

Wardrobe Planning ***CIP 19.090111***

Big Idea:

We are all consumers of textile products.

Enduring Understandings:

1. Clothing satisfies social and psychological needs as well as physical needs.
2. Textile fibers are important elements of daily life.
3. Fabric choices affect the look, feel, and wear of apparel and home fashions.
4. A knowledge of textiles will enable the student to develop sound buying practices when shopping for clothing and textile products.
5. A basic knowledge of construction techniques enables the student to make better choices when selecting and altering ready to wear apparel and home fashions.

Essential Questions:

1. What roles do fashion, textiles, and apparel play in our daily lives?
2. What information about fibers and textiles do we need to know?
3. What factors related to fibers and textiles should be considered when deciding which ones to use?
4. What are the consumer protection laws related to textiles and clothing?
5. What are the keys to planning and maintaining a successful wardrobe?
6. What criteria should be used when deciding between purchasing or constructing a textile product?
7. What is required in construction to produce, alter, or repair textile products?
8. What are the career opportunities in textiles and clothing and related fields?

Standards Statement:

The student will explore career paths within the textile and apparel design industry, examine fibers and fabrics, analyze and plan wardrobes, and demonstrate skills needed to produce, alter, or repair textiles products and apparel.

Course Description:

In this introductory course of the Textiles and Clothing pathway, the beginning clothing student studies, basic textiles, social and psychological aspects of clothing, wardrobe planning, and garment construction.

Course Goals:

Practical application of the knowledge and skills learned in this course will culminate in the successful completion of garments demonstrating required skills. Students will also demonstrate practical application of math and science skills, and apply reading and listening strategies to directions and tasks.

Course Objectives:

During the course of instruction the student will:

1. Discuss how group identification and group behavior is related to clothing.
2. Explain how clothing satisfies social and psychological needs.
3. Identify various samples of fabric structures as a knit, woven, non-woven, or felted construction.
4. Map the progression of a textile from its origin to the final product.
5. List the natural fibers and describe the characteristics of each.
6. Identify the most commonly used synthetic fibers.
7. Discuss the principles and elements of design.
8. Accurately measure and record the critical body measurements of a lab partner after teacher demonstration.
9. Explain the proper method of pattern selection after identifying body types.
10. Select and use commercial patterns, making necessary pattern adjustments, as needed.
11. Identify sewing and pressing equipment in the lab and describe the function of each.
12. Demonstrate proper use and care of the sewing machine.
13. Analyze a wardrobe and develop a wardrobe plan.
14. Learn proper methods of clothing maintenance.
15. Examine and interpret consumer protection laws.
16. Explore career opportunities in the textiles and clothing field.
17. Participate in FCCLA chapter activities.
18. Successfully construct five garments incorporating the required construction skills.

Course Outline

<i>Course Outline</i>	<i>CIS Knowledge & Skill References</i>	<i>Academic Standards</i>	<i>Resources</i>
1) Clothing and Society <ul style="list-style-type: none"> a) satisfying physical, social, and psychological needs b) a medium of artistic perception, expression, and experiences c) influences on clothing choices and decisions d) clothing statement and first impressions e) the evolution of fashion f) fashion, fads, classics, style and fashion cycles 	TA 16.3, CRM 1.4, CRM 2.2, ADL 1.1 FAM 1.8	ELA 1,2,3 SS E1,2,3 C-P/S-A	
2) Wardrobe Planning <ul style="list-style-type: none"> a) elements and principles of design b) figure types and fashion styles c) identifying clothing needs d) developing a wardrobe plan 	TA 16.3,	A: VA 1, 6 SS H-3, E-1	
3) Clothing Acquisition and Care <ul style="list-style-type: none"> a) evaluating quality and fit b) buying vs. constructing c) consumer rights and responsibilities d) the basics of shopping: how, when, and where e) laundry and dry cleaning products, equipment and procedures f) routine care and repair g) clothing storage 	TA 16.5, TA 16.6, CRM 2.1, CRM 3.1	ELA 1, 2, 3 M 1-10	

<p>4) Nature of Textiles</p> <ul style="list-style-type: none"> a) fiber classification b) sources and processing of fibers c) characteristics of fibers d) yarns e) fabric constructions f) fabric finishes 	<p>TA 16.2</p>	<p>ELA 1, 2, 3</p> <p>S-2</p>	
<p>5) Preparing to Sew</p> <ul style="list-style-type: none"> a) body measurements b) figure type and pattern size c) commercial patterns and pattern charts d) appropriate choices for fabric and notions e) small sewing equipment f) use and care of pressing equipment g) use and care of sewing machine h) use and care of the serger 	<p>TA 16.4</p>	<p>M 1-5</p> <p>A-VA 1,6</p>	
<p>6) Clothing Construction</p> <ul style="list-style-type: none"> a) preparing the pattern b) preparing the fabric c) pinning d) cutting e) marking f) stay stitching g) seams h) seam finishes i) darts, pleats, gathers j) interfacings and facings k) zippers l) collars, hoods, neckline treatments m) sleeves and armhole treatments n) waistline applications o) hems 	<p>TA 16.4, TA 16.2</p>	<p>ELA 1, 2, 3</p> <p>M 1-10</p> <p>A-VA 1,6</p>	

p) fasteners and buttonholes			
7) Career Opportunities a) current interests and skills b) career profiles	TA 16.1	C - A-C ELA 1, 2, 3	
8) Opportunities in FCCLA a) identify purposes and functions of FCCLA b) identify roles and responsibilities of members c) examine and implement the planning process d) leadership training e) engage in chapter activities			

FCCLA *add specific events your students will or plan to participate in*
During this course the student will be involved in FCCLA activities to enhance their learning. Students will participate in nominating and electing their officers, select appropriate community service projects, utilize the planning process, and assume leadership roles in the classroom, the school, and the community.

Resources *are these the resources you use all year? If not, put them in the 4th column in the specific unit you use them with*

Soto, Anne M., ed. Simplicity's Simply the Best Sewing Book. New York: The Simplicity Pattern Co., Inc., 2001.

Webb-Lupo, Anita, and Rosalyn M. Lester. Clothing Decisions. Mission Hills, CA: Glencoe/McGraw-Hill, 1987.

Weber, Jeanette. Clothing : Fashion, Fabrics and Construction. New York: Glencoe/McGraw-Hill, 2008.

Westfall, Mary G. Successful Sewing. Tinley Park, IL: Goodheart-Willcox Publisher, 1997.

Wolfe, Mary G. Fashion! Tinley Park, IL: The Goodheart-Willcox Company, Inc., 1998.

Media: Video/DVD/AV/CD presentations on Fibers, Fabrics, Elements of Design, Retailing, Clothing Selection, Fashion, Construction Techniques, FCCLA, and Careers

Technology Utilization *this is just a list of the technology you have in your classroom – ie computers, SmartBoard, projector, etc.*

End of Course Assessment – *What type of assessment do you use at the end of the course ie: written test, demonstration, etc.*