

'Fashion' Unit Outline: Year 10 (2 terms)

Teaching Sequence	Resources	Learning Intentions
<p><u>Introduction to the course</u></p> <ul style="list-style-type: none"> • Talk about Year 9 structure and how this Year 10 course follows on from the Year 9 course and where it leads to. • Stationery requirements • Survey students as to what they understand about technology and their expectations from the course. • Issue letter to parents. • Revision of a simple technology cycle linked to fashion and an introduction into what will be covered over the two terms. <p><u>Skill Development: Part A</u></p> <ul style="list-style-type: none"> • Rules and routines within the room. • Threading and use of the Bernina and Janome sewing machines • Plain Seam Notes and sample <p><u>Drawstring Bag</u></p> <ul style="list-style-type: none"> • Straightening fabric. • 15mm seams • Use of an overlocker • Sewing a casing • Inserting a drawstring • Tying for dyeing <p><u>Personal Bag</u></p> <ul style="list-style-type: none"> • Pinning and Cutting Out • Fabric Embellishment (visoflex/machine embroidery) • Making and attaching a Patch Pocket • Making and attaching straps. • Lining the bag <p><u>Self Evaluation</u></p>	<ul style="list-style-type: none"> • Student Booklet • Students provide 40 leaf clear file • Baseline data sheet. • Letter to Parents • A3 Poster of the Technology Cycle. • Machine threading booklets • 'Clickview' video on threading • Calico samples, thread, bobbins • 60cms of calico, thread, dyes. • Self Evaluation Sheets • Bag pattern instructions • 40cms of cotton drill • black thread • visoflex • assorted threads <p>Student provides lining (40cms)</p> <ul style="list-style-type: none"> • Self Evaluation Sheets • Definitions resource 	<p>Students will:</p> <ul style="list-style-type: none"> • Understand the aims of the course and how it builds on the year 9 course and leads to Senior Technology Courses • Revise what they understand about technology and how they will work in a new context. • Learn how to use the available machinery correctly and safely. (Codes of Practice) • Develop skill in completing a range of applicable techniques and processes. • Evaluate own work, acknowledging accuracy and identifying next steps. • Learn some basic fabric embellishment techniques.

<p>imaginative as you like. OR C. Develop a History of fashion terms game. OR D. Develop a History of fashion word find or crossword.</p> <p><u>Current Trends</u> Brainstorm Current trends on the whiteboard. How do we know what they are? Separate out common styles, from group or cult styles e.g. gothic. Identify colours and fabrics commonly used. What may future trends look like? Sourcing information on fashion trends: Market research, Magazines (national and international) television, Internet.</p> <p><u>Codes of Practice:</u> Acknowledging sources and Copyright. <u>Homework:</u> Students research styles with notations that show the research meets some aspects of their initial brief and specifications.</p>	<ul style="list-style-type: none"> • Range of magazines. • Examples of Copyright labels used in garments. • Examples of student work showing concepts through to development. • A line skirt patterns in a range of standard sizes. • Fashion Drawing templates • Tailors tacking samples • Dart Samples • Invisible Zip, notes and samples. • Pattern Adaptation examples. • Range of fabrics, Knit and 	<ul style="list-style-type: none"> • Be aware of relevant Codes of Practice. • Research trends and ‘looks’ to meet the needs of the stakeholder. • Know how to evaluate ideas for inclusion/exclusion against their brief and specifications. • Communicate their ideas through fashion drawing 				
<table border="1"> <thead> <tr> <th data-bbox="190 724 663 756">Technological Practice</th> <th data-bbox="663 724 1133 756">Knowledge and Skill Development</th> </tr> </thead> <tbody> <tr> <td data-bbox="190 756 663 1121"> <ul style="list-style-type: none"> • Using the Andrea Moore Case Study students identify key steps in developing a design/garment. • Idea Generation: using the information gained from research students begin to form their ideas. In pairs evaluate ideas for inclusion/exclusion against the brief and specifications. • Development of Concept Drawings using key knowledge and skills. </td> <td data-bbox="663 756 1133 1121"> <ul style="list-style-type: none"> • Fashion Drawing: using a template to communicate the proportion and style of the proposed garments. • Functional Modelling of a basic A line skirt to test the size of the garment. Includes skills such as: Preparing fabric, Pinning, Cutting Out, tailors tacking, Darts, Invisible zips, Seams, Fitting and Evaluation. • Pattern Adaptation to suit the developed designs </td> </tr> </tbody> </table>	Technological Practice	Knowledge and Skill Development	<ul style="list-style-type: none"> • Using the Andrea Moore Case Study students identify key steps in developing a design/garment. • Idea Generation: using the information gained from research students begin to form their ideas. In pairs evaluate ideas for inclusion/exclusion against the brief and specifications. • Development of Concept Drawings using key knowledge and skills. 	<ul style="list-style-type: none"> • Fashion Drawing: using a template to communicate the proportion and style of the proposed garments. • Functional Modelling of a basic A line skirt to test the size of the garment. Includes skills such as: Preparing fabric, Pinning, Cutting Out, tailors tacking, Darts, Invisible zips, Seams, Fitting and Evaluation. • Pattern Adaptation to suit the developed designs 		
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<p><u>Concept Drawing</u> Demonstrate the use of a fashion template and the proportions used in fashion drawing. How to layout a page and expectations (codes of practice) of presentation standards and the value of annotations. <u>Concept Screening</u> by all stakeholders. Student evaluation. Students share selected concept idea with the class.</p>						

<p><u>Fabric Exploration</u></p> <ul style="list-style-type: none"> Using a range of fabrics, allow students to handle the fabrics and identify the difference between knit and woven fabrics. Have a range of garments and discuss the difference between aesthetics and function. Students to establish what properties they require from their fabrics and select 4 suitable fabrics to guide their purchase. <p><u>Individual Garment Development</u> involving:</p> <ul style="list-style-type: none"> Pattern Adaptation Garment trialling and production of a toile. Revision of pinning/cutting and tailors tacking. Garment manufacture with students capturing key decisions and quality control measures. Stakeholder interaction is required throughout. <p><u>Codes of Practice</u></p> <ul style="list-style-type: none"> As a class explain commercial practice of ‘flats’ to communicate the final design to the manufacturer. Students draw ‘flats’. <p><u>Final Brief and Specifications</u></p> <ul style="list-style-type: none"> Look at some examples of Final Briefs and Specifications as a class. Then students write their own and ask a peer to critique the brief. <p><u>Evaluation and Assessment</u></p> <ul style="list-style-type: none"> Students are encouraged to assess their own performance in skill development and with the help of stakeholders. Evaluate the success or otherwise of their garment against the final brief and specifications. <p>Final assessment and feedback from teacher.</p>	<p>Woven.</p> <ul style="list-style-type: none"> Commercial examples of flats. Pattern Adaptation Examples Technique examples Example final briefs Assessment Sheets 	<ul style="list-style-type: none"> Understand the principles of aesthetics and function when selecting fabrics to suit the purpose of the garment. Develop basic sewing skills. Know the purpose of functional modelling. Experience commercial practice. Independently construct garment using accepted techniques and quality control measures. Finalise their brief and specifications to describe the final solution. The brief and specification is such that the success of the final solution can be evaluated against it. Understand the next steps to improve.
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