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| **Unit: 2** | | | | | | | | | | | |
|  |  | | **Course**: | The world of Fashion | | | | **Course Code:** | HNB4M | | |
| **Teacher:** | Simon yiu | | | | | | | | | | |
| **Unit Name**: Design and Fashion Construction skills |  |  | | | | | **Hours:** | | | 28.5 | |
| **TOPICS TO BE COVERED THIS UNIT** | | | | | | | | | | | |
| * The elements and principles of design can be used to enhance personal appearance. * Safe and proper use of tools and technologies are essential to create fashion products. * Following proper construction techniques will lead to successful fashion products. | | | | | | |  | | | | |
| **Overall Curriculum Expectations for this Unit** | | | | | | | | | | | |
| **A1. Exploring: explore topics related to fashion, and formulate questions to guide their research;**  A1.2 identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topics  **A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.**  A4.2 use terms relating to fashion correctly (e.g., positional goods, Empire waist, haute couture, maquiladora, Textile Labelling Act, CAD, serger, croquis)  **D1. Elements and Principles of Design: analyse the use of the elements and principles of design in fashion, and apply them when creating fashion products;**  D1.1 analyse the elements and principles of design in fashion presented in the media (e.g., magazines, billboards, television)  D1.2 analyse apparel items to determine how the designer has used the elements and principles of design to enhance their marketability  D1.3 apply the elements and principles of design when creating fashion-related products (e.g., when creating fashion illustrations, croquis, fashion sketches, apparel for paper dolls of different body shapes; when designing a garment; when engaged in sewing projects)    **D2. Tools and Technologies: describe the function and use of a variety of tools and technologies associated with the creation of fashion products, and use tools and technologies safely and correctly when creating such products;**  D2.1 identify, and describe the function and use of, various tools and technologies used in the creation of fashion products (e.g., measuring tape, seam ripper, scissors, pinking shears, iron, pressing ham, sewing machine, serger, loom, knitting needles, crochet hook, embroidery hoops and frames, CAD)  D2.2 demonstrate the safe use of tools and technologies when creating fashion products  D2.3 use tools and technologies correctly when creating fashion products (e.g., tools and technologies associated with designing, cutting, pressing, pinning, sewing, knitting, crocheting, felting, embroidery, dyeing)  **D3. Procedures, Skills, and Techniques: describe a wide range of procedures, skills, and techniques used in the creation of fashion products, and demonstrate the ability to use appropriate procedures, skills, and techniques when creating fashion products.**  D3.1 demonstrate an understanding of and use appropriate terminology when referring to techniques and tools used in fashion drawing (e.g., croquis, flat pattern design, draping, CAD, swatches, concept boards)  D3.2 demonstrate the ability to follow pre construction procedures (e.g., measuring; interpreting patterns, including their abbreviations, and laying out patterns; selecting and preparing fabrics; fitting and altering patterns; understanding knitting, cro­cheting, or jewellery-making instructions) when creating fashion products  D3.3 identify and describe basic skills and con­struction techniques used in the creation of fashion products (e.g., finishing seams, sewing darts, gathering and easing fabric, making simple buttonholes, sewing in zippers, hemming, reducing bulk, using stabilizers and interfacing) ”  D3.4 identify and describe advanced skills and construction techniques used in the creation of fashion products (e.g., top stitching; blind stitching; sewing flat felled or French seams; creating collars, waistbands, inset pockets, facings, plackets, cuffs, bound buttonholes, pin-tucked sleeves; tailor’s tacking; pleating)  D3.5 apply appropriate construction techniques and demonstrate a range of skills when creating fashion products | | | | | | | | | | | |
| **Specific Curriculum Expectations for this Unit** | | | | | | | | | | | |
| See Lesson Plans | | | | | | | | | | | |
| **Teaching Strategies** | | | | | | | | | | | |
| Direct Instruction (teacher-led) | | | | |  | Class Activity (teacher facilitation) | | | | |  |
| Direct Instruction (discussion possible) | | | | |  | Experiential learning (learn by doing) | | | | |  |
| Class Discussion (teacher facilitated) | | | | |  | Worksheets/Surveys | | | | |  |
| Small Group Discussion | | | | |  | Individual or Group Research | | | | |  |
| Partner Discussion/Conferencing | | | | |  | Teacher Modeling | | | | |  |
| Conferencing Teacher & Student | | | | |  | Text-based modeling | | | | |  |
| Teacher reading to class | | | | |  | Use of Computers / Internet | | | | |  |
| Silent individual reading | | | | |  | Use of video tape or audio materials | | | | |  |
| Group based reading | | | | |  | Role Playing | | | | |  |
| Independent Work (teacher facilitation) | | | | |  | Presentations | | | | |  |
| Group Work (teacher facilitation) | | | | |  | Guest Speaker / Interviews / Questions | | | | |  |

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| **Assessment of Learning/Evaluation**: *Check the type of evaluation(s) administered in the unit. Indicate the marks allocated to each category. Evaluations should include 3 or 4 categories. Over the course of the term, categories must be* ***balanced****. The importance accorded to each of the four categories should reflect the emphasis accorded to them in the curriculum expectations for the course and in instructional practice.* | **Evaluation/Assessment of Learning** | **Check** | **K** | **T** | **C** | **A** |
| Observations |  |  |  |  |  |
| Conversations |  |  |  |  |  |
| **Student Products:** |  |  |  |  |  |
| Class Activity |  |  |  |  |  |
| Tests |  |  |  |  |  |
| Presentation |  |  |  |  |  |
| Project (Experimentation) |  |  |  |  |  |
| Portfolio Presentation |  |  |  |  |  |
| Response Journals (letter) |  |  |  |  |  |
| Essay |  |  |  |  |  |
| Assignment |  |  |  |  |  |
| Other (poster) |  |  |  |  |  |
| **TOTAL** | 100% | 25% | 25% | 25% | 25% |
| **Resources/Suggestions for this Unit** | | | | | | |