

Fashion Technology and Design 110

Supplementary Document:

Suggested Resources and Sample Activities

2022

GCO 1 Students will explore the history of fashion and textiles to gain an understanding of the cultural, psychological, and social influences of clothing.

SCO 1.1	Students will examine the changes in clothing needs and designs over time.	
Concepts and Content		
History of Clothing <ul style="list-style-type: none"> • Historical Reasons that Humans Wore Clothes (protection) • Evolution of Clothing (early humans to modern day, development of concept of fashion) 		
I Can – exemplars:		Suggested Activities:
I can explain why humans began to wear clothing.	I can explain how clothing has evolved over time.	Students create list of textile items, clothing, and accessories used for protection (both historically and modern).
I can describe the origins of the concept of “fashion” as well as its founders.		
I can identify the defining characteristics of twentieth century fashion by decade.		
Resources		
Video	Website	Document
Women’s Fashion Through the Decades: https://www.youtube.com/watch?v=M4z90wlwYs8	Fashion History Timeline – Fashion Institute of Technology, NY https://fashionhistory.fitnyc.edu/	Mary G. Wolfe, “ <i>Fashion</i> ”, 7th Edition, Goodheart-Wilcox, 2018. (Textbook and Student Workbook)
Men’s Fashion Through the Decades: https://www.youtube.com/watch?v=DaSkMWVIFUU		Louise Liddell and Carolee Samuels, “ <i>Apparel Design, Textiles & Construction</i> ”, 11th Edition, 2018.

SCO 1.2	Students will identify and analyse the psychological, social, and cultural reasons that people wear clothing, their personal clothing choices, and the images they portray.	
Concepts and Content		
Psychology of Clothing <ul style="list-style-type: none"> • Psychological Reasons that Humans Wear Clothes (identification, modesty, decoration) • Individuality vs. Conformity (social and cultural factors that influence clothing choices) • First Impressions and Stereotypes 		
I Can – exemplars:	Suggested Activities:	
<p>I can provide examples for the various reasons that humans wear clothing.</p> <p>I can demonstrate cultural clothing choices in my community (both traditional and modern).</p> <p>I can provide reasoning for my clothing choices.</p> <p>I can discuss the intended and unintended consequences of clothing choices and the messages that they communicate to others.</p> <p>I can identify and confront gender bias, prejudices, stereotyping and discrimination as they relate to clothing choices.</p>	<p>Students discuss the psychological reasons that people wear clothing.</p> <p>Students use magazines or other resources to find images of clothing that exemplify specific reasons that people wear clothing.</p> <p>Invite learners to share their cultural heritage through clothing and textiles (show and tell).</p> <p>Invite a guest speaker from your community to share traditional textiles or garments and their cultural significance.</p> <p>Use Charles Beyl’s cartoon as a discussion prompt surrounding conformity in clothing choices. Students conduct a survey of the classroom or school on personal clothing choices.</p> <p>Learners are given a list of specific articles of clothing and are asked to select the first adjective they associate with that article.</p> <p>Learners identify examples of clothing related gender bias, prejudice, stereotyping, and discrimination in articles, texts, magazines, television, film, case studies etc.</p>	
Resources		
Video First Impressions – TED Talk https://www.youtube.com/watch?v=eK0NzsGRceg	Website Reasons People Wear Clothing https://bellatory.com/fashion-industry/History-of-Clothing-Why-We-Wear-Clothes Political Cartoon – Uniformity (School Uniforms) by Charles Beyl http://www.charlesbeyl.com/new-gallery/lrf7be74zuwc6edgiksl70377mbqui	Document Personal Clothing Choices Reflection Sheet Mary G. Wolfe, “Fashion”, 7th Edition, Goodheart-Wilcox, 2018. (Student Workbook)

GCO 2 Students will examine the properties of textiles and their production process while exploring the issues surrounding sustainability and ethical fashion.

SCO 2.1	Students will explore the properties of various textiles, analyse the advantages of certain fibres, fabrics, and finishes, and practice proper care of their textile items.	
Concepts and Content		
Properties <ul style="list-style-type: none"> • Natural vs. Synthetic Fibers • Woven and Knit Fabrics • Fabric Treatments and Finishes 	Proper Care for Sustainability <ul style="list-style-type: none"> • Apparel and Textile Care Symbols • Cleaning Procedures 	
I Can – exemplars:	Suggested Activities:	
<p>I can distinguish between natural and synthetic fibres.</p> <p>I can describe the differences between woven and knit fabrics.</p> <p>I can compare and articulate the characteristics of fibers and fabrics in order to determine the appropriate material for specific uses.</p> <p>I can select the treatment or finish required for specific uses.</p> <p>I can recognise and explain the apparel and textile care symbols on my textile items.</p> <p>I can practice the sanitation and stain removal procedures needed to take proper care of my textile items and recognise their importance to sustainability.</p>	<p>Using a table of fibre and fabric properties, students determine the best selections for specific needs ex: children’s clothing, gym clothes, beach attire, etc.</p> <p>Students examine an article of their clothing using a magnifying glass to determine the weave/knit of the item.</p> <p>Students complete a series of tests to discover the identity of unknown fibres (visual examination under a microscope, a burning process, and a chemical immersion test). Students compare their test results to analysis charts to determine the fibres.</p> <p>Students examine the tags on articles of clothing to determine proper care of the garments.</p> <p>Students create a variety of stains on fabrics (juice, grass, nail polish etc.) and practice safe stain removal.</p> <p>Students bring in a tarnished textile item that they were going to throw away and restore it using proper techniques. Possibly offer support to an organization with a donation bin for clothing who may benefit from some items being restored.</p>	
Resources		
Video Clothing Care Symbols https://www.youtube.com/watch?v=s8TM1qCTcHU	Website Stain Removal https://www.cleaninginstitute.org/cleaning-tips/clothes/stain-removal-guide Clothing Care Symbols http://www.textileaffairs.com/docs/lguide.pdf http://www.textileaffairs.com/docs/common-050608.pdf	Document Mary G. Wolfe, “Fashion”, 7th Edition, Goodheart-Wilcox, 2018. (Textbook and Student Workbook) Louise Liddell and Carolee Samuels, “Apparel Design,

SCO 2.2	Students will compare past and present means of textile and clothing production and discuss the consequences of the fast fashion industry and its environmental and ethical impact.
Concepts and Content	
<p>Means of Production</p> <ul style="list-style-type: none"> • Historical and Cultural Means of Textile and Clothing Production (Traditional Weaving, Cottage Industry, Industrial Revolution) • Current Means of Textile and Clothing Production • Global Economic and Environmental Impact • Consumerism and Hierarchies of Power 	
I Can – exemplars:	Suggested Activities:
<p>I can describe historical and cultural means of clothing and textile production and how they have evolved.</p> <p>I can explain how clothing is made today.</p> <p>I can identify where my clothing is made and understand the humanitarian impact of the global apparel market.</p> <p>I can discuss the environmental impact of the “fast fashion” industry and recognise sustainable and ethical production practices.</p> <p>I can understand the role that consumerism plays in the global market, challenge the hierarchies of power within the apparel industry, and advocate for solutions to improve the current production process.</p>	<p>Students participate in an industrial revolution simulation activity. Students are asked to follow construction instructions where each student individually follows each step (cottage industry). Students repeat the construction process in an assembly line (industrialization) and compare efficiency results.</p> <p>Students watch a video explaining the history of the sewing machine and its basic functions for historical context.</p> <p>Students examine the tags on their clothing to identify the country of origin for each garment.</p> <p>Students watch the documentary “<i>The True Cost</i>” as a starting point for discussing the humanitarian and environmental issues surrounding the fashion industry.</p> <p>Students create pamphlets/brochures to create awareness of the impact of the fashion industry promoting ethical and sustainable practices.</p>

Resources

Video

History of the Sewing Machine:
<https://www.youtube.com/watch?v=bqeWMqiZUQc>

Impact of the Fashion Industry:
Director: Andrew Morgan, "The True Cost"
<https://truecostmovie.com/>
[Documentary], May 15, 2015.

Website

Industrial Revolution Sample Activity:
https://www.uml.edu/docs/WOL_tcm18-88398.pdf

United Nations Sustainability
Goals:
<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
Sustainable Clothing:
<https://www.undressrunways.com/>
Sustainability:
<https://www.triplepundit.com/sponsored-series/2656/sustainable-fashion-2014>

Document

Louise Liddell and Carolee Samuels, "Apparel Design, Textiles & Construction", 11th Edition, 2018.

SCO 2.3	Students will investigate Canadian textile labelling and advertising legislation.	
Concepts and Content		
Canadian Legislation <ul style="list-style-type: none"> • Labelling Requirements (Canada Consumer Product Safety Act, Textile Labelling Act) 		
I Can – exemplars:	Suggested Activities:	
I can evaluate whether textile items meet the national advertising and labeling requirements.	Students investigate the labels on textile items from a particular clothing company to determine if they are meeting the national textile labelling requirements.	
Resources		
Video	Website	Document
	Canadian Consumer Product Safety Act https://laws-lois.justice.gc.ca/eng/acts/c-1.68/	
	Textile Labeling Act https://laws.justice.gc.ca/eng/acts/t-10/index.html	
	Guide to the Textile Labelling and Advertising Regulations https://www.competitionbureau.gc.ca/eic/site/cb-bc.nsf/eng/01249.html	

GCO 3 Students will understand and demonstrate safe procedures and proper use of sewing equipment in the workplace.

SCO 3.1	Students will understand safe procedures, common potential hazards in the lab and workplace, and demonstrate safe use of equipment and tools.	
Concepts and Content		
Safety in the Lab and Workplace <ul style="list-style-type: none"> • Safety Orientation (Provincial Online Course) Specific Training for Equipment Available		
I Can – exemplars:		Suggested Activities:
I can locate and properly use safety equipment		Students complete provincial online safety training.
I can explain the potential consequences for unsafe procedures		Students identify unsafe practices and potential hazards in images or scenarios presented.
I can explain the potential hazards of inappropriate clothing, footwear, and jewellery		
Resources		
Video	Website	Document
	NB Online Safety Orientation Registration http://www.nbcsa.ca/NBCSAStudent/ Sample safety images: https://i.pinimg.com/originals/15/58/8d/15588d198a39a41cfe83f1ff2c68889e.png	

SCO 3.2	Students will identify and understand the basic functions of the technology required for garment construction.	
Concepts and Content		
<p>Sewing Machine</p> <ul style="list-style-type: none"> Essential Parts (Foot Pedal, Power Switch, Power Cord, Spool Pin, Bobbin Winder, Bobbin Case, Presser Foot, Reverse Stitch Lever/Button) Functions of Essential Parts 	<p>Tools and Other Technology</p> <ul style="list-style-type: none"> Use and Functions (Common Tools: Sheers, Rotary Cutter, Seam Ripper, Pin Cushion, Straight Pins, Iron, Ironing Board, Tailor’s Ham, Collar Press/Presser Point, Loop Turner, Point Turner, Gauge, Flexible Measuring Tape, Tailor’s Chalk and Marking Pens, Tracing Wheel and Paper, Pinking Sheers and Sergers) 	
I Can – exemplars:	Suggested Activities:	
<p>I can identify and locate the essential parts of the sewing machine</p> <p>I can explain how a basic sewing machine functions.</p> <p>I can demonstrate proper winding of a bobbin and threading of a sewing machine.</p> <p>I can determine the proper use for various sewing tools and technologies used in garment construction</p>	<p>Students identify the essential parts of the sewing machine using sticky notes on their machines or an image of a machine.</p> <p>Students complete a beginner sewing test (similar to a written driver’s license test) to show that they understand the basic functions and are ready to “drive”.</p> <p>Students are given images of other sewing tools and technologies and asked to name them and guess their functions. Students compare their guesses to the actual names and uses.</p> <p>Students participate in “Sewing Equipment Bingo” or complete sewing equipment crossword sheets.</p>	
Resources		
<p>Video</p> <p>How a Home Sewing Machine Works https://www.youtube.com/watch?v=ML8CMNzW6Tg</p> <p>How to Thread a Sewing Machine: https://www.youtube.com/watch?v=Wflep31lcz0</p> <p>How to Wind a Bobbin: https://www.youtube.com/watch?v=XMPx9aF5eg4</p>	<p>Website</p> <p>Printable Bingo Cards https://www.patchworkposse.com/sewing-bingo-printable-boards/?utm_source=pinterest&utm_medium=social</p>	<p>Document</p> <p>Machine Manual Specific to Machines in Classroom</p> <p>Mary G. Westfall, “<i>Successful Sewing</i>” Seventh Edition, Goodheart-Wilcox, 2013.</p>

GCO 4 Students will... investigate the clothing construction process and demonstrate professional sewing techniques.

SCO 4.1 Students will... apply basic hand and machine sewing techniques.		
Concepts and Content		
<p>Hand Sewing</p> <ul style="list-style-type: none"> • Thread a Needle • Knot Thread • Basic Stitches (Running Stitch, Whip Stitch, Blanket Stitch, Hand Backstitch, Slip/Ladder Stitch) <p>Basic Machine Sewing</p> <ul style="list-style-type: none"> • Stitch Settings • Basic Machine Stitches (Standard Straight Stitch, Baste Stitch, Zigzag Stitch) • Seam Allowance 	<p>Basic Seam Finishes</p> <ul style="list-style-type: none"> • Purpose • Methods (Pinked, Zigzag Overlock, Double Stitched) • Pressing <p>Sewing and Sustainability</p>	
I Can – exemplars:	Suggested Activities:	
<p>I can thread a hand needle.</p> <p>I can knot the ends of my thread.</p> <p>I can apply basic hand stitches appropriately.</p> <p>I can adjust my sewing machine to the appropriate settings for various basic stitches.</p> <p>I can construct basic machine stitches while consistently maintaining the given seam allowance.</p> <p>I can determine whether a seam requires finishing.</p> <p>I can finish a seam using a basic method.</p> <p>I can press seams and understand the importance of pressing as I sew.</p> <p>I can recognise and apply appropriate sewing techniques to extend the life of a textile item to promote sustainability.</p>	<p>Students practice a variety of hand stitches by following a teacher demonstration or video instructions.</p> <p>Students match appropriate hand stitch to specific scenarios ex: rip in seam, hole in garment, finishing an edge).</p> <p>Students practice accuracy and speed on the sewing machine by paper stitching (without thread).</p> <p>Students build a sample portfolio of various hand and machine stitches and finishes.</p> <p>Students complete skill building sewing projects (ex: pin cushion, drawstring bag, zipper pouch)</p> <p>Invite colleagues/other students to bring in damaged textile items (rips, tears etc.). Students select and execute the appropriate techniques to repair the items.</p>	
Resources		
<p>Video</p> <p>Beginner Hand Stitches: https://www.youtube.com/watch?v=EhISC7tZdMs</p>	<p>Website</p> <p>Drawstring Bag: http://assets.burdastyle.com/pdf_files/assets/000/097/865/easy-drawstring-bag_original.pdf?1273683282</p>	<p>Document</p> <p>Mary G. Westfall, <i>“Successful Sewing”</i> Seventh Edition, Goodheart-Wilcox, 2013.</p> <p>Anne Marie Soto (Editor), <i>“Simplicity’s Simply the Best Sewing Book Paperback”</i> Simplicity Sewing Pattern Company, 2011.</p>

SCO 4.2	Students will take body measurements and use them to determine size requirements needed for clothing construction.	
Concepts and Content		
Measuring <ul style="list-style-type: none"> • Flexible Measuring Tape • Body Measurements 	Pattern Requirements <ul style="list-style-type: none"> • Size • Fabric Necessities 	
I Can – exemplars:	Suggested Activities:	
I can use and read imperial and metric flexible measuring tapes.	Students practice measuring accurately using a flexible tape by measuring various classroom items.	
I can take accurate body measurements necessary for determining a pattern size.	Students take their own body measurements and compare them to a commercial pattern size chart to determine their sizing.	
I can read a pattern envelope/sizing table to determine the size needed for specific measurements.	In partners, students act as clients and sewists. The client has a garment request and the sewist determines their size and amount of materials necessary to construct it.	
I can read a pattern envelop/materials table to determine the amount of fabric and notions required for specific measurements.		
Resources		
Video Simplicity Pattern Company: <i>How to Read and Understand the Envelope Back of a Simplicity Pattern</i> https://www.youtube.com/watch?v=g7YIFD8bAQ	Website Sample Lesson Plans for Measuring https://www.uen.org/lessonplan/view/28657	Document Sample Commercial Patterns; tissue paper patterns and digital patterns ex: McCall’s, Butterick, Simplicity, Burda, etc. Mary G. Westfall, “ <i>Successful Sewing</i> ” Seventh Edition, Goodheart-Wilcox, 2013. Anne Marie Soto (Editor), “ <i>Simplicity’s Simply the Best Sewing Book Paperback</i> ” Simplicity Sewing Pattern Company, 2011.

SCO 4.3	Students will follow a commercial pattern (or similar) to create a garment or accessory while demonstrating professional sewing techniques.
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Concepts and Content	
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<p>Reading a Pattern</p> <ul style="list-style-type: none"> • Instruction Sections (Cutting Layouts, Glossary, Views, Flats, Pattern Markings, Adjustment Instructions, Sewing Directions). • Vocabulary • Symbols <p>Preparing to Sew</p> <ul style="list-style-type: none"> • Fabric preparation • Pattern Layout • Pinning and Cutting • Marking 	<p>Construction</p> <ul style="list-style-type: none"> • Professional Sewing Techniques <ul style="list-style-type: none"> ○ Possible Stitches: Pivots, Curves, Edgestitching, Topstitching, Understitching ○ Possible Design Features: Darts, Tucks, Pleats, Gathers, Hems, Pockets, Collars ○ Matching Notches, Seams, and Markings • Professional Finishing <ul style="list-style-type: none"> ○ French Seam, Serger Overlock, Turned Under, Bias Bound.) • Professional Pressing <ul style="list-style-type: none"> ○ Seams Pressed Open, Pressed to One Side, Corners Pointed and Pressed, Clipping, Notching, Trimming, Grading
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I Can – exemplars:	Suggested Activities:
<p>I can navigate pattern instructions in order to locate specific information.</p> <p>I can understand and interpret vocabulary and symbols used in beginner commercial sewing patterns.</p> <p>I can determine if a fabric requires preshrinking.</p> <p>I can set fabric on grain.</p> <p>I can follow a pattern layout and demonstrate proper pattern pinning and cutting.</p> <p>I can transfer markings to fabric.</p> <p>I can perform professional sewing techniques needed in the construction of a specific garment.</p> <p>I can demonstrate professional sewing finishings.</p> <p>I can execute proper techniques for ironing and pressing throughout the construction process.</p>	<p>Students complete a scavenger hunt to locate various elements of sewing patterns.</p> <p>Students match pattern symbols to their names (matching game).</p> <p>Students follow a basic sewing pattern (ex: pyjama shorts or pants) to demonstrate proper fabric and pattern preparation, cutting, marking, and sewing techniques.</p>

Resources

Video

Seam Finishes:

<https://www.youtube.com/watch?v=CGICpUOHUUg>

Transferring Pattern Markings:

https://www.youtube.com/watch?v=2tYPGh7J_PM

Website

University of Fashion (Free Video Tutorials and Subscriptions Available)

<https://www.universityoffashion.com/>

Pattern Markings:

<https://thesewingloftblog.com/understanding-pattern-markings/>

Pattern Symbols Matching Game:

<https://www.uen.org/lessonplan/view/12360>

Seam Finishes:

<https://www.heatherhandmade.com/how-to-finish-a-seam/>

Clipping, Notching, Grading:

<https://makeit-loveit.com/sewing-tips-clipping-corners-and-curves>

Document

Sample Commercial Patterns; tissue paper patterns and digital patterns ex: McCall's, Butterick, Simplicity, Burda, etc.

Mary G. Westfall, *"Successful Sewing"* Seventh Edition, Goodheart-Wilcox, 2013.

Anne Marie Soto (Editor), *"Simplicity's Simply the Best Sewing Book Paperback"* Simplicity Sewing Pattern Company, 2011.

GCO 5 Students will explore the basic concepts of Fashion Design.

SCO 5.1	Students will investigate careers in the fashion industry and evaluate their interest and aptitude for the field.	
Concepts and Content		
Careers <ul style="list-style-type: none"> • Sectors/Fields and Opportunities Within • Educational/Experiential Requirements • Personal Interest and Aptitude 		
I Can – exemplars:		Suggested Activities:
I can identify the sectors of the fashion industry and the career opportunities within them. I can explain the educational and/or experiential requirements needed for employment in the industry. I can evaluate my personal interest and aptitude for employment in the industry.		Students are assigned a sector of the fashion industry in which to research career opportunities and the required education and experience. They present their findings with the class. Students complete an entrepreneurial aptitude test and a reflection to determine their fitness for/interest in a career in the fashion industry (“Fashion” Student Workbook).
Resources		
Video	Website Fashion Institute of Design and Merchandising Career Centre: https://fidm.edu/en/student+life/careers+alumni/career+center/ Careers in the Fashion Industry: https://www.indeed.com/career-advice/finding-a-job/fashion-industry-careers	Document Mary G. Wolfe, “ <i>Fashion</i> ”, 7th Edition, Goodheart-Wilcox, 2018. (Student Workbook) Louise Liddell and Carolee Samuels, “ <i>Apparel Design, Textiles & Construction</i> ”, 11th Edition, 2018.

SCO 5.2 Students will evaluate current fashion designers, influencers, and trends.		
Concepts and Content		
Current Fashion <ul style="list-style-type: none"> • Designers • Influencers • Trends 		
I Can – exemplars:		Suggested Activities
I can list current fashion designers and recognise their signature pieces. I can analyse the significance of influencers and their impact on the fashion industry. I can identify current fashion trends and analyse them to predict upcoming trends.		Students research current prominent fashion designers and their signature pieces. Students present their findings to the class. Students create a magazine article on a current fashion designer. Articles are pieced together to create a fashion magazine. Students analyse commonalities between the designers’ signature pieces and the clothing worn by classmates. Students act as a reporter and identify current fashion trends in the school. Students act as a trend forecaster and create a blog post to share their predictions.
Resources		
Video	Website	Document
Clip from “The Devil Wears Prada” (Designer’s Influence) https://www.youtube.com/watch?v=awmyDjY-8e8	Top 10 Canadian Fashion Designers: https://www.ellecanada.com/fashion/trends/the-top-10-canadian-fashion-designers Harper’s Bazaar Top Designers: https://www.harpersbazaar.com/fashion/designers/ Becoming a Trend Forecaster: https://www.wayup.com/guide/how-to-become-a-trend-forecaster/ Trend Spotter: https://www.thetrendspotter.net/category/womens-fashion-trends/	Mary G. Wolfe, “ <i>Fashion</i> ”, 7th Edition, Goodheart-Wilcox, 2018. (Textbook and Student Workbook) Louise Liddell and Carolee Samuels, “ <i>Apparel Design, Textiles & Construction</i> ”, 11th Edition, 2018.

SCO 5.3		Students will compare technical drawings and fashion illustrations.	
Concepts and Content			
Fashion Drawings <ul style="list-style-type: none"> • Types of Drawings (Flats, Technical Drawing/Specification Drawing, Illustration) • Design Features in Drawings 			
I Can – exemplars:		Suggested Activities	
I can recognise the purpose of different types of fashion drawings.		Students view a variety of fashion drawings and create a list of benefits of the different types.	
I can compare the representation of design features across different types of drawings.		Students play a matching game to pair design features of technical drawings/flats to the illustrated versions.	
I can create a fashion drawing.		Students create a technical drawing/flat or an illustration of a garment they are wearing.	
Resources			
Video	Website	Document	
	Fashion Flat Sketches 101: All You Need to Know https://techpacker.com/blog/design/what-you-need-to-know-about-fashion-flat-sketches/	Nancy Riegelman, <i>9 Heads: A Guide to Drawing Fashion</i> , (4th Edition), 9 Heads Media, 2016.	

Additional optional resources:

University of Fashion Website – Paid Subscription

www.universityoffashion.com

Utah Education Network, Apparel Design and Production I ,

<https://www.uen.org/core/core.do?courseNum=200113#5889>