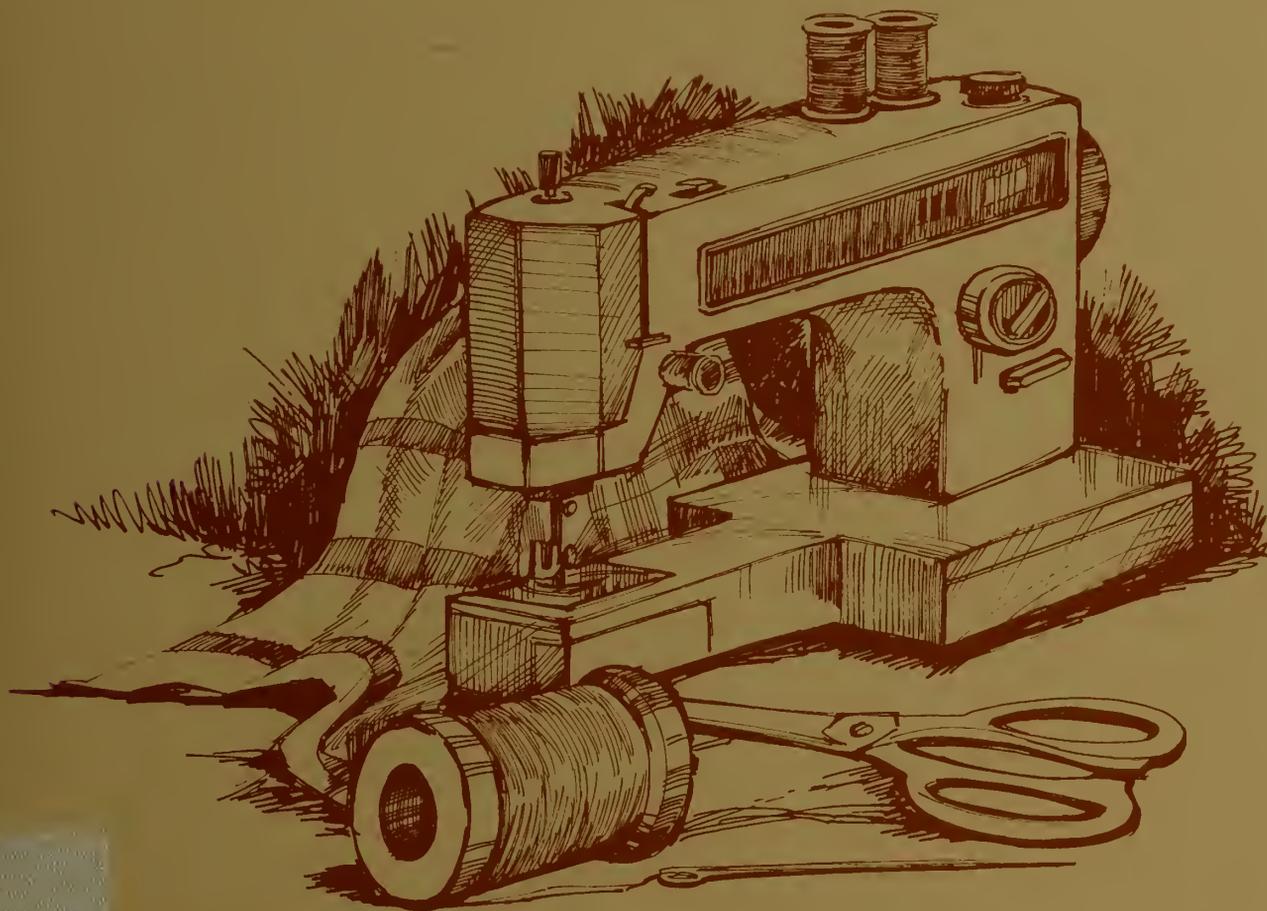


CLOTHING & TEXTILES

10-20-30



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HOME ECONOMICS

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NOTE: This Curriculum Guide is a service publication only. The Senior High School Program of Studies contains the official statement concerning Senior High School courses. The information contained in the guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.

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SENIOR HIGH SCHOOL HOME ECONOMICS

RATIONALE

Home Economics is an interdisciplinary study of the laws, conditions, principles and ideals concerned with people's immediate physical environment and their nature as social beings. It particularly focuses on the relationship between the two for the purpose of improving the quality of people's daily lives.

Home Economics education contributes to the development of individuals and the family as functioning units of society by increasing knowledge and skills that can improve personal and family living. It provides experiences which will develop attitudes, skills, understandings and techniques essential for the maintenance and improvement of family living and which will be of value in work situations. The courses stress knowledge and skills that will create an awareness that the decisions one makes affect the quality of one's life.

OBJECTIVES

The Home Economics program in Alberta is defined by the following objectives:

1. To encourage individuals to maintain their physical health and to reinforce a positive attitude towards physical well-being.
2. To develop self-sufficiency in food, clothing and shelter decisions.
3. To contribute to the mental health of individuals by developing skills in mutual understanding and adjustment within the family and the environment.
4. To prepare the individual for the sharing and adjustments necessary in personal relationships.
5. To develop competencies in the care and nurturing of young children.
6. To help individuals to understand and work with active and dependent older people.
7. To develop skills and improve decision making in the use of leisure time.
8. To assist individuals to be discerning consumers with regard for conservation of resources.

9. To introduce students to careers related to home economics.
10. To equip individuals with personal skills needed in the employment setting.

PROGRAM DESCRIPTION

GENERAL

The high school Home Economics program is offered in three courses at three levels:

Food Studies - 10, 20, 30
Clothing and Textiles - 10, 20, 30
Personal Living Skills - 10, 20, 30

Food Studies and Clothing and Textiles are sequential courses, Personal Living Skills is non-sequential.

Home Economics courses at the 10 and 20 levels may be offered for four or five high school credits. Home Economics courses at the 30 level must be offered for five credits only.

Each home economics course has been structured into a modular format. A module is a specific amount of subject matter and related activity carried out within 25 hours of classroom instruction time. Each home economics course contains some modules that are considered core or required and others which may be chosen as electives. Elective modules may be selected from modules not used in previous grades.

The modular structure is a mechanism for teacher planning. Core modules must be selected in any course and a specific sequencing is recommended in some cases. Selection of elective modules, however, should be determined by the nature of the facility, student needs and interests, and available resources.

SPECIAL MODULAR STRUCTURES

Locally Developed Modules

Locally developed modules are those developed by the teacher to meet a specific interest or need.

The structure of the module should be the same as for other modules, with Generalizations, Objectives, Suggested Learning Activities, Resources and a Content Checklist.

Justification for offering a locally developed module must be based on the fact that it is different from any other module offered in the course and meets a specific interest or need. Such a module must be reviewed by an Alberta Education Home Economics Consultant prior to introduction.

Work Study Modules

Work Study is employment undertaken by a student as an integral part of an approved school course which is under the cooperative supervision of a teacher - coordinator and the employer. See the Junior-Senior High School Handbook for regulations pertaining to the Work Experience/Study Program.

Research Modules

A Research module is available at the 30 level only. It is a student centered module designed to give the opportunity for in depth study of some aspect of the course. The topic may be the same as, or different from existing modules.

STRUCTURE OF MODULE OBJECTIVES

The Home Economics Curriculum Coordinating Committee has adopted a format stating general objectives instead of stating a multiplicity of specific behavioral outcomes. These general objectives are further clarified by means of specific statements of behavior that the student is expected to show as an indication of a learning outcome or end product of teaching. Learning outcomes (end products) include knowledge, understanding, thinking skills, performance skills, communication skills, work study skills, social skills, attitudes, interests, appreciation and adjustments.

Stating the general instructional objective first and then clarifying it further by listing the types of specific behavior that characterize the objective makes clear the relationship of the main instructional objective vs. the types of performance that represent it. The general instructional objectives are numbered in each module. Examples of specific behaviors are indented and listed below the numbered objectives where applicable.

It is impossible to list all types of behavior that might show understanding. Therefore, only a sample of types of behavior is given for each objective. Teaching efforts should be directed toward the general objectives of instruction and must not be limited or confined to the specific samples of behavior that have been selected to represent each objective.

STUDENT EVALUATION

Student growth must be evaluated in each module in order to assess the degree to which the student has met the objectives. Teachers need to find out what the students are learning, and students must be informed of what they have gained from the time and effort they have put into their learning.

Arrangements for student evaluation should be a part of program planning.

In planning for student evaluation, the teacher must weight individual scores to correspond with class time planned. For example, if a major project is expected to take one half of the module time to complete, the score for that project should comprise one half of the module's final mark.

Evaluation instruments should be valid, reliable and useable for the nature of the learning activity. Students should know how their work and efforts will be evaluated as they begin a course.

Accurate records of student achievement marks must be maintained, and reported to parents, students and school administration at appropriate intervals.

CLOTHING AND TEXTILES

The Clothing and Textiles program includes a study of the significance of clothing and textile items to individuals in society, the nature of clothing and textile items and the acquisition and use of clothing and textiles in personal and family living. The practical experience of constructing items for home and personal use is a vehicle for teaching about clothing and textiles in addition to providing a medium for artistic expression and experience. Students will also be exposed to cultural and historical interrelationships, consumer responsibility, conservation of energy, design principles and job opportunities.

Specific Objectives for Clothing and Textiles

Students will:

1. acquire basic information about clothing, textiles, and design;
2. develop an understanding of personal, family, cultural, environmental and economic factors related to clothing behavior and choices;
3. develop skill in the management of human and non-human resources as applied to the provision of clothing and textile items;
4. develop skills in selecting, constructing and evaluating clothing and textile items;
5. acquire knowledge and skills for informed decision-making about clothing and textile items, and an appreciation of the impact these decisions have on society as a whole.

PRESCRIBED AND RECOMMENDED RESOURCES

CLOTHING AND TEXTILES 10

Prescribed Resource:

Graef, July Lynn, and Joan Buescher Strom,
Concepts in Clothing (First Canadian Edition),
Toronto, McGraw-Hill Ryerson Ltd., 1979.

Supplementary Resource: Reader's Digest, Complete Guide to Sewing, Montreal Reader's Digest Association (Canada) Ltd., 1979.

CLOTHING AND TEXTILES 20

Prescribed Resource:

Reader's Digest - Complete Guide to Sewing, 1979.

Supplementary Resources: Kefgen, Mary and Phyllis Touchie Specht,
Individuality in Clothing Selection & Personal Appearance,
MacMillan Publishing Co. Inc. 1976.
Corbman, Bernard P., Textiles: Fiber to Fabric
McGraw-Hill, 1979.
Palmer, Patti and Pletsch: Easy, Easier, Easiest Tailoring,
Portland, Oregon, Palmer-Pletsch Associates, 1977.

CLOTHING AND TEXTILES 30

Prescribed Resources:

Reader's Digest - Complete Guide to Sewing, Montreal
Reader's Digest Association (Canada) Ltd., 1979.

Palmer, Patti and Pletsch: Easy, Easier, Easiest Tailoring,
Portland, Oregon, Palmer-Pletsch Associates, 1977.

CLOTHING AND TEXTILES PROGRAM GRID

| 10 | 20 | 30 |
|--|---|------------------------------------|
| Project Construction C | Advanced Textiles C | Advanced Construction I C |
| Clothing and Individual Expression C | Pattern Alterations/ Fit C | Advanced Construction II E |
| Textiles and Care C | Clothing Construction 20 C | Special Fabrics II E |
| Clothing Construction 10 (1 or 2 modules) E | Fashion Industry Careers E | Designers E |
| Outdoor Clothing/ Equipment Construction (1 or 2 modules) E | Special Fabrics I E | Clothing for Special Needs E |
| Fabric Arts E | Household Textiles E | Pattern Making E |
| Locally Developed Module E | Historical/Cultural Roles of Clothing E | Clothing and Culture E |
| Work Study E | Sports Clothing E | Research Module E |

CLOTHING & TEXTILES 10

CONTENT DESCRIPTION

CLOTHING AND TEXTILES 10

Clothing and Textiles 10 is the first course in the series. The course consists of 4 or 5 modules. The first 3 being core, the remainder are elective.

Project Construction

- selection and safe use of equipment, basic construction techniques, use of a commercial pattern, selection of appropriate fabric and notions
- application of good management principles considering time, energy and other resources
- evaluating projects using established standards

Clothing and Individual Expression

- physical, social, and psychological aspects of clothing
- elements in principles of design applied to clothing selection
- wardrobe planning, clothing and fabric buymanship
- project construction

Textiles and Care

- fibre and yarn characteristics, fabric construction and fabric finishes
- dyeing, printing and applied design
- labelling and care of textile products, consumer rights and responsibilities

Clothing Construction 10 (1 or 2 modules)

- pattern selection and alterations, suitability of fabrics and notions
- skill development in garment construction, basic construction techniques
- work planning, organization, standards for evaluation

Outdoor Clothing (1 or 2 modules)

- physiological adaptations to the environment, cultural devices used to adapt to the environment
- specific techniques for constructing outdoor clothing and equipment

Fabric Arts

- history and application of several fabric arts techniques
- elements and principles of design
- preparation and evaluation of fabric arts project

Subject: Clothing & Textiles
Level: 10
Core

PROJECT CONSTRUCTION

Subject: Clothing & Textiles
Level: 10
Core

PROJECT CONSTRUCTION

GENERALIZATION:

Knowledge of basic construction techniques and good management procedures facilitates successful project construction.

OBJECTIVES: The Student:

1. Knows how to use basic equipment safely and appropriately.
Operates, cleans, maintains sewing equipment.
2. Understands terminology.
Explains basic sewing and pattern terms.
3. Executes basic techniques in the construction of a project.
4. Applies principles of selection and construction in the development of a project.
Constructs a simple sewing project using a pattern.
5. Applies management principles to sewing projects.
Considers time, energy, entry skills and resources in developing a plan for the nature and completion of the project in a given time.
6. Evaluates the project in terms of craftsmanship, personal goals, skill development, and standards for products of a similar use or nature.
Evaluates own project using preestablished criteria.
Analyzes skill development attained in order to establish future goals.
Justifies specific techniques used.

Subject: Clothing & Textiles

Level: 10

Core

Project Construction

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Set up a score card for use in the evaluation of student projects by students and the teacher. Emphasize good management in the evaluation.

Using a commercial pattern, construct an item for personal use.

Use criteria set out in the beginning of the class to evaluate final projects. Students should take an active part in the evaluation and in setting future goals for their own skill development.

Identify unsafe conditions in the facility relating to: hair, loose clothing, pins, scissors, electrical outlets and appliances, etc.

Review appropriate first aid procedures for burns, cuts, and electrical hazards

Demonstrate safe use of equipment, simple cleaning and maintenance.

Graef & Strom, Concepts in Clothing

Reader's Digest, Complete Guide to Sewing

Simplicity, Simplicity Sewing Book

NOTES:

Subject: Clothing & Textiles

Level: 10

Core

PROJECT CONSTRUCTION

CONTENT CHECKLIST:

Goals

- Setting
- Checking progress
- Establishing criteria

Pattern

- Measuring for size
- Selection
- Use
- Alterations
- Layout
- Cutting
- Marking

Fabric and notions

- Selection
- Preparation

Use of Equipment

- Safety

Basic Construction - techniques

Evaluation

Subject: Clothing & Textiles
Level: 10
Core

CLOTHING AND INDIVIDUAL
EXPRESSION

Subject: Clothing & Textiles
Level: 10
Core

CLOTHING AND INDIVIDUAL EXPRESSION

GENERALIZATIONS:

Impressions made by appearance, especially clothing, have considerable impact in social situations.

Clothing is one of the means through which the components of art are perceived, illustrated, and experienced.

OBJECTIVES: The Student:

1. Understands the physiological, social and psychological significance of clothing.

Describes ways individuals meet their clothing needs and wants.

Describes communication and "first impressions" as they relate to clothing choices.

2. Understands and applies the elements and principles of design as related to their use in clothing and textile arts.

Explains optical illusion and how it is used in clothing design.

Distinguishes good from poor applications of the principles of design in clothes and in textile art forms.

3. Applies principles of selection and consumer skills in planning to meet individual clothing needs.

Predicts care requirements for given garments in terms of time, energy and cost.

Identifies the essential characteristics needed for a garment to fulfill a specific use.

4. Explores, develops and expresses personal values and capabilities through experiences with clothing and textile art forms.

Constructs a project applying principles of design and creative expression.

Subject: Clothing & Textiles
 Level: 10
 Core

Clothing and Individual Expression

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Overview the multiple functions of clothing.

Prepare a clothing inventory - check off frequency of use and cost (if desired).

Given specific figure problems, select suitable clothing applying principles and elements of design.

Choose 8 items from a catalogue for a coordinated wardrobe.

Have students analyze their clothing needs: choose clothes which suit these needs best.

Discuss status clothes worn in your school.

Identify 6 different people ranging from family members to political or entertainment personalities and select a shirt which they might purchase: give a rationale.

Bring in a selection of good and poor garment choices, identifying the consumer mistakes made ("Worst purchase day").

Examine clothing values by answering the question: Your house is burning, what 5 items of clothing would you take with you?

Construct a simple project or accessory with time remaining.

Concepts in Clothing, Chapter 4
 Butterick - "Color coordination chart".

Simplicity - "Fashion Smarts"
 Butterick - "Clothing a Visible Self".

Concepts in Clothing - Chapter 1

McCalls filmstrip: "Optical Illusion".
 "Color Wheel".

Concepts in Clothing - Chapter 2

Jackson, "Color Me Beautiful",
 New York, Ballantine Books, 1981

Cho, Looking Terrific, New York
 Putname, 1978

Concepts in Clothing - Chapter 2

Subject: Clothing & Textiles
 Level: 10
 Core

Clothing and Individual Expression

CONTENT CHECKLIST

Significance of Clothing

Functions of clothing
 Physical protection
 Adornment
 Conveying status
 Group identification
 Role identification
 Sex identification
 Portraying ritual symbolism
 Self-expression

Social Aspects of Clothing

Group acceptance
 Communication role
 Personal adjustment
 First impressions

Psychological Aspects of Clothing

Basic need gratification
 Self Concept
 Conveying emotions
 Expression of personality
 Clothing values

Design

Kinds of design
 Structural
 Decorative

Elements of Design

Line
 Space
 Shape
 Form
 Texture
 Color
 Hue, Value, Intensity,
 Schemes

Principles of design

Balance
 Proportion
 Rhythm
 Emphasis - Harmony

Clothing Selection and
 Consumer Skills

Clothing for personal needs
 Personality characteristics
 Physical characteristics
 Personal coloring
 Fads, fashions, styles
 Needs versus wants

Wardrobe Planning

Characteristics of a well
 planned wardrobe
 Clothing inventory
 Planning basic garments

Use of basic colors in
 planning.

Accessorizing
 Managing a wardrobe
 Clothing budgets

Subject: Clothing & Textiles
Level: 10
Core

TEXTILES AND CARE

Subject: Clothing & Textiles
Level: 10
Core

TEXTILES AND CARE

GENERALIZATIONS:

The source of the fibre, the method of construction of the fabric and the finishes applied determine the characteristics of the fabric.

The type of care needed by the product will be determined by the nature of the textile, construction, and ornamentation.

OBJECTIVES: The Student:

1. Knows characteristics and care of natural and selected man-made fibres and blends.

Identifies common fibres and fabrics.

Lists advantages and disadvantages of selected fibres, knits, weaves and blends.

Describes how to care for textile products made from selected man-made, natural fibres and blends.

2. Understands basic processes in textile production.

Explain yarn structure, fabric finishes, dyeing and printing.

3. Applies knowledge of fabric construction to care procedures for textile products.

Reads labels and interprets information from them.

Carries out basic clothing care and repairs suited to specific fabrics.

Predicts outcomes of given care treatments for specified fabrics (i.e., effects of heat, cleaning agents, storage conditions.)

4. Develops consumer skills in textile areas.

Understands consumer rights and responsibilities (including laws governing textile products).

Devises a plan for carrying out (in simulation) a consumer complaint.

Subject: Clothing & Textiles
 Level: 10
 Core

Textiles and Care

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Study fibres and fabric construction.

Pass around fabric samples and discuss their suitability for various sewing projects.

Student reports on selected fabrics: method of construction, source, advantages, disadvantages, care.

Have students experiment with a chosen fabric to determine the best method for;

- a. hemming
- b. pressing
- c. sewing i.e., length of stitch - size of needle
- d. seam finishing

Case studies:

1. given a specific garment, make a care tag suitable for the fibre content;
2. given a problem textile situation propose a course of action

Experiment with care treatments (i.e., stain removal or simple repair techniques) to solve specified problems commonly associated with textile products.

NOTES:

Butterick - Discovering Fibres and Fabrics

Concepts in Clothing - Chapter 3

Consumer and Corporate Affairs Publications

Subject: Clothing & Textiles
Level: 10
Core

TEXTILES AND CARE

CONTENT CHECKLIST:

Fibres

Natural: Cotton, wool, silk
Manmade: Polyester, acrylic, rayon, nylon
Blends: A selection

Yarn structure

Fabric Construction

Woven
Knitted
Nonwoven

Fabric Finishes - types and application

Dyeing and printing

Types of dyeing and printing
Color Fastness

Applied Designs

Labels

Brand
Care
Interpretation

Care of textile products

Laundry
Dry Cleaning
Storage

Consumerism

Consumer rights and responsibilities
Decision making re textile products

Subject: Clothing & Textiles
Level: 10
Elective

CLOTHING CONSTRUCTION

Subject: Clothing & Textiles
Level: 10
Elective

CLOTHING CONSTRUCTION 10

GENERALIZATIONS:

Skill development enhances a feeling of independence.

The appearance, comfort, and performance of a project are dependent in part on the specific skills and degree of accuracy with which these skills are applied.

OBJECTIVES: The Student:

1. Understands basic concepts in fitting and pattern alterations.

Explains how to do basic pattern alterations.

2. Applies principles of management, selection, pattern alterations, and construction in carrying out a sewing project to meet individual or family needs.

Demonstrates mastery of specified pattern alterations, fitting and sewing techniques.*

Uses a plan to ensure completion of the project.

3. Evaluates the project in terms of craftsmanship, personal goals, skill development, and standards for products of a similar use or nature.

Evaluates own project using preestablished criteria.

Analyzes skill development attained in order to establish future goals.

* Alterations, degree to which fitting techniques are demonstrated and the sophistication of the sewing techniques specified will depend on the level of student skill and whether or not this is to be a single or double module (i.e., 25 or 50 hours.)

Subject: Clothing & Textiles

Level: 10

Elective

Clothing Construction 10

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Assess current sewing skills by using:

- 1) Check list of various sewing techniques (button holes, lining, facing, waist-band or cuff, set-in-sleeves, collar, interfacing, stay-stitching, zipper, etc.)
- 2) Questionnaire on past clothing projects.

Pattern selection for current project.
Measurements to determine pattern type and size.

Illustrate basic altering processes.

Use sample chart of fabrics suitable for sewing ability.

Discuss with students suitability of pattern style and fabric.

Display patterns which should be avoided and explain why.

Discuss sewing techniques required.

Determine notions and fabrics required for each project.

Demonstrate material, pattern and notions to students using the worst combinations possible and invite comments and criticisms.

Determine from this the best combinations.

Work plans - have the student outline a brief work plan for the completion of his/her project within the class time available.

Develop an evaluation instrument for the project. Both the student and teacher should have input.

NOTES:

Concepts in Clothing, Chapter 10

Concepts in Clothing, Chapter 10

Sewing References:
Reader's Digest, Complete Guide to Sewing.

Subject: Clothing & Textiles
Level: 10
Elective

CLOTHING CONSTRUCTION 10

CONTENT CHECKLIST:

Patterns

Selection
Determining pattern size
Interpreting information

Fabrics and notions

Non woven fabrics) Review or build from
Woven fabrics) Textiles & Care
Suitability of design and fabric
Grain
Fabric, preparation
Selection of notions

Pattern use

Terms
Preparation
Fitting and altering (lengthening, shortening, altering width)

Management in construction

Work planning
Construction terms
Unit construction
Organization of work
Standard/Criteria for evaluation
Safety

Basic Construction Techniques - appropriate to projects selected

Pressing

Subject: Clothing & Textiles
Level: 10
Elective

OUTDOOR CLOTHING

Subject: Clothing & Textiles
Level: 10
Elective

OUTDOOR CLOTHING/EQUIPMENT CONSTRUCTION

GENERALIZATIONS:

Skill development enhances a feeling of independence.

The construction of outdoor clothing/equipment requires the application of specific skills and knowledge about physiological needs related to clothing, as well as specialized construction techniques.

OBJECTIVES: The Student:

1. Understands the physiological aspects involved.

Explains how a human body adapts to different environments.

Explains how various cultures, including our own, use clothing to extend motor skills, to modify the effects of climate and to form a total environment.

2. Applies principles of management, fitting, and construction and employs techniques unique to the construction of outdoor project.

Constructs an item that requires specialized construction techniques (i.e., downfilled vest, sleeping bag, gaiters, back pack).

Develops a plan to ensure completion of the project.

3. Evaluates the project in terms of craftsmanship, personal goals, skill development, and standards for items of a similar use or nature.

Evaluates own project using preestablished criteria.

Justifies specific techniques used.

Subject: Clothing & Textiles
Level: 10
Elective

Outdoor Clothing/Equipment Construction

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Study physiological responses of the body to heat, cold, moisture and fatigue and identify ways clothing is used to protect us.

Examines ready-made outdoor clothing and equipment for special fabrics and techniques used.

Identifies special notions and fabrics required for particular kinds of projects.

Field trip to determine special supplies available.

Guest speaker - from sports store to discuss standards for sports clothing/equipment.

Sews project and evaluates it.

Horn, The Second Skin, Chapter 15

Parks and recreation resource people

Outdoor equipment stores
Ski patrol resource people

Frost line kits
Outdoor equipment kits

NOTES:

Subject: Clothing & Textiles
Level: 10
Elective

OUTDOOR CLOTHING/EQUIPMENT CONSTRUCTION

CONTENT CHECKLIST:

Adaptations made by the body

Basic body adjustments
Sweating, shivering
Expansion/contraction of blood vessels
Acclimatization
Genetic adaption

Cultural Devices

Clothing values and measurement
Shelter
Clothing to modify the body
(i.e., to extend motor skills, like snow-shoes or skiis)
Clothing to modify effects of climate
(i.e., layering, waterproofing, insulating)
Clothes as a total environment
(i.e., space suits, diving suits).

Special Fabrics and Notions for equipment/outdoor wear

Techniques Specific to the Projects Chosen:

Layered construction, reinforcing, specialized fasteners, waterproofing and other finishes, etc.

Subject: Clothing & Textiles
Level: 10
Elective

FABRIC ARTS

Subject: Clothing & Textiles
Level: 10
Elective

FABRIC ARTS

GENERALIZATIONS:

Fabric arts have a practical application as well as a personal value in society.

Values and history are transmitted through fabric arts.

Fabric can be a medium for artistic expression and creativity.

OBJECTIVES: The Student:

1. Knows the history of a number of fabric arts and their application today.

Explains some fabric arts techniques used today.
Give examples of fabric arts techniques from the past which have been modified with new technology and new materials.

2. Appreciates beauty in contemporary textiles and clothing art forms.

Examines many samples of fabric arts available in the community.

3. Applies the elements and principles of design to the textile arts.

Experiments with design in textiles through creating a new fabric or changing the nature of an existing fabric.

4. Evaluates project in terms of aesthetics, novel use of materials, skills, resourcefulness, and personal satisfaction.

Evaluates own project using preestablished criteria.

Subject: Clothing & Textiles
 Level: 10
 Elective

Fabric Arts

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Review the elements and principles of design through use of available fabric arts, wallpaper samples, draperies, etc.

Field trip to museums and galleries historical and contemporary textile arts.

Guest speakers/demonstrators: interior designer, local craftsmen, community ethnic craft groups, etc.

Do a research report on one particular fabric art and try out with small samples, where possible.

Choose a project based on one of the fabric arts.

Concepts in Clothing, Chapter 6 samples, fabrics, wallpaper, batiks, etc.

NOTES:

Subject: Clothing & Textiles
Level: 10
Elective

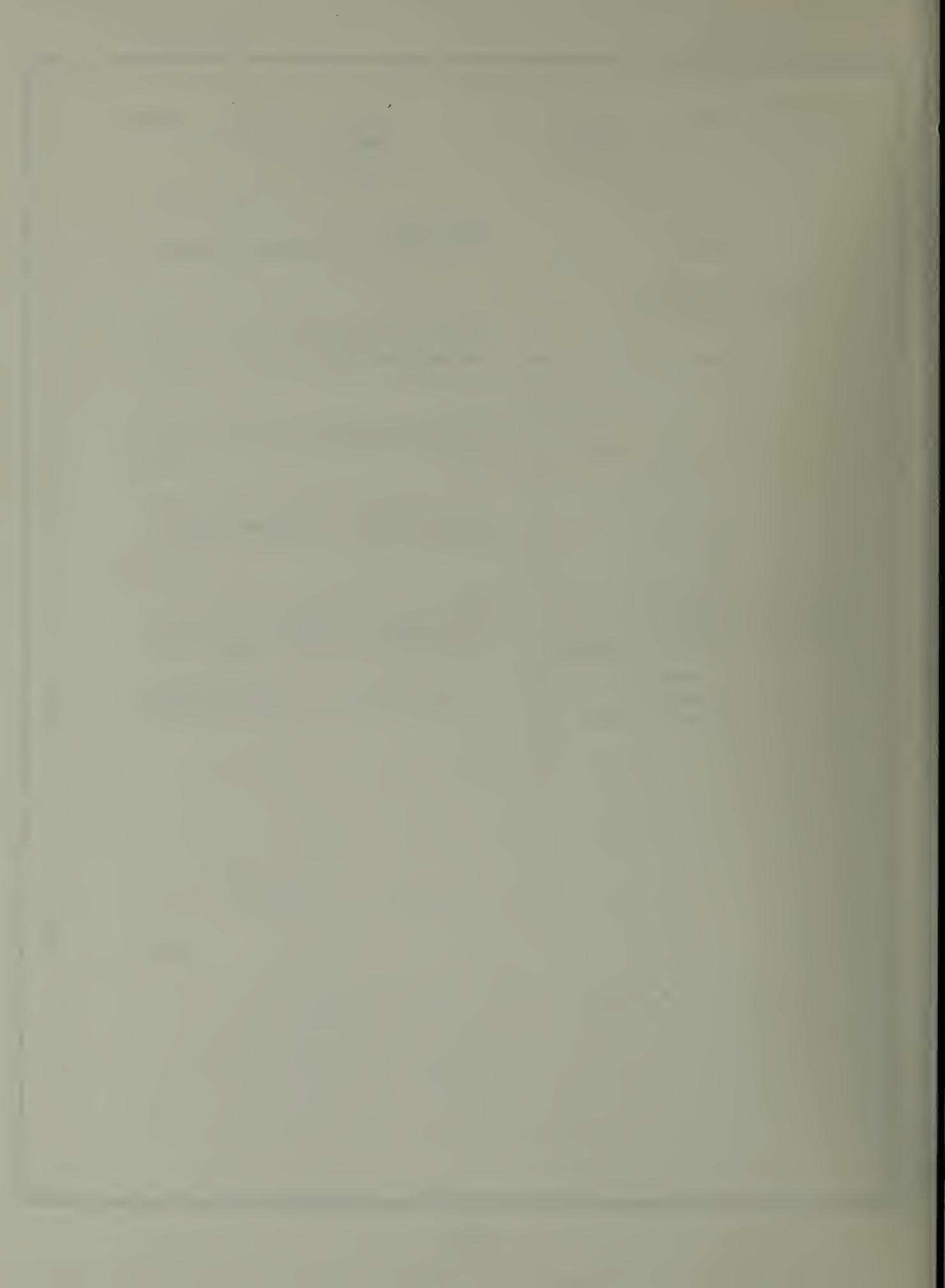
FABRIC ARTS

CONTENT CHECKLIST:

Elements and Principles of Design (review)

Fabric arts techniques:

Needle crafts
Knitting
Crocheting
Weaving
Hooking
Knotting
Quilting
Applique
Batik
Tie dye
Screen printing
Beadwork
Lacing
Leather work



CLOTHING & TEXTILES 20

CONTENT DESCRIPTION

CLOTHING AND TEXTILES 20

The Clothing and Textiles 20 course consists of 4 or 5 modules. The first 3 listed below are core, the remainder are elective.

Advanced Textiles

- history of textile development, fibre characteristics, manmade fibres, weaves, knits
- new fabric and finish technology, textile laws, trademarks

Pattern Alterations: Fit

- pattern alterations, fitting procedures, fitting during project construction
- evaluation of fit, construction of the fitted garment

Clothing Construction

- advanced construction techniques, construction of garments or other fabric items
- management of sewing project considering resources available, evaluation of projects according to standards of construction and fit

Fashion Industry/Careers

- production and distribution of textiles, consumption patterns of individuals in families
- career opportunities in the fashion industry, examination of Canadian fashion industries
- government regulations, merchandising techniques, consumer skills

Special Fabrics

- special fabric techniques, project construction
- good management principles, evaluation of the project

Household Textiles

- selection and care of household textiles including carpets, window treatments, linens and upholstery
- construction of a project, evaluation of project considering cost, skill development, design functionality, and energy conservation

Historical/Cultural Roles of Clothing

- social, political, economic, and cultural influences on clothing
- fashion terms, period fashions
- cultural and social aspects of clothing

Sports Clothing

- physiological reactions to environmental conditions
- functionality of clothing and clothing design
- construction and evaluation of a project

Subject: Clothing & Textiles
Level: 20
Core

ADVANCED TEXTILES

Subject: Clothing & Textiles
Level: 20
Core

ADVANCED TEXTILES

GENERALIZATIONS:

The knowledge of physical and chemical characteristics of textiles helps in predicting performance and increasing user satisfaction.

Fibers may be modified both chemically and physically to produce desirable characteristics for specific and uses.

OBJECTIVES: The Student:

1. Identifies characteristics of natural and manmade fibres and blends weaves, knits and specified finishes.

Lists the generic groups of fibres, natural and manmade.

Lists the characteristics of each selected fibre and relates them to end use.

2. Understands basic weaves, complex weaves, types of knits and functional finishes.

Explains the characteristics of different weaves and finishes studies.

Explains the processes involved in the production of selected fibres and fabrics.

3. Applies knowledge of textiles to everyday situations.

Experiments to decide the best construction techniques for a particular type of textile and end use.

Plans and carries out a small project involving a textile studied.

4. Develops consumer skills regarding the use of textile products.

Evaluates sewing projects in terms of preestablished criteria and standards and cost for products of a similar use or nature.

Explains laws related to textile products in Canada.

Subject: Clothing & Textiles
 Level: 20
 Core

Advanced Textiles

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Discover new textiles available using a resource person from a fabric store, field trips, etc.

Display new fabrics using bulletin boards/show cases.

Examine fabrics:

- 1) under microscopes
- 2) using tests for abrasion resistance, color fastness, shrinkage, etc.
- 3) for functionality in specific situations - example - what fibre for a playroom?

Have students experiment with fabrics to determine the best method to:

(a) hem, (b) press (c) sew-needle, length of stitch, (d) seam finish

Students will choose a research fabric and use the research as a basis for the construction of a simple project. Examples: belts, watchbands, placemats, protective covers, sports gear, etc.

Filmstrips from:

American Textile Manufacturers Institute,
 Education Dept.,
 1101 Conneticut Ave. N.W.,
 Washington, D.C. 20036

Corbman, Textiles, Fibre to Fabric
 Chapter 26

NOTES:

Subject: Clothing & Textiles
Level: 20
Core

ADVANCED TEXTILES

CONTENT CHECKLIST:

Fibre Characteristics

General Properties -
strength, flexibility, resiliency,
elasticity, crimp, absorbency,
thermoplasticity, flamability.
Interrelatedness of Fibre Characteristics

Natural Fibres (cotton, wool, silk, linen, jute, asbestos)

Manmade Fibres from Natural Sources:

Rayon, Acetate, Triacetate, Metallic Yarns, Rubber and Glass

Manmade Fibres from Chemicals

(Nylon, polyester, acrylic, modacrylic, olefin,
spandex, saran, others)

Production processes - spinning, extruding, etc.

Weaves

Basic weaves (Plain, twill)
Complex weaves (pile, leno, jacquard, dobby, lappet).

Knits

Basic types (Warp, weft)
Special types (Jacquard, pile, bonded)

Functional and aesthetic finishes

- a selection of several most common finishes

New fabric/finish/fabrication methods

Textile Laws/Regulations

Trademarks

Subject: Clothing & Textiles
Level: 20
Core

PATTERN ALTERATIONS AND FIT

Subject: Clothing & Textiles
Level: 20
Core

PATTERN ALTERATIONS AND FIT

A well-fitted garment enhances the appearance of the wearer and contributes to physical and emotional well-being.

The function of a garment affects the standard of fit.

Standards of fit vary with values, culture, and period in history.

OBJECTIVES: The Student:

1. Discovers differing standards of fit viewed from an historical perspective.

Explain cultural and historical reasons for different shapes and standards of fit.

2. Evaluates garments according to factors of fit.

Compares poorly fitted to well fitted garments.

3. Applies concepts and principles of pattern alteration.

Manipulates patterns to make adjustments appropriate for specified situations.

Constructs a garment and incorporates principles of pattern alteration and fit.

4. Evaluates a project in terms of craftsmanship, personal goals, skills development, and standards for products of a similar use of nature.

Evaluates own project using preestablished criteria.

Analyzes skill development attained in order to establish future goals.

Justifies specific techniques used.

Subject: Clothing & Textiles
 Level: 20
 Core

PATTERN ALTERATIONS AND FIT

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Investigate changes in standards of fit over time and as they appear in contemporary clothes.

Suggest shapes and fit that students feel will be appropriate in the future.

Bring in actual garment to discuss fit problems - use student skills to recommend solutions.

Discuss and draw up a list of standards of good fit for a variety of garments.

Using patterns, have students perform pattern alterations for particular cases - e.g., figure irregularities, style changes, pattern resizing, etc.

Construct a well fitted garment and evaluate using the preestablished standards of fit.

Historical fashion pictures, films

Kefgen, Individuality in Clothing Selection and Personal Appearance

Horn, The Second Skin, Chapters 12, 13 & 14.

Readers' Digest Complete Guide to Sewing, pp. 100-120.

Ramsay, Create Something Beautiful.

NOTES:

Subject: Clothing & Textiles
Level: 20
Core

PATTERN ALTERATIONS AND FIT

CONTENT CHECKLIST:

Historical/Cultural factors affecting standards of fit - values, women's liberation, job orientations, etc.

Fitting

Causes of poor fit

Fitting procedures

Fittings during construction

Factors of fit based on ease, grain, line, set, balance.

Alterations

Basic principles

Back, bust neckline, shoulder, sleeve, trunk, crotch, simple style changes.

Subject: Clothing & Textiles
Level: 20
Core

CLOTHING CONSTRUCTION

Subject: Clothing & Textiles
Level: 20
Core

CLOTHING CONSTRUCTION 20

GENERALIZATIONS:

The appearance and durability of clothing depends upon the quality of workmanship and fabric used in construction.

OBJECTIVES: The Student:

1. Integrates learning from management principles, textiles, and previous construction modules to achieve a high level of craftsmanship.

Demonstrates mastery of specified advanced sewing, sewing techniques by means of constructing garment(s) or other projects.

Develops a plan for completion of the project to take into consideration resources available (time, skill, money, fabrics and notions available).

2. Evaluates garments according to established standards of construction and fit.

Compares ready-made garments to the project sewn, considering fit, cost, and time to complete.

Subject: Clothing & Textiles
 Level: 20
 Core

Clothing Construction

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Workplan - have the students outline a work plan for the completion of project within the class time available.

Construction of a garment that will include more advanced sewing techniques. (Also refer to suggested checklist for sewing skills)

Evaluation of garment according to standards of fit established in Pattern Alterations and Fit Module.

Evaluation according to established standards of construction (these could be jointly set by the teacher and students) for wardrobe suitability and aesthetic value.

Have students research the cost of a similar ready-made garment. Compare to cost of project. Present findings to the class.

Commercial patterns

Simplicity or McCalls Sewing Books

Readers' Digest - Complete Guide to Sewing

Palmer, Pletsch, Easy, Easier Easiest, Tailoring

NOTES:

Subject: Clothing & Textiles
Level: 20
Core

CLOTHING CONSTRUCTION

CONTENT CHECKLIST:

Refer to "Suggested Checklist" for Sewing Skills and
Techniques" at the end of this section of the curriculum.

Work Plans

Joint evaluation instruments

Product comparisons

Subject: Clothing & Textiles
Level: 20
Elective

FASHION INDUSTRY/CAREERS

Subject: Clothing & Textiles
 Level: 20
 Elective

FASHION INDUSTRY/CAREERS

GENERALIZATIONS:

Production and distribution of textiles and clothing influence consumption patterns of individuals and families.

Methods and risk involved in the production and distribution of textiles and clothing influence the quality cost, and availability to the consumer.

Consumer's choices are a determinant of marketing practices, prices and of the quality of goods in the market.

OBJECTIVES: The Student:

1. Understands the scope and economic values of the fashion and textile industry in Canada*

Explains the economic position of aspects of the textile industry in Canada.

Knows some of the career opportunities in the fashion industry and the training required.

2. Identifies Canadian clothing and fashion industries.

Investigates a local clothing industry.

Discusses issues related to developing a local fashion and textile industry (regulations, raw materials, labour, transportation to market).

3. Knows specified government regulations imposed on the textile/ fashion industry for the protection of consumers.

4. Knows basic merchandising techniques and the factors that influence consumer demand.

Develops a plan for, and a sample of, a marketable textile/ fashion product.

Predicts (or surveys) the acceptance of this product in terms of its market potential and value as perceived by selected consumers.

Examines campaigns used to promote products.

*For the purpose of this module fashion industry includes areas of merchandising clothing and/or home furnishings.

Subject: Clothing & Textiles
 Level: 20
 Elective

Fashion Industry/Careers

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Student trace the production and distribution process for a particular garment

Butterick Kit: "Careers in the Fashion Industry".

Identify textile production areas in Canada and reasons for the development in that location.

Statistics Canada

Field trip to one Alberta clothing industry, e.g. GWG, White Stag, Sig Plach, Sprung.

Invite a local fashion designer as a guest speaker; attend a fashion show.

Research project - research clothing trends in Canada. Identify the ways clothing reflects the country's politics, resources, climate, economics, national identity, etc.

Identify government regulations in the Textile industry that protect the consumer.

Consumer and Corporate Affairs Publications

Plan and construct a marketable textile product - have a sale in the school or a local shopping centre of the items - evaluate the marketability after the sale.

Examine marketing - the psychology of what makes you buy.

Kegen - Individuality in Clothing Selection and Personal Appearance

Summarize biographical material on designers/producers prominent in the fashion industry.

Recent periodicals - Vogue, Chatelaine, newspapers.

NOTES:

Subject: Clothing & Textiles
Level: 20
Electives

FASHION INDUSTRY/CAREERS

CONTENT CHECKLIST:

Economic contribution of textile industry.

Local clothing and fashion industries.

Production and distribution processes.

Merchandising techniques.

Government regulations.

Careers

Subject: Clothing & Textiles
Level: 20
Elective

SPECIAL FABRICS I

Subject: Clothing & Textile
Level: 20
Electives

SPECIAL FABRICS I

GENERALIZATION:

Reappraisal and adjustment of standard procedures may be needed in the completion of a project made of "special fabric".

OBJECTIVES: The Student:

1. Integrates learning from basic construction, textiles and experimentation with the fabric to solve problems related to the use of a specific special fabric.

Plans an approach to solving problems in construction using the special fabric chosen.

Reports to class on the approach chosen and the results obtained in working with the special fabric.

2. Evaluates the project according to established standards of construction and fit.

Compares ready-made garments to the project sewn considering fit, cost, and time to complete.

Subject: Clothing & Textiles
 Level: 20
 Elective

Special Fabric I

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Field trip or guest speaker to explore the variety of special fabrics available.

Choose one of these fabrics and research methods of construction, special equipment needed, special sewing techniques, care required, etc.

Construct a project using the special fabric studied.

Each student demonstrates techniques involved in special fabric project construction.

For each special fabric a summary sheet of special techniques should be prepared. (Each student should receive a copy including samples of each special fabric).

Evaluate the project and compare with a ready made alternate.

Fabric stores, periodicals, information sheets.

Readers' Digest, Complete Guide to Sewing.

Sewing books

NOTES:

Subject: Clothing & Textiles
Level: 20
Elective

SPECIAL FABRICS I

CONTENT CHECKLIST:

Special fabrics suited to this level include swim suit fabric, lingerie fabric, uneven plaid, felt, vinyl, fake suede, fake fur, leather, and ciré.

Techniques that may be modified for special fabrics.

- fitting
- cutting
- stitching
- finishing
- reducing bulk
- pressing
- cleaning and caring for

Subject: Clothing & Textiles
Level: 20
Elective

HOUSEHOLD TEXTILES

Subject: Clothing & Textiles
Level: 20
Elective

HOUSEHOLD TEXTILES

GENERALIZATIONS:

Household textiles have an important role enhancing day to day living.

Textiles for the home can be provided in a variety of ways depending upon the resources and skills available.

OBJECTIVES: The Student:

1. Applies knowledge of the varieties of household textiles and the care characteristics of each in choosing household textiles appropriate for given needs.
 - Relates cost, quality, construction, fibre content, and design in household textiles to choices for given needs.
2. Applies knowledge of design and basic construction, in the development of a textile product for the home.
 - Researches techniques required in constructing a specific textile item for the home.
 - Constructs a project using the information and skills developed.
3. Evaluates the project in terms of cost, craftsmanship, skill development, design, functionality and standards for products of a similar kind or nature.
 - Evaluates own project using preestablished criteria.

Subject: Clothing & Textiles
 Level: 20
 Elective

Household Textiles

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Students study selected household textiles: sheets, drapes, towels, carpeting, table linens, etc. Report to class about aesthetic and functional contributions, cost, care and the like.

Field trip to department or speciality store, i.e. bath, drape, carpet or interior design studio to become aware of variety, cost, and quality of household textiles.

Students construct a textile project for the home.

Evaluate project and compare with ready made item.

Research energy savings possible through application of textile items (curtains, floor mats, insulation)

Local stores, periodicals, Alberta Agriculture publications, etc.

Lindah, Energy Saving Decorating,
 Published by Lindahl, 3211 N.E.
 Siskiyou, Portland, Or. 97212, 1981.

Readers' Digest - Complete Guide to Sewing

Simplicity patterns for household furniture.

Consumer and Corporate Affairs,
 local utility publications

American Textile Manufactures
 Institute "Save Energy and Have
 Fun with Textiles".

NOTES:

Subject: Clothing & Textiles
Level: 20
Elective

HOUSEHOLD TEXTILES

CONTENT CHECKLIST:

Aesthetic and functional attributes of household textiles

- design features
- conservation of energy
- simplifying household chores
- reducing stress
- adding comfort and safety

Examples of household textiles:

- draperies, linens, quilt cover, upholstered items, rugs, floorings, work surfaces, wall coverings.

Subject: Clothing & Textiles
Level: 20
Elective

HISTORICAL AND CULTURAL ROLES OF CLOTHING

Subject: Clothing & Textiles
Level: 20
Elective

HISTORICAL AND CULTURAL ROLES OF CLOTHING

GENERALIZATION:

Clothing fashions are indicative of a society's values and orientations.

National costume helps to transmit a sense of history and culture.

OBJECTIVES: The Student:

1. Knows terms related to the study of fashion.
2. Recognizes styles of the past and adaptations in the present.

Describes the costume of a given period.

Identifies historical influences in a number of today's fashions.

3. Understands the social, political, economic and cultural influences on clothing.

Identifies social, political, and economic influences as they can be shown to affect changes in costume and fashion at given times throughout history.

4. Appreciates the historical textile resource materials available within the community.

Examines available resources in order to appreciate the history of fashion (Canadian and that of other national groups).

5. Appreciates at least one national costume indicating its group of people.

Investigates at least one national costume indicating its representative folk arts and its function and significance within the culture.

Subject: Clothing & Textiles
 Level: 20
 Elective

HISTORICAL AND CULTURAL RULES OF CLOTHING

SUGGESTED LEARNING EXPERIENCES

Discuss the meaning of terms related to the study of fashion. (fad, fashion, craze, classic, etc.)

Students select pictures of costumes they would or would not purchase. Explain reasons for their decisions in terms of fad, fashion, etc.

Field trip to museum, Fort Edmonton, etc. to see historic Canadian fashions.

Invite parents or grandparents to bring a national costume to class and explain its cultural and historical significance.

Trace the evolution of one particular garment form. Identify social, economic, political, and cultural influences in the development of the garment (e.g. trousers, collars, corsets, shoes).

Have students bring pictures of grandparents or great grandparents. Discuss clothing as related to occupation and times - compare to the present.

Describe today's "National Costume", its functions and its significance.

NOTES:

RESOURCES

Film "Historical Highlights and Contemporary Clothes".

Butterick Kit: "2000 Years of Authentic American Fashion".

McCall's leaflet on national dress "From Folk Costume to Modern Fashion.

Kefgen, Individuality in Selection and Personal Appearance.

Peacock, Fashion Sketchbook 1920-1960, London, Thomas and Hudson Lts., 1977

Laver, A Concise History of Costume, London, Thomas and Hudson Lts., 1977

Current periodicals

Subject: Clothing & Textiles
Level: 20
Elective

HISTORICAL/CULTURAL RULES OF CLOTHING

CONTENT CHECKLIST:

Historical Aspects of Clothing (within the social, political, economic milieu).

Fashion Terms (Sleeve types, collars, silhouettes, etc)

Cultural Aspects of Clothing

Functions of Clothing:

- physical protection
- adornment
- conveying status
- group identification
- role identification
- sex identification
- ritual symbolism
- self-express

Social Aspects of Clothing:

- group identification
- communication of role
- personal adjustment
- first impressions

Costumes from Canada

Costumes from around the World

NOTE: Students might study one period or culture in depth rather than use an overview approach. Students should recognize the social, political, and economic influences in the process of change in costume.

Subject: Clothing & Testiles
Level: 20
Elective

SPORTS CLOTHING

Subject: Clothing & Textiles
Level: 20
Elective

SPORTS CLOTHING

GENERALIZATIONS:

Functionality of clothing depends upon physiological needs and environmental conditions as well as the fabric, construction and fit of the item.

OBJECTIVES: The Student:

1. Understands basic concepts related to the functionality of clothing.

Explains physiological needs of bodies during different activities and under different conditions.

Describes physiological reactions to extreme conditions.

Describes characteristics of fibres and fabrics that affect functionality in a garment.

Explains construction techniques required to achieve specific effects and standards of fit for specific activities.

2. Evaluates the functionality of various garments.

Compares the functionality of various sports garments.

3. Applies principles of design, construction and concepts of functionality of new situations.

Constructs an item of apparel for a specific sports activity.

4. Evaluates a sports apparel for a specific sports activity, functionality, personal skill development, cost and standards for products of a similar nature.

Evaluates own project using preestablished criteria.

Justifies specific techniques used to achieve functionality.

Subject: Clothing & Textiles
Level: 20
Elective

Sports Clothing

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Guest speaker from Recreation Departmental sports store, health unit etc. to discuss physiological needs of body during different sports.

Guest speaker

Examine different sports garments and identify how demands of the activity are accomodated in the construction and designe of the item.

Borrow from sports stores, bring from home.

Students research the type of fabric, construction techniques, styling etc. of garments for a particular sport of their choice.

Construct an item of apparel for that sport. Evaluate and compare cost to similar ready made item.

Equipment kits - e.g., for down vest, mitts, etc.

Have students wear a variety of clothing to take part in a particular sport, i.e., jogging or skiing. Do the activity and then assess the suitability of the clothing worn. Students could develop an evaluation sheet for this exercise.

Students adapt clothing they presently own to be suitable for a particular sport, i.e., shorten wool pants to knickers for cross country skiing, line crotch of pants for biking, etc.

NOTES:

Subject: Clothing & Textiles
Level: 20
Elective

SPORTS CLOTHING

CONTENT CHECKLIST:

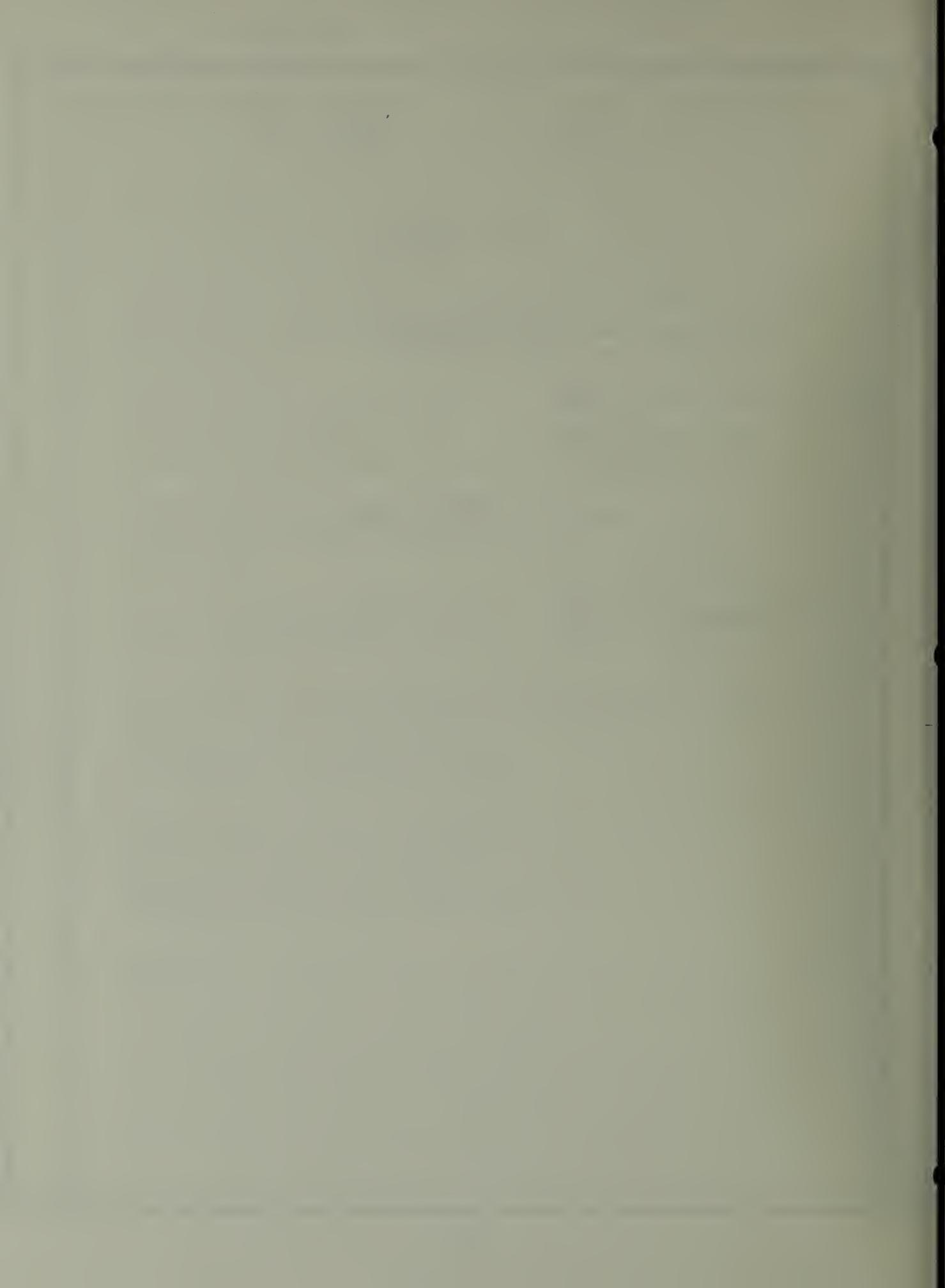
Physiological reactions to environment
- hypothermia, heat exposure, allergens

Garment functionality

- fiber characteristics
- activity demands
- care requirements

Construction techniques for specific needs

- waterproofing
- windproofing
- durability
- screening
- absorbency
- reducing irritation



CLOTHING & TEXTILES 30

CONTENT DESCRIPTION

CLOTHING AND TEXTILES 30

The Clothing and Textiles 30 course consists of 5 modules. The first one listed below is core, and the remainder are elective.

Advanced Construction I

- advanced construction techniques for tailored garments and other advanced fabric items
- fitting, alterations, shaping
- good management in the construction of an advanced project, evaluation of the project

Advanced Construction II

- further development of construction techniques and management principles in the preparation and construction of advanced garments and other items

Special Fabrics II

- problem solving, experimentation with special fabrics
- construction of a project, evaluation of techniques and standards achieved, comparison with commercially produced items

Designers

- concepts of design, elements, principles, and individuality
- Canadian and international designers, Canadian fashion industry, career opportunities
- design and construction of a fabric item, evaluation of projects

Clothing for Special Needs

- adaptations of clothing design, construction techniques and fabrics for special physical or environmental circumstances
- construction and evaluation of a project suited for a special physical or environmental need

Pattern Making

- basic principles of shaping fabrics using flat pattern, draping, or combination techniques
- concepts and principles of design, construction and management applied to a student design project
- design and construction of a project

Clothing and Culture

- research into the development and function of clothing in selected cultural and historic groups
- construction and evaluation of an ethnic design
- new technologies in fibres and processes, political and social influences

Subject: Clothing & Textiles
Level: 30
Core

ADVANCED CONSTRUCTION I

Subject: Clothing & Textiles
 Level: 30
 Core

ADVANCED CONSTRUCTION I

GENERALIZATIONS:

Advanced techniques are used in working with fabrics to enhance durability, enhance fine design and to establish shape.

OBJECTIVES: The Student:

1. Understands basic concepts in fitting, pattern alteration, and shaping.

Reviews how to do basic pattern alterations.
 Explains basic techniques related to establishing shape through fusing, stitching and layering.

2. Applies principles of management, selection, pattern alteration, and construction in carrying out an advanced project to meet individual or family needs.*

Demonstrates mastery of specified pattern alterations, fitting techniques.
 Selects traditional or modern tailoring techniques according to abilities, time available, and desired end product.
 Develops a plan to ensure completion of the project.

3. Evaluates the project in terms of craftsmanship, personal goals, skill development, and standards for products of a similar use or nature.

Evaluates own project using preestablished criteria.
 Analyzes skill development attained in order to establish future goals.

*Alterations, degree to which fitting techniques are demonstrated, and the sophistication of the techniques will depend on the level of student skill and whether or not this is to be a single or double module (i.e., 25 or 50 hours).

Projects may be chosen from apparel such as jackets or coats, upholstered items, interior design projects using textiles, or a sport project such as an interior frame backpack.

Subject: Clothing & Textiles
 Level: 30
 Core

Advanced Construction

SUGGESTED LEARNING EXPERIENCE

RESOURCES

Prior to selection of projects, ensure complete discussion of suitable fabrics, interfacing, notions, patterns, skills needed, etc.

Palmer and Pletsch, Easy, Easier, Easiest Tailoring

Prepare work plans that reflect difficulty of project, basic pattern, alterations, ease, standards of fit, etc.

Readers' Digest, Complete Guide to Sewing

Demonstration of interfacing application, reinforcing, pad stitching, bound buttonholes, pressing, taping, etc., and "quick" tailoring techniques.

Bane, Tailoring, New York, McGraw Hill Book Company, 1974

Use tailored or upholstered items that can be taken apart to examine interior construction, alternative methods of shaping, fitting, reinforcing, etc.

Evaluation should consider construction techniques, durability, functionality, cost, time taken, and sense of accomplishment.

One or more projects may be chosen depending on student and teacher skills and interests, and whether this will be one or two modules.

Approaches to tailoring or upholstery should encourage the examining of a number of alternative techniques.

NOTES:

Subject: Clothing & Textiles
Level: 30
Core

ADVANCED CONSTRUCTION I

CONTENT CHECKLIST:

Advanced Construction Techniques

Pattern Selection or Development
Fabric Selection
Supportive Fabrics - underlining, interfacing, interlining,
lining

Findings/Notions

Thread, zippers, shoulder pads, weights, stays,
grommets, lacing, etc.

Tools

Sewing equipment - special machine and hand items
(needles, punches, thimbles)
Pressing equipment - pounding block, seam roll,
tailor's ham, press mitt, sleeve board, press cloth,
needle board, clapper

Preparation of Fabric

Shrinking (preparation of fabric for: wet roll, dry cleaning).
Testing for fastness, irritation, etc.

Muslin (test models)

Guides to making
Guides to Fitting (vertical lines, horizontal lines, ease,
appearance).

Construction Techniques

Seam finishes
Trimming seams
Underlining
Interfacing (including fusibles)
Shaping (machine vs. hand pad, stitching to maintain shape
using a steam press and fusibles).
Bound buttonholes vs. Machine (size, methods, finishing).

Evaluation

Subject: Clothing & Textiles
Level: 30
Elective

ADVANCED CONSTRUCTION II

This must be planned as an extension of concepts
and objectives of Advanced Construction I (core)

Subject: Clothing & Textiles
Level: 30
Elective

SPECIAL FABRICS II

Subject: Clothing & Textiles
Level: 30
Elective

SPECIAL FABRICS II

GENERALIZATION:

Reappraisal and adjustment of standard procedures may be needed in completing a project from "special fabric".

Using problem-solving techniques with different textiles will improve the utilization of textiles in peoples' lives.

OBJECTIVES: The Student:

1. Applies knowledge of textiles, basic construction and functionality to solve problems related to the use of specific special fabrics.

Develops skill in working with a specific fabric and demonstrates the skill to class groups.

2. Evaluates fabrics in terms of possible end uses, and special care and construction techniques needed.

Develops skill in solving textile problems.

Suggests textiles that will be useful in the future.

Subject: Clothing & Textiles
Level: 30
Elective

Special Fabric II

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Set-up "problem case" challenges involving the use of special fabric in constructing certain items -

- e.g. rug to be used for a vest
- wetsuit neoprene for socks
- lace to be made into a collar

Students must come up with solutions through research, experimentation, etc.

Student demonstrations of construction techniques learned.

Brainstorm: as many uses as possible for a special fabric

- as many fabrics as possible for a specific use
- what fabric demands will be in the future

NOTE: Students may select one fabric for in depth study and construction of a project or may do a broad study of many special fabrics, doing limited construction of small items.

Readers' Digest - Complete Guide to Sewing

Corbman, Textiles: Fibre to Fabric

University of Alberta Textiles Analysis Service Bulletins

Fabric stores, short publications from fabric and pattern manufactures, periodicals.

NOTES:

Subject: Clothing & Textiles
Level: 30
Elective

SPECIAL FABRICS II

CONTENT CHECKLIST

Demonstration techniques

Adapted techniques for the fabric chosen

Special fabrics suited to this level include: satin, sheer lace, synthetic suede, leather, synthetic fur, vinyl, carpeting, paper, rubber, glass.

Subject: Clothing & Textiles
Level: 30
Elective

DESIGNERS

Subject: Clothing & Textiles
Level: 30
Elective

DESIGNERS

GENERALIZATIONS:

A design reflects the personal philosophy, skill and knowledge of the designer.

Designs are chosen to reflect our values and self-image.

OBJECTIVES: The Student:

1. Knows works of Canadian and International fashion designers.

Identifies some Canadian and International designers and their works.

2. Knows the kinds of training recommended for a career in fashion and household design.

Describes school programs and entry level jobs which may lead to a career in fashion.

3. Designs and constructs a household or clothing item to meet a specific need or market.

Constructs item and justifies the design in terms of the type of person for whom it would have appeal.

4. Evaluates the project in terms of design, originality, craftsmanship, personal goals, skill development, and standards for products of a similar use or nature.

Evaluates own project and justifies position taken.

Subject: Clothing & Textiles
Level: 30
Elective

DESIGNERS

SUGGESTED LEARNING EXPERIENCE

RESOURCES

Have students compare the style traits of some fashion designers. Example: Identify characteristics of a variety of items designed by one designer. Suggest the designers values, beliefs philosophy.

Current periodicals, design books, pattern books, field trips to clothing outlets, guest designer.

Student design and construct an item of clothing or household item - identify the type of person the item would appeal to.

Evaluate the item.

Research post secondary training available in fashion design.

School guidance counsellor, college manuals, etc.

NOTES:

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DESIGNERS

CONTENT CHECKLIST:

The "Designers" module could focus to a larger degree on the design product, that is, types, elements, principles and philosophy, or it might concentrate mainly on designers, how they work, their philosophy, traits, etc.

Types of Designs

- Functional, structural, decorative
- Fashion vs. Fad
- Culture, illusion and clothing
- Visual illusions
- Culture, personal appearance acceptability.

Elements of Design

Principles of Design

Individuality in Design

Canadian Designers - in Alberta/in Canada

International Designers - fashion houses

Canadian Fashion Industry

- Job opportunities
- Working conditions
- Competition
- Future

Individual creativity in fashion

- for personal pleasure/recreation/creative outlet
- for recycling
- for profit

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CLOTHING FOR SPECIAL NEEDS

Subject: Clothing & Textiles
Level: 30
Elective

CLOTHING FOR SPECIAL NEEDS

GENERALIZATIONS:

Adaptations of clothing design, construction techniques and fabrics enhance the wearability of clothing for people with special physiological needs, and also enhance psychological adjustment.

OBJECTIVES: The Student:

1. Understands the kinds of clothing problems faced by people with various special needs, particularly those related to physiological conditions.

Explain clothing considerations for specified conditions including chronic conditions such as paraplegia and temporary conditions such as pregnancy.

2. Knows methods of adapting clothing for special needs

Discusses ways given clothing problems can be solved using fabric construction and design adaptation.
Identifies the psychological ramifications of clothing for special needs.

3. Applies knowledge of clothing construction and special needs to create clothing suited to special needs.

Plans and constructs a garment or adapts a ready-made garment to meet a given need.

4. Evaluates the project in terms of criteria appropriate for the problem being addressed.

Evaluates own project using preestablished criteria.

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Clothing for Special Needs

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Research by personal interview, case study or library study the clothing problem of people with special needs.

Determine special needs that would require changes in clothing from the norm.

Consider: protection, independence, hygiene, concealment, easy upkeep, safety and psychological and physical comfort.

Plan and construct a garment or adaptation for a specific need.

If a student has a particular need in their family for clothing for a special need - they should be encouraged to construct an appropriate garment.

Evaluate the garment in terms of its utility and aesthetics.

These garments should be evaluated by both students and recipient.

A. Kernaleguen, Clothing Designs for the Handicapped, Edmonton University of Alberta Press, 1978

Canadian Red Cross Association resources - slide set "Clothing for the Handicapped" developed by A. Kernaleguen

NOTES:

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CLOTHING FOR SPECIAL NEEDS

CONTENT CHECKLIST:

Physical conditions

injury
paraplegia
pregnancy
age
obesity
blindness
limitations in movement

Psychological Safety Factors

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PATTERN MAKING

Subject: Clothing & Textiles
Level: 30
Elective

PATTERN MAKING

GENERALIZATION:

The extent to which component parts of a garment are compatible determines the functional and aesthetic value of the garment.

OBJECTIVES: The Student:

1. Understands the basic principles of shaping fabric to a form through flat pattern, draping, or a combination of these techniques.

Illustrates specific methods to achieve design effects.

2. Integrates concepts and principles of design, construction and management to design clothing.

Design a project using pattern making techniques.
Constructs a project using an original design.

3. Evaluates the exercise in terms of craftsmanship, personal satisfaction, skill development and aesthetics.

Evaluates own design project using preestablished criteria
Analyzes skill development in pattern making in order to establish future goals or needs.

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Pattern Making

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Students draft, according to their own size, a pattern to be cut out in muslin; baste, try on and evaluate.

Demonstrate specific procedures i.e., pivot control, slash and separate, yoke, pleats, increasing and decreasing, raising and lowering neckline, changing collar etc. Have students practice using templates.

Demonstrate draping techniques.

Using above theory make an adaptation to a commercial pattern or a completely original design.

From a pictured design, challenge students to plan the pattern (this could be used as a practical test).

Littman, Pattern Making Design
New York, Del Mar Publishing, 1977

Sparling, "Sure Fit Designs" Kits
for dresses, pants and shirts
260 Charnelton #4
Eugene, Oregon, 97401

"Introduction to Flat Pattern
Design"

NOTES:

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PATTERN MAKING

CONTENT CHECKLIST:

Basic principles of shaping:

- darts, gathering, curves

Pattern drafting

Draping techniques

NOTE:

The teacher may accept extensive adaptations of a commercial pattern as sufficient.

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CLOTHING AND CULTURE

Subject: Clothing & Textiles
Level: 30
Elective

CLOTHING AND CULTURE

GENERALIZATIONS:

Dress emanates from the culture and reflects the political, technological, social, and economic systems of the time as well as the beliefs and aesthetics of the day.

The resources and values of a cultural group are reflected in their folk arts.

OBJECTIVES: The Student:

1. Understands the functions and development of clothing including the effects of economy and geography of a selected cultural group or groups.

Researchs the costume of a selected group.

Relates the nature of the costume to the lifestyle of the people and the social, political, economic and geographic factors that may have been influential in the evolution of the costume form.

2. Applies design ideas from the past and knowledge of present day construction techniques to costume design.

Plans and constructs, for contemporary use, a costume or garment adapted from an ethnic design (e.g., Ukrainian costume, Japanese kimono, Eskimo parka).

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CLOTHING AND CULTURE

SUGGESTED LEARNING EXPERIENCES

RESOURCES

Students research the development and functions of clothing or selected items of clothing (kimono, sari, headwear) considering the effects of the country's climate, economy, values, etc., on the evolution of wearing apparel.

Museum, library

Guest speaker, i.e., parent, grandparent from another culture to present history of national dress and show examples.

Community members

Plan and construct a garment adapted from an ethnic design for contemporary use

- Ukrainian dance costume
- blouse with mandarin collar, frog trim etc.
- costume for period theater
- kimono
- parka
- kilt

Readers' Digest, Complete Guide to Needlework.

Students project clothing needs for a future time and condition i.e., 2001 space communities.

Kefgen, Individuality in Clothing Selection and Personal Appearance

NOTE:

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CLOTHING AND CULTURE

CONTENT CHECKLIST:

Influences on Costume

- Climate and geography
- Aesthetic values/other values
- Social concerns

Dress from Other Cultures

Clothing for the Future

- New technology, fibres and processes
- New environments
- Political and social influences

NOTE:

This module could apply the concepts to costumes for theatre productions.

SUGGESTED CHECKLIST FOR SEWING SKILLS AND TECHNIQUES

This list suggests the level at which the student should learn the skills or techniques. Capable students will advance ahead of the schedule.

| TECHNIQUE AND/OR SKILL | LEVEL | | | | |
|------------------------------|-------|---|---|----|-------|
| | 1 | 2 | 3 | 10 | 20 30 |
| <u>Altering the Pattern:</u> | | | | | |
| simple style change | | | | 10 | |
| bust dart repositioning | | | | 10 | |
| larger arm | | | | | 20 |
| larger hips | | | | 10 | |
| lengthening pattern | | | | 10 | |
| narrower shoulders | | | | | 20 |
| neckline | | | | | 20 |
| prominent bust | | | | | 20 |
| shoulder blade | | | | | 20 |
| skirt, shorts, slacks | | | | 10 | |
| sloped shoulders | | | | | 20 |
| square shoulders | | | | | 20 |
| wider shoulders | | | | | 20 |
| shoulder blade | | | | | 20 |
| <u>Basting:</u> | | | | | |
| even | 1 | | | | |
| uneven | | 2 | | | |
| diagonal | | | | | 20 |
| machine | | 2 | | | |
| pin basting | | 2 | | | |
| slip | | | | | 20 |
| <u>Bias:</u> | | | | | |
| cutting | | | | 10 | |
| joining | | | | 10 | |
| joining & patterned fabric | | | | 10 | |
| <u>Buttonholes:</u> | | | | | |
| bound | | | | | 20 |
| machine made | | | 3 | | |
| looped | | | | | 20 |
| <u>Collars:</u> | | | | | |
| shirt collar | | | | 10 | |
| stand up (Madarin neckband) | | | | 10 | |
| shirt collar with band | | | | | 20 |
| <u>Darts and Tucks:</u> | | | 3 | | |
| <u>Drafting a Pattern:</u> | | | | | |
| portion of a garment | | | | | 20 |
| simple garment or accessory | | | | | 0 |

| TECHNIQUE AND/OR SKILL | LEVEL | | | | |
|-----------------------------|-------|---|---|----|-------|
| | 1 | 2 | 3 | 10 | 20 30 |
| <u>Equipment:</u> | | | | | |
| hand | 1 | | | | |
| sewing machine | 1 | | | | |
| cleaning | | 2 | | | |
| simple repair & maintenance | | | | 10 | |
| <u>Fabrics:</u> | | | | | |
| grain line preparation | 1 | | | | |
| layout and cutting | 1 | | | | |
| nap (brushed or one-way) | | | | | |
| plaid or horizontal stripe | | | | | |
| pile | | | | | |
| satin | | | | | 20 |
| sheers | | | | | 20 |
| diagonal | | | | 10 | |
| vinyl, suede, leather | | | | | |
| fake fur | | | | | 30 |
| knits | | | 3 | | |
| <u>Facings:</u> | | | | | |
| bias | | | | 10 | |
| shaped | | | 3 | | |
| one piece of self | | | 3 | | |
| <u>Fastenings:</u> | | | | | |
| buttons | | | | 10 | |
| snaps, hook-eye | | | 3 | | |
| French tack | | | | | 30 |
| <u>Gathering:</u> | | | | | |
| machine | | 2 | | | |
| <u>Hems:</u> | | | | | |
| marking | | 2 | | | |
| straight | | 2 | | | |
| curved | | | | 10 | |
| rolled | | | | | 20 |
| faced | | | | | 20 |
| <u>Hemming Stitches:</u> | | | | | |
| blind | | 2 | | | |
| catch stitch | | | | 10 | |
| slip stitch | | | 3 | | |
| vertical | | | | | 20 |
| tailor's machine | | | | | 20 |
| | | 2 | | | |

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