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|  | Family and Consumer Sciences-ConnecticutUnderstanding by Design (UbD) Textiles and Design Model Curriculum Unit  |

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| **FCS Area of Study****Unit Title** | **Textiles and Design****The Clothing Pattern -****Using Commercial Patterns to Cut and Sew** | **Possible****Course(s)****When during course?** | Clothing & Fashion I and II, Fashion Merchandising, Advanced Clothing, Costume Creation, Fashion Marketing, Theatre Costuming, Independent Study, and Capstone.\_\_beginning\_X\_middle\_\_\_endFor this unit, students should have demonstrated mastery in the basics of threading a machine,stitching samples, using equipment and notions. Also, students should understand basic fiber and fabric and their end uses. |
| **Designed by** |  Ms.Sue Murphy FCS Educator | **Unit Length/****Time Frame****Grade Level:** | 15 90-minute block classes9-12 |

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| **BIG IDEAS**In order to successfully create clothing, accessories, and home decor, students need strategies to read and interpret complex pattern symbols and instructions; also they need to identify and use appropriate tools and technology to produce successful products.Students working toward a clothing design career, store buying, or other related fashion industry careers should have a working knowledge of how to create three-dimensional sewn products from two-dimensional patterns.  |

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| **FOCUS STANDARDS****CTE Standards:**D. Textile and Apparel Products: Demonstrate skills needed to produce, alter, or repair textile and apparel products.13. Describe and demonstrate basic skills for producing, and altering textile products and apparel.14. Implement the use of commercial pattern layouts, marking, and symbols.15. Implement the use of commercial pattern envelope information to complete a project.16. Implement the use of commercial pattern guide sheet instructions to construct a project.**FCS National Standards:**16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel and textile products.16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.**Common Core Standards:**ReadingLiteracy.RST.9-10.3 Follow precisely, a complex multistep procedure when carrying out experiments, taking measurements, or performing tasks; analyze specific results based on explanations in the text.Literacy.RST.9-10.6 Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual formand translate information expressed visually or mathematically into words.Literacy.RST.11-12.3 Follow precisely, a complex multistep procedure when carrying out experiments, taking measurements, or performing tasks; analyze specific results based on explanations in the text.Literacy.RST.11-12.6 Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.WritingLiteracy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.Literacy.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.Speaking and ListeningLiteracy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.Language Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.MathMath.HSG-CO.A.1 Know precise definitions of angle, circle, perpendicular line,parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circle arc.Math.HSG-CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.Math.HSG-CO.D.12 Make formal geometric constructions with a variety of tools and methods.Math.HSG-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects.Math.HSG-MG.A.3 Apply geometric methods to solve design problems. |
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| **ENDURING UNDERSTANDINGS:*****Students will understand that...***Sewn product pattern construction has an industry-specific vocabulary that designers, stitchers and other industry professionals use to communicate in a variety of ways and to complete successful work.It is necessary to learn strategies to read, to practice, and to apply the knowledge and skills associated with the commercial pattern envelope, the patterns themselves, and the complex pattern instructions in order to cut, stitch, fit, and complete successful products in a reasonable amount of time.Fashion professionals use the knowledge of product construction in their work. | **ESSENTIAL QUESTIONS:*****Students will keep considering…***What types of strategies should be used to help understand and apply complex clothing construction instructions?What is the value in learning industry-specific vocabulary?How do stitchers stay focused and work efficiently on their projects?What would designers, fashion buyers, and other fashion professionals need to know about the cutting and stitching of products?What skills need to be practiced in order to work with clothing patterns successfully?How are pattern piece symbols used?How can the symbols and descriptions of pattern pieces and fabric help a stitcher to create good product?What are grain lines and how are they used?What is fabric preparation?How do stitchers need to layout and cut fabric? | **PERFORMANCE TASKS:****Summative Assessments**Lesson 4:Practice pattern layout problem-solving using mini pattern pieces and specific fabric dimensions.Lesson 5:Cut and sewn shopping bag with written instructions.Lesson 6:Cut and sewn pajama pants, using commercial pattern and instructions; includes a comprehensive summative written evaluation.Lesson 7:Commercial pattern instructions analysis project. |

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| **Learning Task Calendar** | **Family & Consumer Sciences** **Unit Title: The Clothing Pattern -****Using Commercial Patterns to Cut and Sew** | **Designed By: Ms. Sue Murphy**  |

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| **DAY 1****Lesson 1:**INITIATION ACTIVITY 1:Introductory activity showing, from the internet, authentic job opportunities. For example:* *Women’s Wear Daily* help wanted
* glassdoor.com
* Fashion company websites seeking applicants

Have students find related job qualifications. Discuss the qualifications for these positions and the purpose of their learning in this unit. DOK 1ACTIVITY 2: Student pre-assessment vocabulary worksheet, and discuss.DOK 1ACTIVITY 3: Teacher think aloud type demonstration with discussion, introduction to the big picture and include:* Show and describe the purpose of a design idea/sketch/picture
* Show and describe the purpose of the commercial pattern catalog
* Show and describe the purpose of a variety of commercial pattern envelopes with a variety of sewn projects represented
* Show and describe the purpose of some individual pattern pieces, and their symbols
* Show and describe the purpose of the pattern instruction sheet with cutting layout and sewing instructions

DOK 2CLOSURE ACTIVITY 4.“Share a Skill” activity. This is a peer-to-peer discussion with demonstration of a vocabulary term, pre-assessment topic.DOK 2 | **DAY 2****Lesson 2:**INITIATION ACTIVITY 1: Show some older pattern envelopes alongside modern ones and some Simplicity brand alongside some Vogue brand and ask students to notice similarities and differences. Have students draw Venn diagrams or other graphic organizers, in order to describe similarities and differences.Discuss.DOK 3ACTIVITY 2 : Scavenger hunt activity to identify pattern envelope details, in pairs, after reading basic information about the pattern envelope from Successful Sewing, Lesson 2 or a similar tutorial. Use Activity 2-3 template for the scavenger hunt from Successful Sewing. Discuss any questions or concerns about hard to decipher details. DOK 1ACTIVITY 3: Individually, students take a targeted, short open-book quiz on pattern envelope details. Use Activity 2-4: Evaluate Learning in Successful Sewing, or a similar quiz that stresses the ability to search the envelope for sizes, yardage, and other requirements of the project. DOK 1ACTIVITY 4: Read basic information about pattern symbols from Successful Sewing, Lesson 6 or a similar tutorial. Using mini front, back and sleeve pattern pieces (as if from a basic woven shirt) without symbols, have students work in teams of 2-4 to draw the proper symbols. Use a required list on the pieces, in order to match the pieces for stitching. Use Activity 6-3 Drawing Symbols, from Successful Sewing. Think-pair-share the results with their peers to perfect the results. DOK 1CLOSURE ACTIVITY 5: Student teams will pin together front and back pant pattern pieces, from a real size commercial pattern, matching symbols, as it would look after sewn. See activity instructions, Textiles, Lesson 2, Closure Activity Instructions.DOK 2 HOMEWORK: Create flashcards or mini posters of pattern symbol definitions and memorize to have a working knowledge of them. | **DAY 3****Lesson 3:**INITIATION:Show some lengths of fabric and their selvage and width and bias and explain what could go wrong with the garments if fabric is cut in the improper direction. (For example: Show what a striped skirt might look like cut cross grain. Show a stretchy bathing suit piece cut lengthwise, that will not stretch around the body. Show a dress or pictures of a dress cut on bias and describe the importance.)ACTIVITY 1:Vocabulary definition worksheet with drawings required.DOK 1ACTIVITY 2 AND CLOSURE: Have students prepare skits or videos to demonstrate the concepts of vocabulary terms. Work in pairs or teams and provide lengths of fabric and random pattern pieces so students can use the props to show the class. Use exit slips for teacher check of understanding of the essential questions of this lesson. DOK 3 | **DAY 4****Lesson 4:**INITIATION ACTIVITY 1: Show a variety of fabric types and ask students to demonstrate what cross grain, lengthwise grain, selvage, nap and other terms look like on the fabric. DOK 2ACTIVITY 2: In Successful Sewing, read Lesson 4, Fabric Preparation and stop to show concepts with fabric pieces. Have students complete Lesson 4 activity worksheets (or similar) on Activity 4-1,Identifying Grainlines, Activity 4-2, Determining if Fabric is On-Grain and Activity 4-3, Determining When Fabric Should be Pre-shrunk.DOK 1ACTIVITY 3: In Successful Sewing, read Lesson 8, omitting the part on stripes and plaids (if this is a beginner group) and stop to show concepts with samples. Complete the Activity 8-2, Using the Instruction Sheet. (as it relates to pattern layout)DOK 1ACTIVITY 4, SUMMATIVE CLOSURE: Using the mini patterns provided, complete the Activity 8-1, Practicing Folding and Laying Out the Pattern.DOK 2 | **DAY 5****Lesson 5:**ACTIVITY 1: Team activity, strategies for understanding. *See teacher notes for this activity.*DOK 3ACTIVITY 2, SUMMATIVE ASSESSMENT:(performance task)Cut and sewn shopping bag with written instruction with some student choice of shape and size and fabric. Finish this activity by exchanging of directions with another student and attempting to make another bag from that student’s directions. Use *pattern instruction sheet template* or students may create their own.DOK 4 |
| **DAY 6****Lesson 5, continued:**ACTIVITY 1: Team activity, strategies for understanding. *See teacher notes for this activity.*DOK 3ACTIVITY 2, SUMMATIVE ASSESSMENT:(performance task)Cut and sewn shopping bag with written instruction with some student choice of shape and size and fabric. Finish this activity by exchanging of directions with another student and attempting to make another bag from that student’s directions. Use *pattern instruction sheet template* or students may create their own.DOK 4 | **DAY 7****Lesson 6:**ACTIVITY 1:Give a short quiz to check for understanding from Lessons 1-5. *See example Lesson 6 Quiz on Essential Questions*. In order to give immediate feedback, have students exchange quizzes and review the answers. Discuss and/or demonstrate misunderstandings.DOK 2SUMMATIVE ASSESSMENT:(performance task)ACTIVITY 2: Using commercial patterns, students will make themselves a pair of simple pants by preparing for and cutting pattern pieces out of woven fabric, fitting each other with assistance from the teacher, and stitching pants. A written, reflective evaluation will be completed after pants are finished. *See example of Lesson 6 Pant Evaluation/Reflection*DOK 4 | **DAY 8****Lesson 6, continued:**SUMMATIVE ASSESSMENT:(performance task)ACTIVITY 2: Using commercial patterns, students will make themselves a pair of simple pants by preparing for and cutting pattern pieces out of woven fabric, fitting each other with assistance from the teacher, and stitching pants. A written, reflective evaluation will be completed after pants are finished. *See example of Lesson 6 Pant Evaluation/Reflection*DOK 4 | **DAY 9****Lesson 6, continued:**SUMMATIVE ASSESSMENT:(performance task)ACTIVITY 2: Using commercial patterns, students will make themselves a pair of simple pants by preparing for and cutting pattern pieces out of woven fabric, fitting each other with assistance from the teacher, and stitching pants. A written, reflective evaluation will be completed after pants are finished. *See example of Lesson 6 Pant Evaluation/Reflection*DOK 4 | **DAY 10****Lesson 6, continued:**SUMMATIVE ASSESSMENT:(performance task)ACTIVITY 2: Using commercial patterns, students will make themselves a pair of simple pants by preparing for and cutting pattern pieces out of woven fabric, fitting each other with assistance from the teacher, and stitching pants. A written, reflective evaluation will be completed after pants are finished. *See example of Lesson 6 Pant Evaluation/Reflection*DOK 4 |
| **DAY 11****Lesson 6, continued:**SUMMATIVE ASSESSMENT:(performance task)ACTIVITY 2: Using commercial patterns, students will make themselves a pair of simple pants by preparing for and cutting pattern pieces out of woven fabric, fitting each other with assistance from the teacher, and stitching pants. A written, reflective evaluation will be completed after pants are finished. *See example of Lesson 6 Pant Evaluation/Reflection*DOK 4 | **DAY 12****Lesson 6, continued:**SUMMATIVE ASSESSMENT:(performance task)ACTIVITY 2: Using commercial patterns, students will make themselves a pair of simple pants by preparing for and cutting pattern pieces out of woven fabric, fitting each other with assistance from the teacher, and stitching pants. A written, reflective evaluation will be completed after pants are finished. *See example of Lesson 6 Pant Evaluation/Reflection*DOK 4 | **DAY 13****Lesson 6, continued:**SUMMATIVE ASSESSMENT:(performance task)ACTIVITY 2: Using commercial patterns, students will make themselves a pair of simple pants by preparing for and cutting pattern pieces out of woven fabric, fitting each other with assistance from the teacher, and stitching pants. A written, reflective evaluation will be completed after pants are finished. *See example of Lesson 6 Pant Evaluation/Reflection*DOK 4 | **DAY 14****Lesson 7:**SUMMATIVE ASSESSMENT:(performance task)ACTIVITY 1:For this commercial pattern instruction analysis project, students will have 3-6 instruction sheets for a variety of beginner level clothing patterns where they will use strategies developed in previous lessons to read and decipher the complex instructions. (strategies such as; highlighting more confusing sections, or looking up videos online of how to set in a sleeve). After they choose a procedure to demonstrate, they will cut the pattern pieces out of woven fabric, prepare and stitch. Presentations sharing with peers and answering questions from the teacher and peers will finish the project.DOK 4 | **DAY 15****Lesson 7:**SUMMATIVE ASSESSMENT:(performance task)ACTIVITY 1:For this commercial pattern instruction analysis project, students will have 3-6 instruction sheets for a variety of beginner level clothing patterns where they will use strategies developed in previous lessons to read and decipher the complex instructions. (strategies such as; highlighting more confusing sections, or looking up videos online of how to set in a sleeve). After they choose a procedure to demonstrate, they will cut the pattern pieces out of woven fabric, prepare and stitch. Presentations sharing with peers and answering questions from the teacher and peers will finish the project.DOK 4 |
| **BUFFER DAY 1**Use for any of the summative assessments, especially those that require a cut and sewn product. | **BUFFER DAY 2**Use for any of the summative assessments, especially those that require a cut and sewn product. | **EXTRA TIME AFTER SCHOOL**Use for any of the summative assessments, especially those that require a cut and sewn product. |  |  |

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| **Materials Needed:*** Reliable internet access and computers with printer capability.
* Fashions! text, and the Successful Sewing text, or similar.
* Fashion workroom with properly equipped cutting and stitching equipment. (see Introduction to this Model FCS Curriculum Project.)
* Included lesson worksheets and teacher notes with Lessons.
 | **Formative Assessment:** Lesson 1:ACTIVITY 1: Whole class introductory activity with real time, online, job seeking announcements.ACTIVITY 2: Individual student pre-assessment vocabulary worksheet with discussion.ACTIVITY 3: Whole class teacher, think aloud demonstration with discussion, introduction to the big picture. ACTIVITY 4, CLOSURE: In pairs, “Share a Skill”: peer-to-peer, discuss and demonstrate a vocabulary term, pre-assessment topic.Lesson 2:ACTIVITY 1: Introductory activity of comparing old and new, simple and difficult pattern envelopes with discussion.ACTIVITY 2: In pairs, complete a scavenger hunt style activity to identify pattern envelope details, in pairs, after reading. ACTIVITY 3: Individually, take a short, open book quiz on pattern envelope details. ACTIVITY 4: Read basic information about pattern symbols. In pairs, draw symbols on mini pattern pieces. Think-pair-share. Lesson 3:ACTIVITY 1:Vocabulary definition worksheet with drawings required.ACTIVITY 2 AND CLOSURE: Prepare for and demonstrate in skits or video, the use of some of the vocabulary terms. Lesson 4:INITIATION ACTIVITY 1: Students demonstrate fabric description terms on lengths of a variety of fabrics.ACTIVITY 2: In Successful Sewing, Lesson 4, read and complete activity worksheets determining fabric grainlines, on-grain and preshrinking requirements.ACTIVITY 3: In Successful Sewing, Lesson 8, read and complete activity worksheet on using the instruction sheet. (as it relates to fabric layout)Lesson 5:ACTIVITY 1: Team activity-strategies for understanding pattern instructions.Lesson 6:ACTIVITY 1:Short quiz. | **Teacher Notes:**Give students yardage and fabric requirements (with a fabric swatch sample) well ahead of time, even though they might not understand the yardage requirements at this time. That way they will be able to have fabric purchased and pre-shrunk (washed & dried) on time for the main project.Have students work in pairs or small teams as much as makes sense for the activities to encourage confidence and a team mentality.Expect to re-demonstrate and/or expect and ask student teams to re-demonstrate cutting layout, marking, basting, fitting, stitching and pressing. | **Key Terms/Vocabulary** * pattern envelope
* pattern yardage
* notions
* suggested fabrics
* cutting layouts
* pattern pieces
* selvage
* fabric fold
* notches
* dots
* alteration line
* darts
* grain line
* bias
* right side of fabric
* wrong side of fabric
* seam allowance
* serger/serging
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| **Alternative Options and/or Extended Learning Options:**Alternative:* Pair students to complement each other's abilities.
* Choose a simpler pattern to work with, perhaps with less seaming, such as boxer shorts with no side seams, or a sling bag.
* Use modified tools such as slower speeds on sewing machines, specialized cutting tools, and assists with fabric cutting, as needed.

Extended:* Make a second pair of pants or a companion garment, such as a bathrobe, or create design changes using pattern drafting adjustments, such as a capri length or flares.
* Research a fashion career of choice and include in a presentation; education required and skills and knowledge needed for the responsibilities of the job.
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**Resources List:****Texts:** **Fashion! By Mary G.Wolfe (Goodheart-Wilcox)****Successful Sewing by Mary G. Westfall (Goodheart-Wilcox)****Web Sites:** [**www.mccall.com**](http://www.mccall.com) **for many brands of sewing patterns**[**www.craftsy.com**](http://www.craftsy.com) **for instruction and information.****www.threadsmagazine.com** [**www.sewnews.com**](http://www.sewnews.com) **for instruction and other related articles.**  |

*UbD Unit Planner* is adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: Association for Supervision and Curriculum Development. 2011.

FAMILY AND CONSUMER SCIENCES LESSON PLAN

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| LESSON: 1 | TITLE: Textiles and Design: The Clothing Pattern, Using Commercial Patterns to Cut and Sew. |
|  | SUBJECT: Lesson 1: Initiation Lesson |
|  | DURATION: 90 minutes |
|  | AUTHOR: Ms. Sue Murphy DATE: June 2016 |
|  | GRADE LEVEL: 9-12 |
| STANDARDS: | **CTE Standards:** D. Textile and Apparel Products: Demonstrate skills needed to produce, alter, or repair textile and apparel products.13. Describe and demonstrate basic skills for producing, and altering textile products and apparel.**FCS National Standards:** 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.**Common Core Standards:** Speaking and ListeningLiteracy.SL.9-101b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| LESSON OBJECTIVE (in language students can understand): | Using job-seeking resources, the students will be able to identify and describe job qualifications related to textiles and design.The students will rate their prior knowledge on the topics of the unit.The students will be able to explain what needs to be learned to become successful using commercial clothing patterns.The students will be able to informally demonstrate to their peers a skill from prior knowledge in the course. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS AND/ORINTERESTS | The students will have had some introductory experiences working with the tools and equipment of the sewing workroom.Whenever possible, share with students up-to-date textile/fashion industry connections in the form of a *Women’s Wear Daily* article, local start-up company website, or other resources. |
| ESSENTIAL QUESTIONS: | ESSENTIAL QUESTIONS:What do designers, fashion buyers, and other fashion professionals need to know about the cutting and stitching of products?What skills need to be practiced in order to work with clothing patterns successfully? |
| FORMATIVE ASSESSMENTS: | FORMATIVE ASSESSMENTS:(learning tasks)ACTIVITY 1: Whole class introductory activity with real time, online, job seeking announcements.ACTIVITY 2: Individual student pre-assessment vocabulary worksheet with discussion.ACTIVITY 3: Whole class teacher, think aloud demonstration with discussion, introduction to the big picture. ACTIVITY 4, CLOSURE: In pairs, “Share a Skill”: peer-to-peer, discuss and demonstrate a vocabulary term, pre-assessment topic. |
| DESCRIPTION OF LEARNING &PERFORMANCE TASKS  | INITIATION ACTIVITY 1:Introductory activity showing, from the internet, authentic job opportunities. For example:* *Women’s Wear Daily* help wanted
* glassdoor.com
* Fashion company websites seeking applicants

Have students find related job qualifications. Discuss the qualifications for these positions and the purpose of their learning in this unit. DOK 1ACTIVITY 2: Student pre-assessment vocabulary worksheet, and discuss.DOK 1ACTIVITY 3: Teacher think aloud type demonstration with discussion, introduction to the big picture and include:* Show and describe the purpose of a design idea/sketch/picture
* Show and describe the purpose of the commercial pattern catalog
* Show and describe the purpose of a variety of commercial pattern envelopes with a variety of sewn projects represented
* Show and describe the purpose of some individual pattern pieces, and their symbols
* Show and describe the purpose of the pattern instruction sheet with cutting layout and sewing instructions

DOK 2CLOSURE ACTIVITY 4.“Share a Skill” activity. This is a peer-to-peer discussion with demonstration of a vocabulary term, pre-assessment topic.DOK 2 |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | FOR INITIATION:* Teacher Lesson Guide Sheet to quickly find up-to-date and relevant job seeking examples.
* Computers or tablets with Internet access and projecting capability.

FOR ACTIVITY 2:* Pre-assessment vocabulary worksheet

FOR ACTIVITY 3:* Tears of a garment picture, or photo, or sketch of a garment
* Commercial pattern catalog book (McCalls, etc.)
* Several commercial pattern envelopes
* Simple, garment pattern pieces with a dress form to display onto pattern instruction sheet with cutting layout and sewing instructions

FOR ACTIVITY 4, CLOSURE: * General sewing workroom and supplies, pattern catalogs, commercial patterns, and fabric yardage for students to visually demonstrate some of the vocabulary, pre-assessment skills.
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| INSTRUCTIONAL STRATEGIES/GROUPINGS: | Pair or team students when working to find relevant job qualifications, because the skill may be very unfamiliar to some. Individual work for the vocabulary, pre-assessment worksheet.During the demonstration, pass around the examples, so students can inspect. Pretend “as if” you were to create the garment in the sketch. Use a Think Aloud method to explain.Pair or team students during the closure activity.Grading for this initiation lesson should be one of participation, not expertise. |
| DIFFERENTIATION STRATEGIES:ADAPTATIONS & EXTENSIONS | An example of differentiation of *process* is with Closure Activity 4, where students may use their phones or other devices, as needed, to take pictures of, or to video parts of their demonstration.Adaptations: * Students are paired according to ability and background knowledge.
* Students are given commercial pattern catalogs or envelopes and their contents to students to take home to review.
* Students can record teacher demonstrations with their phone or other devices.

Extensions:* Students research authentic jobs available and create a spreadsheet of qualifications, graphing of frequency of specific qualifications.
* Students sketch a design and research commercial pattern books, online, to find a pattern.
* Students use the closure activity to create a video presentation for classmates.
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| INTERDISCIPLINARY CONNECTIONS: | Engineering, Construction, Automotive, and other Technical Subjects |
| TEACHER REFLECTIONS: | Students will most likely have had a variety of background knowledge about the textiles/fashion industry and will often have misconceptions of necessary qualifications for jobs.Have up-to-date examples of job opportunities and commercial patterns. Do some research on any clothing/sewn product start-ups and established companies in your geographical area. Searching fashion jobs in NYC or LA will show many results. |

TEXTILES, LESSON 1, COMPLETE ONLY DEPTH OF KNOWLEDGE

AND LESSON 3, COMPLETE THE DEFINITIONS AND THE PICTURES.

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| **FASHION VOCABULARY** **TERMS** | **How well do i know this word?** **(check off)**1. **I don’t know this word**
2. **I think I know it**
3. **I know it and can explain it**
 | **DEFINITION** | **PICTURE**  |
| Pattern Envelope |  |  |  |
| Pattern Yardage |  |  |  |
| Notions |  |  |  |
| Suggested Fabrics |  |  |  |
| Cutting Layouts |  |  |  |
| Pattern Pieces |  |  |  |
| Selvage |  |  |  |
| Fabric Fold |  |  |  |
| Notches |  |  |  |
| Dots |  |  |  |
| Alteration Line |  |  |  |
| Darts |  |  |  |
| Grain Line |  |  |  |
| Bias |  |  |  |
| Right Side of Fabric |  |  |  |
| Wrong Side of Fabric |  |  |  |
| Seam Allowance |  |  |  |
| Serger/Serging |  |  |  |

**TEXTILES, Lesson 1, Teacher Guide sheet to job seeking web sites**

A list of possible website resources to help students work quickly to find fashion related job postings:

General job seeking sites such as:

* www.glassdoor.com
* www.monster.com
* www.careerbuilder.com
* www.careerjet.com

Specific to industry sites such as, Women’s Wear Daily newspaper:

* jobs.wwd.com
* <http://www.apparelsearch.com/online_news_magazines.htm>
* www.creativejobscentral.com/fashion-jobs

FAMILY AND CONSUMER SCIENCES LESSON PLAN

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| LESSON: 2 | TITLE: Textiles and Design: The Clothing Pattern, Using Commercial Patterns to Cut and Sew. |
|  | SUBJECT: Lesson 2: Pattern Envelope and Pattern Piece Symbols |
|  | AUTHOR: Sue Murphy and DATE: June 2016 |
|  | GRADE LEVEL: 9-12 |
| STANDARDS: | **CTE Standards:**D. Textile and Apparel Products: Demonstrate skills needed to produce, alter, or repair textile and apparel products.13. Describe and demonstrate basic skills for producing, and altering textile products and apparel.14. Implement the use of commercial pattern layouts, marking, and symbols.15. Implement the use of commercial pattern envelope information to complete a project.16. Implement the use of commercial pattern guide sheet instructions to construct a project.**FCS National Standards:**16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.**Common Core Standards:**ReadingLiteracy.RST.9-10.6 Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.Literacy.RST.11-12.6 Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. |
| LESSON OBJECTIVE (in language students can understand): | The students will be able identify the information on the front and back of the pattern envelope and use that information in order to determine size, fabric, and notion requirements and other crucial information to begin the process of creating a sewn product.The students will be able to identify and demonstrate the meanings of commercial pattern piece symbols and apply that knowledge to matching pattern pieces for stitching. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/ORINTERESTS | The students will have had some introductory experiences working with the tools and equipment of the sewing workroom.Whenever possible, share with students up to date textile/fashion industry connections in the form of a related article.If possible, obtain clothing manufacturer examples of oaktag or computerized patterns, with symbols, to compare with the commercial patterns and to relate student learning to the industry. |
| ESSENTIAL QUESTIONS:  | ESSENTIAL QUESTIONS:What is the value in learning industry specific vocabulary?What skills need to be practiced in order to work with clothing patterns successfully? |
| FORMATIVE AND SUMMATIVE ASSESSMENTS: | FORMATIVE ASSESSMENTS:(learning tasks)ACTIVITY 1: Introductory activity of comparing old and new, simple and difficult pattern envelopes with discussion.ACTIVITY 2: In pairs, complete a scavenger hunt style activity to identify pattern envelope details, in pairs, after reading. ACTIVITY 3: Individually, take a short, open-book quiz on pattern envelope details. ACTIVITY 4: Read basic information about pattern symbols. In pairs, draw symbols on mini pattern pieces. Think-pair-share.  |
|  | SUMMATIVE ASSESSMENTS:(performance task)CLOSURE ACTIVITY 5: Student teams match symbols on real size pant pattern pieces.HOMEWORK: Create flashcards or mini posters of pattern symbol definitions and memorize for a working knowledge. |
| DESCRIPTION OF LEARNING &PERFORMANCE TASKS  | INITIATION ACTIVITY 1: Show some older pattern envelopes alongside modern ones and some Simplicity brand alongside some Vogue brand and ask students to notice similarities and differences. Have students draw Venn diagrams or other graphic organizers, in order to describe similarities and differences.Discuss.DOK 3ACTIVITY 2 : Scavenger hunt style activity to identify pattern envelope details, in pairs, after reading basic information about the pattern envelope from Successful Sewing, Lesson 2 or a similar tutorial. Use Activity 2-3 template for the scavenger hunt from Successful Sewing. Discuss any questions or concerns about hard to decipher details. DOK 1ACTIVITY 3: Individually, students take a targeted, short open-book quiz on pattern envelope details. Activity 2-4: Evaluate Learning in Successful Sewing, or a similar quiz that stresses the ability to search the envelope for sizes, yardage, and other requirements of the project. DOK 1ACTIVITY 4: Read basic information about pattern symbols from Successful Sewing, Lesson 6 or a similar tutorial. Using mini front, back and sleeve pattern pieces, (as if from a basic woven shirt), that have no symbols, have students work in teams of 2-4 to draw the proper symbols, using a list, on the pieces, in order to match the pieces for stitching. Use Activity 6-3 Drawing Symbols, from Successful Sewing. Think-pair-share the results with their peers to perfect the results. DOK 1CLOSURE ACTIVITY 5: Student teams will pin together front and back pant pattern pieces, from a real size commercial pattern, matching symbols, as it would look after sewn. See activity instructions, Textiles, Lesson 2, Closure Activity Instructions.DOK 2 HOMEWORK: Create flashcards or mini posters of pattern symbol definitions and memorize for a working knowledge. |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | INITIATION ACTIVITY 1: Samples of vintage, modern, Simplicity brand and Vogue brand pattern envelopes. Paper or software on computers to draw Venn diagrams or other graphic organizer.ACTIVITY 2 : Successful Sewing text or similar tutorial on pattern envelopes. Scavenger Hunt worksheet and 4 or more, modern pattern envelopes. Include a variety of patterns such as; children's wear, misses, home decorator, and a menswear.ACTIVITY 3: Short open notes quiz, Activity 2-4: Evaluate Learning in Successful Sewing, or a similar quiz that stresses the ability to search the envelope for sizes, yardage, and other requirements of the project. ACTIVITY 4: Successful Sewing, Lesson 6 or a similar tutorial on pattern symbols. Mini front, back, and sleeve shirt pattern pieces. Activity instructions with list of required symbols.CLOSURE ACTIVITY 5: Front and back pant pattern pieces in real size, the fashion workroom space, pins, rulers, and other workroom tools, as needed.  |
| INSTRUCTIONAL STRATEGIES/GROUPINGS: | Reading can be in pairs, and aloud to each other.Open-notes quiz is needed because the information is so new. Individual work.Students should keep text close when working with mini and real size pattern pieces, for reference.Pair or team students during the closure activity. Grade this activity for accuracy. |
| DIFFERENTIATION STRATEGIES:ADAPTATIONS & EXTENSIONS: | This initiation of this lesson shows an example of differentiation of *process* in that students can choose the type of graphic organizer to demonstrate the similarities and differences in pattern envelopes.Adaptations: * Pair up less able students with more able.
* Allow students who struggle with reading the opportunity to preview the reading before class time.
* Give some commercial pattern envelopes and their contents to students to take home and begin to look over.

Extensions:* Students could, individually, use another commercial pattern and match pieces with symbols as if sewn.
* Students could measure out fabric pieces and indicate yardage requirements from any pattern envelope and design.
 |
| INTERDISCIPLINARY CONNECTIONS: | Engineering, Construction, Automotive, and other Technical Subjects |
| TEACHER REFLECTIONS: | Be sure to have modern, within a year or two, pattern envelope examples to create and maintain interest.Ask students to create flashcards or posters of the definitions of the pattern symbols, for homework, to memorize for a working knowledge and to prepare for upcoming vocabulary activities.Soon will be determining fabric and notion requirements for student cut/sewn projects. |

FAMILY AND CONSUMER SCIENCES LESSON PLAN

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| LESSON: 3 | TITLE: Textiles and Design: The Clothing Pattern, Using Commercial Patterns to Cut and Sew. |
|  | SUBJECT: Lesson 3: Vocabulary and Review/Demonstration |
|  | AUTHOR: Ms. Sue Murphy DATE: June 2016 |
|  | GRADE LEVEL: 9-12 |
| STANDARDS: | **CTE Standards:**D. Textile and Apparel Products: Demonstrate skills needed to produce, alter, or repair textile and apparel products.13. Describe and demonstrate basic skills for producing, and altering textile products and apparel.**FCS National Standards:**16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.**Common Core Standards:**ReadingLiteracy.RST.9-10.6 Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question that the author seeks to address.Speaking and ListeningLiteracy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.Literacy.RST.11-12.6 Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.Speaking and ListeningLiteracy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.MathMath.HSG-CO.A.1 Know precise definitions of angle, circle, perpendicular line,parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circle arc.Math.HSG-CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.Math.HSG-CO.D.12 Make formal geometric constructions with a variety of tools and methods.Math.HSG-MG.A.1 Use geometric shapes, their measures,and their properties to describe objects.Math.HSG-MG.A.3 Apply geometric methods to solve design problems. |
| LESSON OBJECTIVE (in language students can understand): | The students will be able to define vocabulary terms related to commercial patterns and demonstrate their importance. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/ORINTERESTS | The students have already read about most of these important terms and have begun to work with them in the previous lesson. |
| ESSENTIAL QUESTIONS:  | ESSENTIAL QUESTIONS:How are pattern piece symbols used?How can the symbols and descriptions of pattern pieces and fabric help a stitcher to create good product? |
| FORMATIVE ASSESSMENTS: | FORMATIVE ASSESSMENTS:(learning tasks)ACTIVITY 1:Vocabulary definition worksheet with drawings required.ACTIVITY 2 AND CLOSURE: Prepare for and demonstrate in skits or video, the use of some of the vocabulary terms.  |
| DESCRIPTION OF LEARNING &PERFORMANCE TASKS  | INITIATION:Show some lengths of fabric and their selvage and width and bias and explain what could go wrong with the garments if fabric is cut in the improper direction for that garment. For example: Show what a striped skirt might look like cut cross grain. Show a stretchy bathing suit piece cut lengthwise, that will not stretch around the body. Show a dress or pictures of a dress cut on bias and describe the importance.ACTIVITY 1:Vocabulary definition worksheet with drawings required.DOK 1ACTIVITY 2 AND CLOSURE: Prepare for and demonstrate in skits or video, the use of some of the vocabulary terms. Work in pairs or teams and provide lengths of fabric and random pattern pieces so students can use the props to show the class. Use exit slips for teacher check of understanding of the essential questions of this lesson. DOK 3 |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | FOR INITIATION:Lengths of fabric, such as stripes, lycra blend, and chiffon.ACTIVITY 1:Vocabulary definition worksheet. Fashion texts.ACTIVITY 2 AND CLOSURE: IPads if creating video and fabric, pattern pieces, and sewing workroom tables and tools. Paper or electronic method to complete exit slips. |
| INSTRUCTIONAL STRATEGIES/GROUPINGS: | Vocabulary definitions is individual work. Activity 2 can be created in teams. Exit slips can be individual or in pairs. |
| DIFFERENTIATION STRATEGIES:ADAPTATION & EXTENSION: | An example of differentiation of *process and product*, in the Closure, Activity 2 is where students may create skits or video for their demonstrations.Adaptation: * Students are paired according to ability and background knowledge.

Extension:* Students choose fabric samples and group them according to characteristics using vocabulary descriptions.
 |
| INTERDISCIPLINARY CONNECTIONS: | Engineering, Construction, Automotive, and other Technical Subjects |
| TEACHER REFLECTIONS: | Make a deadline clear for creating skits or video so that the showing of these concepts is timely. |

Textiles, Lesson 3, Skits/Video of Vocabulary Terms

Instructions:

1. With a partner, choose 2-4 related vocabulary terms from the vocabulary worksheet and create a skit/video demonstrating the use of those terms.
2. Write a brief script, in a note format, either on note cards or on a phone app.
3. Make use of lengths of fabric, pattern pieces, and any other workroom tools, as needed.
4. Complete and be ready to present no later than\_\_\_\_\_\_\_\_(timing).
5. Refer to the presentation rubric to create your best work.

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| **FCS Presentation Rubric** |
|  | **Advanced Achievement** | **Exceeds Standard** | **Meets Standard** | **Approaching Standard** | **Working Toward Standard** |
| **Presentation** | Exceptional facility with technology results in a high quality product using sophisticated applications.Innovative use of effective Animations and artifacts. | Innovative use of technology enhances the presentation and engages the audience.Animations and artifacts used effectively   | Use of technology appropriately engages the audience.Animations and artifacts  | Use of technology does not contribute to the effectiveness of the presentation.Animations used ineffectively, lacking artifactsLacks | Use of technology does not engage the audience or contribute to learning.No animations or they detract from the presentation, lacking artifacts.  |
|  **Learning** | Clearly defines an objective and acquires, evaluates, and synthesizes resources necessary for an exemplary product. | Clearly defines an objective and acquires, evaluates, and synthesizes resources necessary for an exemplary product. Animations used effectively | Defines an objective and acquires, analyzes, and synthesizes resources necessary for a relevant product few animations used. | Does not clearly define an objective and resources are inadequately analyzed and synthesized, which may compromise product. Few animations used or animations distract from presentation | Does not establish objective; resources are limited and product quality is affected. No animations used or highly distracting from presentation |
| **Content Required****x 2** | Exceptionally engaging and focused work results in an extremely high quality product. Content Surpasses requirementsShows great insight and understanding. | Purpose and focus leads to insightful and engaging product with compelling support. Additional Content is included | Establishes a purpose and maintains a focus with supporting evidence throughout the product. All content is included some insight is evident | Establishes a purpose but does not maintain a focus. Support is limited or inappropriate. Most content is included. Lacks insight | A clear purpose is not established. Focus and support are undeveloped. Lacking content and insight. |
| **Organization x 2** | Exceptional fluency and clarity result in a clear and well-developed product. Professional Delivery | Effective use of fluency and clarity strengthens the structure of the product. Professional Delivery | Demonstrates fluency and clarity in a structured product. Professional Delivery | Limited use of fluency and clarity weakens the structure of the product. Lacks Professional Delivery | Lack of fluency and clarity compromises the structure of the product.Unprofessional Delivery |

FAMILY AND CONSUMER SCIENCES LESSON PLAN

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| LESSON 4: | TITLE: Textiles and Design: The Clothing Pattern, Using Commercial Patterns to Cut and Sew. |
|  | SUBJECT: Lesson 4 Fabric Preparation and Pattern Layout  |
|  | AUTHOR: Ms. Sue Murphy DATE: June 2016 |
|  | GRADE LEVEL: 9-12 |
| STANDARDS: | **CTE Standards:**D. Textile and Apparel Products: Demonstrate skills needed to produce, alter, or repair textile and apparel products.13. Describe and demonstrate basic skills for producing, and altering textile products and apparel.14. Implement the use of commercial pattern layouts, marking, and symbols.15. Implement the use of commercial pattern envelope information to complete a project.16. Implement the use of commercial pattern guide sheet instructions to construct a project.**FCS National Standards:**16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.**Common Core Standards:**ReadingLiteracy.RST.9-10.3 Follow precisely, a complex multistep procedure when carrying out experiments, taking measurements, or performing tasks; analyze specific results based on explanations in the text.Literacy.RST.9-10.6 Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.Literacy.RST.11-12.3 Follow precisely, a complex multistep procedure when carrying out experiments, taking measurements, or performing tasks; analyze specific results based on explanations in the text.Literacy.RST.11-12.6 Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.MathMath.HSG-CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.Math.HSG-CO.D.12 Make formal geometric constructions with a variety of tools and methods.Math.HSG-MG.A.1 Use geometric shapes, their measures,and their properties to describe objects.Math.HSG-MG.A.3 Apply geometric methods to solve design problems. |
| LESSON OBJECTIVE (in language students can understand): | The students will be able to interpret fabric type and prepare fabric with attention to grain lines and preshrinking. The students will be able to interpret the layout, pinning and cutting instructions for pattern pieces for a sewn project. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/ORINTERESTS | Understanding from previous lessons of this unit. |
| ESSENTIAL QUESTIONS: | ESSENTIAL QUESTIONS:What are grain lines and how are they used?What is fabric preparation?How do stitchers need to layout and cut fabric?  |
| FORMATIVE AND SUMMATIVE ASSESSMENTS: | FORMATIVE ASSESSMENTS:(learning tasks)INITIATION ACTIVITY 1: Students demonstrate fabric description terms on lengths of a variety of fabrics.ACTIVITY 2: In Successful Sewing, Lesson 4, read and complete activity worksheets determining fabric grainlines, on-grain and preshrinking requirements.ACTIVITY 3: In Successful Sewing, Lesson 8, read and complete activity worksheet on using the instruction sheet. (as it relates to fabric layout) |
|  | SUMMATIVE ASSESSMENTS:(performance task)ACTIVITY 4,CLOSURE: Practice pattern layout problem solving using mini pattern pieces and specific fabric dimensions. |
| DESCRIPTION OF LEARNING &PERFORMANCE TASKS: | INITIATION ACTIVITY 1: Show a variety of fabric types and ask students to demonstrate what cross grain, lengthwise grain, selvage, nap and other terms look like on the fabric. DOK 2ACTIVITY 2: In Successful Sewing, read Lesson 4, Fabric Preparation and stop to show concepts with fabric pieces. Have students complete Lesson 4 activity worksheets (or similar) on Activity 4-1,Identifying Grainlines, Activity 4-2, Determining if Fabric is On-Grain and Activity 4-3, Determining When Fabric Should be Pre-shrunk.DOK 1ACTIVITY 3: In Successful Sewing, read Lesson 8, omitting the part on stripes and plaids (if this is a beginner group) and stop to show concepts with samples. Complete the Activity 8-2, Using the Instruction Sheet. (as it relates to pattern layout)DOK 1ACTIVITY 4, SUMMATIVE CLOSURE: Using the mini patterns provided, complete the Activity 8-1, Practicing Folding and Laying Out the Pattern.DOK 2 |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | INITIATION ACTIVITY 1: A variety of fabric types; woven, knit, with nap, without nap, prints, sheer, heavy, etc.ACTIVITY 2: Successful Sewing text and fabric samples for activity worksheets. ACTIVITY 3: Successful Sewing text and fabric samples for visuals to aid reading comprehension. ACTIVITY 4, SUMMATIVE CLOSURE: Mini patterns from Successful Sewing text or similar, and paper to simulate fabric pieces for activity worksheet. |
| INSTRUCTIONAL STRATEGIES/GROUPINGS: | Students may work in pairs or teams for these Activities. The Closure activity should be attempted individually. |
| DIFFERENTIATION STRATEGIES:ADAPTATIONS & EXTENSION: | An example of differentiation of *product* in Initiation, Activity 1, students can demonstrate their knowledge of the terms in a variety of formats, written, oral, etc.Adaptations: * Students are paired according to ability and background knowledge.
* Students can record teacher demonstrations with their phone or other devices.

Extension:* Students can practice pattern layout with real size patterns and lengths of fabric of different widths.
 |
| INTERDISCIPLINARY CONNECTIONS: | Engineering, Construction, Automotive, and other Technical Subjects |
| TEACHER REFLECTIONS: | Successful Sewing Activity sheets can be used or something similar. |

FAMILY AND CONSUMER SCIENCES LESSON PLAN

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| LESSON 5: | TITLE: Textiles and Design: The Clothing Pattern, Using Commercial Patterns to Cut and Sew. |
|  | SUBJECT: Strategies for Understanding Pattern Instructions  |
|  | AUTHOR: Ms. Sue Murphy DATE: June 2016 |
|  | GRADE LEVEL: 9-12 |
| STANDARDS: | **CTE Standards:**13. Describe and demonstrate basic skills for producing, and altering textile products and apparel.14. Implement the use of commercial pattern layouts, marking, and symbols.15. Implement the use of commercial pattern envelope information to complete a project.**FCS National Standards:**16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel and textile products.16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.**Common Core Standards:**ReadingLiteracy.RST.9-10.3 Follow precisely, a complex multistep procedure when carrying out experiments, taking measurements, or performing tasks; analyze specific results based on explanations in the text.Literacy.RST.9-10.6 Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.Literacy.RST.11-12.3 Follow precisely, a complex multistep procedure when carrying out experiments, taking measurements, or performing tasks; analyze specific results based on explanations in the text.Literacy.RST.11-12.6 Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.WritingLiteracy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.Literacy.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.Language Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.MathMath.HSG-CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.Math.HSG-CO.D.12 Make formal geometric constructions with a variety of tools and methods.Math.HSG-MG.A.1 Use geometric shapes, their measures,and their properties to describe objects.Math.HSG-MG.A.3 Apply geometric methods to solve design problems. |
| LESSON OBJECTIVE (in language students can understand): | The students will be able to evaluate pattern instruction sheets, and problem solve to create their own strategies for reading and understanding.The students will be able to create instructions for a simple cut and sewn project. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/ORINTERESTS | Understanding from previous lessons of this unit.It is helpful if students have had some experience with reading technical writing.  |
| ESSENTIAL QUESTIONS:  | ESSENTIAL QUESTIONS:What types of strategies can be used to help understand and apply complex clothing construction instructions?How do stitchers stay focused and work efficiently on their projects? |
| FORMATIVE AND SUMMATIVE ASSESSMENTS: | FORMATIVE ASSESSMENT:(learning tasks)ACTIVITY 1: Team activity-strategies for understanding pattern instructions.ACTIVITY 2, SUMMATIVE ASSESSMENT:(performance task)Individual task, cut and sewn shopping bag with written instructions. |
| DESCRIPTION OF LEARNING &PERFORMANCE TASKS  | FORMATIVE ASSESSMENT:(learning tasks)ACTIVITY 1: Team activity, strategies for understanding. *See teacher notes for this activity.*DOK 3ACTIVITY 2, SUMMATIVE ASSESSMENT:(performance task)Cut and sewn shopping bag with written instruction with some student choice of shape and size and fabric. Finish this activity by exchanging of directions with another student and attempting to make another bag from that student’s directions. Use *pattern instruction sheet template* or students may create their own.DOK 4 |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | FORMATIVE ASSESSMENT:(learning tasks)ACTIVITY 1: A variety of pattern instruction sheets, highlighters, sticky notes, poster paper.ACTIVITY 2, SUMMATIVE ASSESSMENT:(performance task)Directions for project. Pattern piece, fabrics, notions and cutting & stitching equipment. |
| INSTRUCTIONAL STRATEGIES/GROUPINGS: | Team activity, then individual work for summative. |
| DIFFERENTIATION STRATEGIES:ADAPTATIONS & EXTENSIONS | An example of differentiation of *process and product*, in this lesson,is in the Summative Assessment, Activity 2, where students can choose the design of the shopping bag and choose the instruction sheet template that they will use to write the directions.Adaptation:* If a simpler project is best, a small, square shape for a makeup bag could simplify the project.

Extensions:* The shopping bag, summative activity could be more complex than a front and back of the same pattern piece. A more complex design would require more complex pieces and instructions.
* Students could also create a video or slide show of the creation their bag, with their own instructions.
 |
| INTERDISCIPLINARY CONNECTIONS: | Engineering, Construction, Automotive, and other Technical Subjects |
| TEACHER REFLECTIONS: | It maybe a stretch for students to complete the summative cut/sewn shopping bag with instructions as an individual project, but it should show clearly which students need further review and assistance. |

Textiles, Lesson 5, Pattern Instruction Sheet Template

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_Period\_\_\_\_

Shopping Bag Instructions:

|  |  |
| --- | --- |
| Technical Drawings | Fabric Cutting Layout |
| List of Pattern Piece(s):1. Front and Back Shopping Bag
 | Notes: |

|  |  |
| --- | --- |
| Sewing Instructions: (numbered steps) | Drawings  |
|  |  |
|  |  |
|  |  |
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Textiles, Lesson 5, Teacher Notes

Strategies for Understanding Pattern Instructions

(adapt this Teacher Notes sheet for actual student instructions)

1. Provide students with 4-8 actual clothing pattern instruction sheets from a variety of commercial patterns. Spread out on tables or as a Gallery Walk.
2. Hand out many sticky notes to each student team and have them write their names on them.
3. Ask student teams to “gallery walk” the pattern instructions and begin to brainstorm ideas for strategies as to how to best read and interpret the instructions, as beginners. Require them to discuss within their small teams.
4. Have student teams write strategy ideas on the sticky notes and stick them to as many of the instruction sheets that they apply to.
5. During a classwide discussion, create a large, poster size class listing of the strategies for understanding, based on the sticky note ideas. (It is OK to decide that some are not relevant.) Plan on reminding each other of the good strategies going forward on project work.

TEACHER NOTE:

Some good ideas that they will most likely come up with:

* Cross out any instructions that are not for their project
* Highlight or circle instructions that are for their project
* Circle the appropriate cutting layout picture
* Highlight or circle definitions and pictures of right side of fabric, etc.
* Highlight or underline any sewing terms/directions that need further exploration
* Circle the technical drawing, front and back of their project
* Write in notes when directions are other than usual, such as ¼ inch seam allowance, instead of the standard ⅝ th of an inch.

FAMILY AND CONSUMER SCIENCES LESSON PLAN

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| LESSON: 6 | TITLE: Textiles and Design:The Clothing Pattern, Using Commercial Patterns to Cut and Sew. |
|  | SUBJECT: Pajama Pants Construction |
|  | AUTHOR: Ms.Sue Murphy DATE: June 2016 |
|  | GRADE LEVEL: 9-12 |
| STANDARDS: | **CTE Standards:**13. Describe and demonstrate basic skills for producing, and altering textile products and apparel.14. Implement the use of commercial pattern layouts, marking, and symbols.15. Implement the use of commercial pattern envelope information to complete a project.16. Implement the use of commercial pattern guide sheet instructions to construct a project.**FCS National Standards:**16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel and textile products.16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.**Common Core Standards:**ReadingLiteracy.RST.9-10.3 Follow precisely, a complex multistep procedure when carrying out experiments, taking measurements, or performing tasks; analyze specific results based on explanations in the text.Literacy.RST.9-10.6 Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.Literacy.RST.11-12.3 Follow precisely, a complex multistep procedure when carrying out experiments, taking measurements, or performing tasks; analyze specific results based on explanations in the text.Literacy.RST.11-12.6 Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.WritingLiteracy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.Math.HSG-CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.Math.HSG-CO.D.12 Make formal geometric constructions with a variety of tools and methods.Math.HSG-MG.A.1 Use geometric shapes, their measures,and their properties to describe objects.Math.HSG-MG.A.3 Apply geometric methods to solve design problems. |
| LESSON OBJECTIVE (in language students can understand): | Using a commercial home sewing pattern, the students will be able to prepare for, cut, fit and sew a basic pair of drawstring pants from woven fabric. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/ORINTERESTS | Understanding from previous lessons of this unit. |
| ESSENTIAL QUESTIONS:  | ESSENTIAL QUESTIONS:What skills need to be practiced in order to work with clothing patterns successfully?What types of strategies should be used to help understand and apply complex clothing construction instructions?How do stitchers stay focused and work efficiently on their projects? |
| FORMATIVE AND SUMMATIVE ASSESSMENTS: | FORMATIVE ASSESSMENTS:(learning tasks)ACTIVITY 1:Check for understanding.SUMMATIVE ASSESSMENTS:(performance task)ACTIVITY 2: Pants: prepare, cut, fit, and sew woven pants. |
| DESCRIPTION OF LEARNING &PERFORMANCE TASKS  | FORMATIVE ASSESSMENTS:(learning tasks)ACTIVITY 1:Check for understanding from Lessons 1-5. *See example Lesson 6 Quiz on Essential Questions*. In order to give immediate feedback, have students exchange quizzes and review the answers. Discuss and/or demonstrate misunderstandings.DOK 2SUMMATIVE ASSESSMENTS:(performance task)ACTIVITY 2: Using commercial patterns, students will make themselves a pair of simple pants by preparing for and cutting pattern pieces out of woven fabric, fitting each other with assistance from the teacher, and stitching pants. A written, reflective evaluation will be completed after pants are finished. *See example of Lesson 6 Pant Evaluation/Reflection*DOK 4 |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | FORMATIVE ASSESSMENTS:(learning tasks)ACTIVITY 1:Check for understanding.SUMMATIVE ASSESSMENTS:(performance task)ACTIVITY 2:One commercial pattern per student, in their size range, fabric provided either by the student, or the teacher, thread and other basic notions, cutting, pressing, and stitching equipment in the fashion workroom.  |
| INSTRUCTIONAL STRATEGIES/GROUPINGS: | The quiz is individual but peers will grade and the class will discuss misunderstandings. The pant construction is individual work , but working side by side with buddies, is recommended. |
| DIFFERENTIATION STRATEGIES:ADAPTATIONS & EXTENSIONS | An example of differentiation of *product*, in the lesson, is where the students can choose a variety of woven fabric and prints vs. solids and they can create their own fit, with teacher assistance.Adaptations: * Students are paired according to ability and background knowledge.
* Students are given a simpler pant pattern, such as a 1 piece pattern with no side seam.

Extensions:* Students can cut and sew a second pair of pants, add trim or embroidery, adjust the fit of the pattern through pattern drafting changes, or cut and sew a companion garment, such as a tank top or bathrobe.
 |
| INTERDISCIPLINARY CONNECTIONS: | Engineering, Construction, Automotive, and other Technical Subjects |
| TEACHER REFLECTIONS: | This lesson will take some time, especially if you do not have block classes. The previous lessons and review, as needed, will help this project work more smoothly. Although students all construct their own pants, it is a good idea to pair up so that they have a buddy to layout the fabric and patterns and to check questions with, before they need to pull the teacher in. I find it helps their confidence as well.TEACHER NOTE: For the check for understanding, provide 1 description of a specific example. Use these essential questions or others from the Textile Unit. |

Textiles, Lesson 6 Check for Understanding based on Essential Questions

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_Period\_\_\_\_

Instructions:

* Answer these essential questions by providing two specific examples, in complete sentences, that prove that you understand the questions.
* There are more than two right answers.

|  |  |
| --- | --- |
| Essential Question | Specific Examples: |
| 1. What is the value in learning industry specific vocabulary? | 1.2. |
| 2. What types of strategies should be used to help understand and apply complex clothing construction instructions? | 1.2. |
| 3. How are pattern piece symbols used? | 1.2. |
| 4. What are grain lines and how are they used? | 1.2. |
| 5. How do stitchers need to layout and cut fabric? | 1.2. |

# FLANNEL PANTS WRITTEN EVALUATION/REFLECTION-Clothing and Fashion

# **YOU MUST ANSWER ALL QUESTIONS IN COMPLETE SENTENCES FOR FULL CREDIT!!!!!!!!! PLEASE TYPE**

# **USE THE PATTERN DIRECTION SHEETS INSIDE YOUR ENVELOPE AND LESSON WORKSHEETS TO HELP WITH YOUR ANSWERS!**

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor |   | Name |  |
|  |  | Period |  |
|  |  | Date |  |

1. What is a grain line (straight of grain line) and what is it used for?
2. What kind of notches are used for a front of the body pattern piece and what kind of notches are use for a back of the body pattern piece? What are notches used for when stitching?
3. On pattern direction sheets, what color pattern piece represents the right side of the fabric and what color represents the wrong side of the fabric? Why is this helpful when using the directions?
4. What is the name of the “hard” edge of the fabric, along the length of the fabric? Why do you need to know about this?
5. What helps a cut and sewn project look and fit like a professionally sewn garment? Give at least 3 examples!

**Complete the following check sheet and write comments if ratings are below “good”.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| RATINGS | POOR | FAIR | GOOD  | EXCELLENT | COMMENTS |
| **Overall appearance**: clean, neat, smooth, threads clipped |  |  |  |  |  |
| **Harmony of pattern and fabric:** Fabric texture and weight suited to design. |  |  |  |  |  |
| **Cut on grain:** All garment pieces are cut on grain. |  |  |  |  |  |
| **Marking:** Marks do not show on the right side of the fabric. |  |  |  |  |  |
| **Machine Stitching:** Appropriate stitch length is used, stitching is straight. Topstitching is an even distance from the edge. |  |  |  |  |  |
| **Pressing:** Shows evidence of being pressed as sewn. No press marks or wrinkles. |  |  |  |  |  |
| **Seams:** Appropriate stitch length used. Seam allowances are proper width and are pressed flat and smooth. Fabric edges meet at seam ends. Stress seams properly reinforced. |  |  |  |  |  |
| **Waistband Casing:** uniform in width, free from bulk, elastic or drawstring sewn in correctly. |  |  |  |  |  |
| **Hems:** uniform in width, even stitching. |  |  |  |  |  |
| **Fit:** length appropriate, width appropriate |  |  |  |  |  |
| **Other:** |  |  |  |  |  |

**CUT AND SEWN PROJECT**

Name: Date: Period:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **5****Advanced Achieve-****ment** **17 each** | **4****Exceeds Standard** **14 each** | **3****Meets Standard****12.5 each** | **2****Working Towards Standard** **10 each** | **1****Below Standard****7 each** | **0****No Attempt** | **SCORE** |
| **CUT AND SEW** | Exceptionally engaging and focused work results in an extremely high product | Purpose and focus leads to insightful and engaging product with compelling support | Establishes a purpose and maintains a focus with supporting evidence throughout the product | Establishes a purpose but does not maintain a focus. Support is limited or inappropriate | A clear purpose is not established. Focus and support are underdeveloped |  |  |
| **DESIGN** | Final work indicates exceptional use of the creative process resulting in unique expression | Final work indicates thoughtful use of the creative process resulting in a well-designed expression | Final work indicates a clear progression of the creative process (exploration, design, production)  | Inconsistently applies the creative process (exploration, design, production) to the final work | Final work does not provide evidence of the creative process (exploration, design, production)  |  |  |
| **USE OF EQUIP-****MENT** | Is exceptionally focused and organized in the use of technology as a tool | Presents a logical and purposeful progression of subject matter and meets time requirements | Presents a sequential progression of subject matter and meets time requirements | Progression of subject matter demonstrates lack of sequence and may not meet time requirements | Presentation is difficult to follow and does not meet time requirements |  |  |
| **WORK ETHIC** | Models active learning, curiosity and open-mindedness in all venues.  | Consistently engaged in the classroom and constructively contributes to learning | Actively engaged in learning and participates constructively | Inconsistently participates in learning in the classroom | Fails to appropriately participate or negatively impacts the learning in the classroom |  |  |
| **WRITTEN****EVAL** | Critically interprets data to determine a valid solution with supporting evidence | Critically interprets data to determine a valid solution with supporting evidence | Analyzes appropriate data and arrives at probable solutions with supporting evidence | Has difficulty analyzing data and may not arrive at a solution with supporting evidence | Misinterprets data and does not arrive at a solution supported by evidence |  |  |
| **PROBLEM SOLVING** | Chooses well-designed strategies for finding exceptionally strong solutions | Chooses well-designed strategies for finding solutions | Chooses reasonable strategies for finding solutions | Has difficulty developing strategies for finding solutions | Does not develop appropriate strategies for finding solutions | **TOTAL=** |

FAMILY AND CONSUMER SCIENCES LESSON PLAN

|  |  |
| --- | --- |
| LESSON 7: | TITLE: Textiles and Design:The Clothing Pattern, Using Commercial Patterns to Cut and Sew. |
|  | SUBJECT: Commercial Pattern Instructions Analysis |
|  | AUTHOR: Ms. Sue Murphy DATE: June 2016 |
|  | GRADE LEVEL: 9-12 |
| STANDARDS: | **CTE Standards:**D. Textile and Apparel Products: Demonstrate skills needed to produce, alter, or repair textile and apparel products.13. Describe and demonstrate basic skills for producing, and altering textile products and apparel.14. Implement the use of commercial pattern layouts, marking, and symbols.15. Implement the use of commercial pattern envelope information to complete a project.16. Implement the use of commercial pattern guide sheet instructions to construct a project.**FCS National Standards:**16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel and textile products.16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.**Common Core Standards:**ReadingLiteracy.RST.9-10.3 Follow precisely, a complex multistep procedure when carrying out experiments, taking measurements, or performing tasks; analyze specific results based on explanations in the text.Literacy.RST.9-10.6 Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.Literacy.RST.9-10.7 Translate quantitative or technical information expressed visually or mathematically into words.Literacy.RST.11-12.3 Follow precisely, a complex multistep procedure when carrying out experiments, taking measurements, or performing tasks; analyze specific results based on explanations in the text.Literacy.RST.11-12.6 Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.Speaking and ListeningLiteracy.SL.9-10.1b Work with peers set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| LESSON OBJECTIVE (in language students can understand): | The students will be able to read, then analyze several commercial pattern instruction sheets, then using strategies developed and applied in previous lessons, choose one procedure to demonstrate to classmates. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/ORINTERESTS | Understanding of the previous lessons from this unit. |
| ESSENTIAL QUESTIONS:  | ESSENTIAL QUESTIONS:What skills need to be practiced in order to work with clothing patterns successfully?What types of strategies should be used to help understand and apply complex clothing construction instructions?How do stitchers stay focused and work efficiently on their projects? |
| SUMMATIVE ASSESSMENT: | SUMMATIVE ASSESSMENT:(performance task)Commercial pattern instruction analysis project, with peer-to-peer presentations  |
| DESCRIPTION OF PERFORMANCE TASK:  | SUMMATIVE ASSESSMENT:(performance task)ACTIVITY 1:For this commercial pattern instruction analysis project, students will have 3-6 instruction sheets for a variety of beginner level clothing patterns. They will use strategies developed in previous lessons to read and decipher the complex instructions (such as highlighting more confusing sections, or looking up videos online of how to set in a sleeve). After they choose a procedure to demonstrate, they will cut the pattern pieces out of woven fabric, then prepare and stitch. Presenting to their peers and answering questions from the teacher and peers will finish the project.DOK 4 |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | SUMMATIVE ASSESSMENT:(performance task)ACTIVITY 1:3-6 commercial pattern instruction sheets, internet capable computers available, muslin fabric, all basic fashion workroom, cutting, pressing, and stitching equipment.Presentation guide sheet and suggested questions. *See Commercial Pattern Instruction Analysis Project sheet.* |
| INSTRUCTIONAL STRATEGIES/GROUPINGS: | Students can work in pairs or individually if time and supplies permit. |
| DIFFERENTIATION STRATEGIES:ADAPTATIONS & EXTENSIONS | An example of differentiation of product in this lesson is in the Summative Activity where students must choose the garment procedure that they will cut, sew, and present to their classmates.Adaptations: * Students are paired according to ability and background knowledge.
* The teacher can choose 2-3 very basic procedures and patterns, such as sewing a center back seam on a skirt, as needed.

Extensions:* Students could take pictures or video parts of their procedure to answer the questions for the presentation.
* Students could take on more than one procedure, or if ready, an entire, basic, cut, and sewn garment.
 |
| INTERDISCIPLINARY CONNECTIONS: | Engineering, Construction, Automotive, and other Technical Subjects |
| TEACHER REFLECTIONS: | Be sure to choose simple enough garments or accessories patterns for students to choose from or this could be too overwhelming. If you are thinking ahead to their next project, perhaps choose patterns that might be what they will be making next. Perhaps a woven, pullover top (peasant shirt) or woven a-line skirt.TEACHER NOTE: Use rubrics and total points in a way that suits your department. |

**Commercial Pattern Instruction Analysis Project**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_Period\_\_\_**

Directions:

* LOOK through and READ through the sewing instruction sheets, pattern envelopes, and patterns. Decide on a sewing instruction procedure to create and demonstrate.
* Use the STRATEGIES that we developed as a class to begin to figure out the pinning and sewing instructions for the procedure you choose.
* MAKE IT! Cut needed pattern pieces out of muslin, prepare, pin, baste stitch, and press, as needed.
* PREP FOR PRESENTATION. Answer the following questions about your analysis to prepare and to present to the class:

|  |  |
| --- | --- |
| How did you decide on which instruction procedure to tackle? |  |
| What strategies did you use to analyze the instructions? |  |
| As you were cutting, preparing, pinning, stitching and pressing, what concerns did you run into? |  |
| How do stitchers stay focused and work efficiently? |  |
| Describe at least one tip to help others succeed at the same procedure. |  |

**CUT AND SEWN PROJECT**

Name: Date: Period:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **5****Advanced Achieve-****ment** **17 each** | **4****Exceeds Standard** **14 each** | **3****Meets Standard****12.5 each** | **2****Working Towards Standard** **10 each** | **1****Below Standard****7 each** | **0****No Attempt** | **SCORE** |
| **CUT AND SEW** | Exceptionally engaging and focused work results in an extremely high product | Purpose and focus leads to insightful and engaging product with compelling support | Establishes a purpose and maintains a focus with supporting evidence throughout the product | Establishes a purpose but does not maintain a focus. Support is limited or inappropriate | A clear purpose is not established. Focus and support are underdeveloped |  |  |
| **DESIGN** | Final work indicates exceptional use of the creative process resulting in unique expression | Final work indicates thoughtful use of the creative process resulting in a well-designed expression | Final work indicates a clear progression of the creative process (exploration, design, production)  | Inconsistently applies the creative process (exploration, design, production) to the final work | Final work does not provide evidence of the creative process (exploration, design, production)  |  |  |
| **USE OF EQUIP-****MENT** | Is exceptionally focused and organized in the use of technology as a tool | Presents a logical and purposeful progression of subject matter and meets time requirements | Presents a sequential progression of subject matter and meets time requirements | Progression of subject matter demonstrates lack of sequence and may not meet time requirements | Presentation is difficult to follow and does not meet time requirements |  |  |
| **WORK ETHIC** | Models active learning, curiosity and open-mindedness in all venues.  | Consistently engaged in the classroom and constructively contributes to learning | Actively engaged in learning and participates constructively | Inconsistently participates in learning in the classroom | Fails to appropriately participate or negatively impacts the learning in the classroom |  |  |
| **WRITTEN****EVAL** | Critically interprets data to determine a valid solution with supporting evidence | Critically interprets data to determine a valid solution with supporting evidence | Analyzes appropriate data and arrives at probable solutions with supporting evidence | Has difficulty analyzing data and may not arrive at a solution with supporting evidence | Misinterprets data and does not arrive at a solution supported by evidence |  |  |
| **PROBLEM SOLVING** | Chooses well-designed strategies for finding exceptionally strong solutions | Chooses well-designed strategies for finding solutions | Chooses reasonable strategies for finding solutions | Has difficulty developing strategies for finding solutions | Does not develop appropriate strategies for finding solutions | **TOTAL=** |

|  |
| --- |
| **FCS Presentation Rubric** |
|  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Advanced Achievement** | **Exceeds Standard** | **Meets Standard** | **Approaching Standard** | **Working Toward Standard** |
| **Presentation** | Exceptional facility with technology results in a high quality product using sophisticated applications.Innovative use of effective Animations and artifacts. | Innovative use of technology enhances the presentation and engages the audience.Animations and artifacts used effectively   | Use of technology appropriately engages the audience.Animations and artifacts  | Use of technology does not contribute to the effectiveness of the presentation.Animations used ineffectively, lacking artifactsLacks | Use of technology does not engage the audience or contribute to learning.No animations or they detract from the presentation, lacking artifacts.  |
|  **Learning** | Clearly defines an objective and acquires, evaluates, and synthesizes resources necessary for an exemplary product. | Clearly defines an objective and acquires, evaluates, and synthesizes resources necessary for an exemplary product. Animations used effectively | Defines an objective and acquires, analyzes, and synthesizes resources necessary for a relevant product few animations used. | Does not clearly define an objective and resources are inadequately analyzed and synthesized, which may compromise product. Few animations used or animations distract from presentation | Does not establish objective; resources are limited and product quality is affected. No animations used or highly distracting from presentation |
| **\*Content Required****x 2** | Exceptionally engaging and focused work results in an extremely high quality product. Content Surpasses requirementsShows great insight and understanding. | Purpose and focus leads to insightful and engaging product with compelling support. Additional Content is included | Establishes a purpose and maintains a focus with supporting evidence throughout the product. All content is included some insight is evident | Establishes a purpose but does not maintain a focus. Support is limited or inappropriate. Most content is included. Lacks insight | A clear purpose is not established. Focus and support are undeveloped. Lacking content and insight. |
| **Organization x 2** | Exceptional fluency and clarity result in a clear and well-developed product. Professional Delivery | Effective use of fluency and clarity strengthens the structure of the product. Professional Delivery | Demonstrates fluency and clarity in a structured product. Professional Delivery | Limited use of fluency and clarity weakens the structure of the product. Lacks Professional Delivery | Lack of fluency and clarity compromises the structure of the product.Unprofessional Delivery |