

Textile Construction(Sewing) 4: FCS405

Grades 9-12 Des Moines Public Schools

2018-2019 CURRICULUM GUIDE

The Des Moines Public Schools Curriculum guide contains the prioritized standards, required pacing, materials and resources, and assessment correlates for the school year. This document is intended to be used in conjunction with the District Assessments and classroom assessments to scaffold our students in mastery of the Iowa Core State Standards.

Sewing 4

Essential Question and Pacing

How to create a finished product by selecting proper textiles & following appropriate construction techniques
18 weeks

Enduring Understandings

Suggested Texts and Resources

Textbook

Clothing

Successful Sewing

Film Clips/Activities

Evidence of Learning: All projects will be multi-scored providing a piece of evidence for each topic.

Project 1: Children's Garment

Project 2: Personal Collection 1- commercial pattern

Project 3: Personal Collection 2- use alternative textile

Project 4: Personal Collection 3- Draft own pattern

Sewing Four Scales- Tia Wilson and Melissa Feuerbach

Topic: Elements

Standards: National Standard 16.3 Demonstrate fashion, apparel and textile design skills

2	3	4	Success Criteria
<p><u>Vocabulary:</u> Alter, shorten or lengthen hems, take in or let out, Collar, plackets, sleeve, gather, pleat, zippers, pockets, lining/interfacing</p> <p><u>Students can:</u></p> <p>Identify the steps to creating a collar, placket, set-in sleeve, gather, pleat, dart, pocket</p> <p>Determine where a garment does not properly fit</p> <p>Identify correct steps in altering a garment</p>	<p><u>Students can:</u></p> <p>Apply the appropriate process for</p> <ul style="list-style-type: none"> - attaching a collar - setting in a sleeve - creating a placket - attaching a pocket - creating a dart - creating a pleat - creating a gather <p>Apply the steps to execute proper alterations on various elements.</p>	<p><u>Student can demonstrate knowledge utilization by:</u></p> <ul style="list-style-type: none"> - Problem solving issues that arise and develop a strategy to solve the issues. 	<p>Apply the appropriate process by executing a</p> <ul style="list-style-type: none"> ___ Collar ___ Sleeve ___ Placket ___ Pocket ___ Dart ___ Pleat ___ Gather <p>___ Determine two element areas in a garment that do not fit properly and execute the proper alteration to ensure fit.</p>

Topic: Textiles

Standard: National Standard 16.2 Evaluate fiber and textile products and materials

2	3	4	Success Criteria
<p><u>Vocabulary:</u> jersey knits, flannel, denim, pique, seer sucker, corduroy, fabric blends, fabric characteristics, strength, air permeability, cover, shape retention, wrinkle resistance, drapability</p> <p><u>Students can:</u></p> <p>Identify the effects of performance characteristics on textiles.</p>	<p><u>Students can:</u></p> <p>Evaluate the effects of performance characteristics on textiles in design, construction, care, use, and maintenance of products.</p>	<p><u>Student can demonstrate knowledge utilization by:</u></p> <p>Investigating an alternative textile that will be used to design and execute a product. (textiles that are recommend cannot be used).</p>	<p>___ Identify effects of performance characteristics on textiles</p> <p>___ Evaluate textile performance to best match textile with project for children’s garment and personal collection.</p>

Topic: Patterns			
Standards: National Standard 16.3 Demonstrate fashion, apparel and textile design skills			
National Standard 16.5 Evaluate elements of textile, apparel, and fashion merchandising.			
2	3	4	Success Criteria
<p><u>Vocabulary:</u> pattern symbols, sizes, layout</p> <p><u>Students can:</u></p> <p>Organize a proper pattern layout by marking & cutting.</p> <p>Apply technical pattern directions</p>	<p><u>Students can:</u></p> <p>Execute a complex pattern layout by marking & cutting using five or more pieces</p> <p>Execute a product by inferring technical pattern directions.</p>	<p><u>Student can demonstrate knowledge utilization by:</u></p> <p>Drafting a flat pattern to execute a textile product using four or more pieces.</p> <p>Writing detailed step by step directions for textile product to be completed for production.</p>	<p>____ Laid out pattern pieces to best fit on fabric while following pattern symbols</p> <p>____ Followed technical pattern direction principles when constructing textile product.</p>

Topic: Production Marketability			
Standards: National Standard 16.3 Demonstrate fashion, apparel and textile design skills			
National Standard 16.5 Evaluate elements of textile, apparel, and fashion merchandising.			
2	3	4	Success Criteria
<p><u>Vocabulary:</u> Stitching, seam allowance, finishing, production, Cohesive, collection</p> <p><u>Students can:</u></p> <p>Differentiate between wholesale versus retail prices.</p> <p>Identify production standards by describing the how and why production standards are important.</p> <p>Illustrate/Draw three cohesive pieces to create a collection of children clothing.</p>	<p><u>Students can:</u></p> <p>Analyze the cost of constructing a textile apparel product to determine both wholesale and retail price.</p> <p>Evaluate external factors that influence production time and quality.</p> <p>Analyze varied methods for promoting children’s and personal collection.</p>	<p><u>Student can demonstrate knowledge utilization by:</u></p> <p>Developing a business plan to market your children’s and personal collection.</p>	<p>____ Create a production plan for children’s garment and personal collection to predict and analyze the costs associated with producing, marketing and selling a textile product.</p> <p>____ Evaluate external factors that influenced your production time and quality</p>