

# Apparel Construction & Design 1 A/B

Santa Maria Joint Union High School District

Modeled Course  
Outside District  
Approved



Mar 3, 2020  
Melissa Diaz

## Basic Course Information

### School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Pioneer Valley High School (053847)	Classroom Based	Abbreviation	Course Code
		ApparelCo&Des1A	HE6207
		ApparelCo&Des1B	HE6208
Santa Maria High School (053305)	Classroom Based	Abbreviation	Course Code
		ApparelCo&Des1A	HE6207
		ApparelCo&Des1B	HE6208

<b>Title:</b>	Apparel Construction & Design 1 A/B
<b>Length of course:</b>	Full Year
<b>Subject area:</b>	Visual & Performing Arts (F) / Visual Arts
<b>UC honors designation?</b>	No
<b>Prerequisites:</b>	None
<b>Co-requisites:</b>	None
<b>Integrated (Academics / CTE)?</b>	Yes

**Grade levels:**

9th, 10th, 11th, 12th

## Course Description

**Course overview:**

Apparel Construction & Design 1 is an introductory course based on CTE Model Curriculum Standards. Students will be able to create sketches, designs, and construct articles of clothing. This course will provide a comprehensive understanding of the elements of fashion design as applied to textiles and fashion and use them to evaluate clothing designs. This course will also explore manufactured and natural made textiles and their use in fashion as well as the characteristics, production and maintenance of textiles. Students will explore the relationship between American historical events and fashion styles. Each student will keep a portfolio of their designs, sketches and written work. The content concentrates on the skills needed to complete a garment from start to finish. Students become familiar with the sewing machine and many construction techniques. This course provides a strong foundation for entry into the fashion career pathway. The students also will be able to understand the basics of reading a pattern envelope and guide and use pattern pieces to create a finished garment.

**Assessment Methods:**

1. Written tests and worksheets
2. Research slide presentations on History of Fashion
3. Portfolio of original fashion designs and renderings
4. Elements and Principles of Design Project
5. Instructor and self critique of garment construction.
  1. Projects include Pin Cushion, Sample Portfolio, Pillow Case, Roll Up Bag, Lined Zipper Bag, and Pajama Bottoms.

**Course content:**

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**Unit 1: Introduction to Fashion**

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**Unit Objectives:**

- Summarize the importance of fashion
- Define fashion related terms
- Interpret the 4 stage fashion cycle
- Recognize the most common garment features and styles

This unit will introduce the fundamental reasons why people wear certain clothing. Students will analyze the physical, psychological, and social impact of apparel and critically examine how values, attitudes, conformity, individuality, and personality affect clothing selections. Students will utilize industry-accepted vocabulary throughout this section to discuss

fashion and clothing, and will distinguish the different garment styles and components. Finally, students will recognize the concept of fashion cycles that occur over time and analyze the influence that social and economic factors have on fashion.

### ☞ Unit Assignment(s):

Students will do a style inventory which will allow them to make inferences and draw conclusions about their own clothing choices. They will explore how apparel meets social, physical, psychological needs of individuals. They will define appropriate dress for various occasions and analyze how fads and fashion influence apparel and textile choices. They will create a poster or a slide presentation using photographs and illustrations with descriptions of the garment features and styles.

Students will also create and explain the four stages of the fashion cycle. Students will supply evidence of each stage through the use of pictures and noting the stage it represents. Students will analyze why that photo represents that specific fashion cycle.

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## Unit 2: Color Theory

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### Unit Objectives:

- Define basic color terms
- Prove and analyze the relationship between colors on the color wheel
- Define 6 different color schemes
- Apply the concepts of color schemes to their use in garments using artistic processes and analyze the impact on fashion

This unit will introduce the students to the design element of color and the importance of color to apparel. Students will effectively utilize the color wheel to represent the relationships between primary colors, secondary colors and tertiary colors and their connection to color schemes. Students will identify the symbolism of color, color terms, color schemes, and the color wheel and apply the concepts to the fashion industry. Students will apply basic and complex color schemes and color theory to develop and enhance garments.

### ☞ Unit Assignment(s):

Students will have guided notes on color vocabulary and color schemes. Students will create a color wheel using the three primary colors. As well as apply their knowledge by changing the value and Intensity of a color.

Students will create a portfolio of pictures that illustrate each of the color schemes and distinguish how the color themes are displayed in each outfit.

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## Unit 3: Elements of Fashion Design

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## **Unit Objectives:**

- Distinguish between the elements of design and interpret their use in clothing design
- Relate principles of design to the design elements
- Connect the elements of design to clothing design concepts
- Analyze and share aesthetic choices and their impact on the elements of design.

The focus of this unit is for students to be able to identify and interpret the elements of design: line, shape/form and texture. Students will be introduced to the principles of design rhythm, balance, emphasis, movement, and harmony as they apply to apparel. Students will relate the elements and principles of design as they apply to design styles and garment selection. The objective is for students to be able to use design concepts and draw conclusions on the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.

## **☐ Unit Assignment(s):**

The elements of design project starts with the students defining the elements through guided textbook notes and teacher lecture. Students will create a folder or electronic portfolio that includes illustrations or outfit examples of the elements and principles. The student will provide written explanations and analysis that cite evidence of the elements. The project needs to be presented in a way that demonstrates an understanding of the elements of design.

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## **Unit 4: Garment Construction**

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### **Unit Objectives:**

- Demonstrate knowledge of Sewing Equipment and Tools, proper use and care
- Describe and apply safety rules
- Demonstrate ability to operate sewing and cutting equipment properly
- Construct beginning sewing construction samples
- Utilize correct cutting and pinning techniques
- Understand fabric preparation, written directions, and proper use of marking tools
- Use concepts of pattern envelopes and layouts to create apparel
- Develop and refine techniques and methods in order to interpret and analyze finished projects

The garment construction unit will allow students to apply artistic knowledge and skills in a variety of visual arts media and use technical processes to communicate meaning and intent through the creation of original garments. Students will demonstrate the ability to make appropriate choices in applying a variety of visual arts media techniques to the personal design making process. Students will exhibit craftsmanship and technical skill when creating works from two-dimensional to three-dimensional forms. Students will establish their ability to take accurate measurements, read and follow technical directions, select suitable fabrics, and construct quality garments. Students will use various types of technology in the design process.

Students will apply the skills needed to construct a garment and the proper tools needed. Students will learn how to properly use sewing equipment including: sewing machine, cutting, measuring and marking tools. The instructor will demonstrate and guide students through these skills along with diagrams and handouts. Students will construct seam samples and create 5-6 construction garments in this unit.

### ☐ Unit Assignment(s):

Students will begin the unit with an introduction to safety. Teams will create original posters that demonstrate one of the safety rules in a unique, creative format. Students will create a booklet with sewing/pressing equipment, including diagrams and definitions. Students will complete a diagram of the sewing machine parts and link it to the definitions of all parts.

Tests will be given to demonstrate knowledge and understanding of safety, sewing equipment and machine parts.

Teacher observation will be the form of assessment for individual student demonstration of machine and bobbin threading.

Students will complete a sample portfolio of their work. Samples include french seams, flat felled seams, gathering, darts, staystitching, clipping and notching.

Students will create 5-6 garments building on their technical skills and knowledge with each construction project. Skills the students will master are straight stitch, zig-zag, turning corners, top stitching, inserting a zipper, hems, elastic casing, basic hand stitching and use of interfacing. Students follow instructions in a variety of formats, including teacher instruction detailed written steps, and videos. Students will also use concepts of fabric layout and pattern reading to properly create finished products.

Student assignments will consist of:

- Custom pin cushion
- Pillow
- Roll Up bag with pockets
- Lined zipper bag
- Elastic Waistband shorts/pants

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## Unit 5: Textiles

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### Unit Objectives:

- Differentiate the sources and processing of natural and man-made fibers
- Identify specific characteristics and care of individual fibers and yarns.
- Compare and contrast the advantages, costs, and marketability of different fibers as they relate to merchandising of apparel.
- Relate details of fashion construction and the limitations of various raw materials.
- Students will be able to identify and construct the different weaves, assessing the advantages and disadvantages of each.

This unit will examine the primary-level suppliers of fashion. Students will understand foundational suppliers for the fashion industry and how they influence manufacturers and consumers alike. Students will distinguish natural fibers from manufactured fibers, and the advantages/disadvantages that each fiber presents to manufacturers and designers. Students will identify different weaves and techniques used in the textile production process. Students will outline the major steps in the fabric production process and will explore the impact of new technologies on textile manufacturing.

### ≡ Unit Assignment(s):

Students will gain appropriate terminology for identifying and analyzing textile fibers through textbook assignments and videos. Students will observe a burn test of fabrics to classify different textiles, Students will chart the natural and man-made fibers, evaluating performance characteristics of textile fibers and fabrics. Students will draw the different kind of weaves and identify plain, basket and satin weaves.

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## Unit 6: Historical and Cultural Context

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### Unit Objectives:

- Summarize and connect the social, cultural, historical, religious, political, economic, and technological influences on clothing design throughout history.
- Compare and contrast fashion styles of today with fashion from the past
- Understand the influence of time periods on fashion design

This unit introduces the student to a look back at how fashion evolved and how the fashion of the past is related to present fashion. Students will understand the cause and effect of historical contribution and cultural dimensions of fashion. Students will assess modern fashion developments throughout history and relate research to factors influencing fashion movements. Students will compare and contrast development of recurring fashions throughout time. Students analyze the role and development of fashion in the past and present cultures throughout the world noting human diversity as it relates to fashion design and designers.

### ≡ Unit Assignment(s):

Teams of students will research and create a slide presentation for a specific decade or period of fashion. Students will demonstrate knowledge of historical influence, cultural origins, social, religious, political, economic, and/or technological influence on fashion. Students analyze, discuss, and present issues of the period and style in terms of design elements, using appropriate terminology from that decade/period. Students identify periods, styles, terminology, and designers of that time. Students will learn collaboration through working with partners to develop good communication skills and accountability. Students will present their work to the class helping them develop confidence in public speaking. Students identify periods of style and works of designers and labels during that period and the longevity of the brand/company.

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## Unit 7: Fashion Design, Drawing and Business

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### Unit Objective:

- Apply concepts of rendering techniques in using a croquis
- Create original designs using croquis templates
- Draw conclusions on which medium best suits the illustration
- Critique the textiles and illustration
- Compare and contrast the advantages and disadvantages between digital and hand-drawn illustrations.
- Interpret, analyze and conceptualize fashion designs for certain target markets

In this unit, students will be able to identify and apply basic drawing tools, scale, mediums and proportion to their design illustrations. Students learn about fashion designers in the industry and the business end of fashion. Including, target audience, seasons, colors, fashion forecasting, and influences on the fashion industry. Students will create an original company and draw illustrations of men's, women's, or children's apparel using various color schemes and design techniques. Students will utilize various technical processes in execution of their work.

### ≡ Unit Assignment(s):

Students follow a tutorial to draw a croquis with appropriate proportions and shapes

Students create an original line of clothing. They choose a company name, a logo, type of clothing, choose a season, theme and colors, and a target audience. The students create 4 hand drawn original clothing designs for their line of clothing. They color textile designs onto their renderings to coordinate with the theme of their line.

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## Course Materials

### Textbooks

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Title	Author	Publisher	Edition	Website	Primary
Apparel Design, Textiles, and Construction	Nancy Henke-Konopasek and Carolee Samuels	Goodheart Wilcox	11th Edition, 2018	[ empty ]	Yes

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<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Edition</b>	<b>Website</b>	<b>Primary</b>
Successful Sewing, 7th Edition	Mary G. Westfall	Goodheart-Wilcox	2013	<a href="https://www.goodheart-wilcox.com/successful-sewing-2013">https://www.goodheart-wilcox.com/successful-sewing-2013</a>	No
Figure Poses for Fashion Illustrators	Sha Tahmesebi	Barron's	1st Edition 2011	[ empty ]	No

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