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

Teaching Sequence	Resources	Learning Intentions
Introduction to the course	Student Booklet	Students will:
• Talk about Year 9 structure and how this Year 10 course follows on	• Students provide 40 leaf	• Understand the aims of the
from the Year 9 course and where it leads to.	clear file	course and how it builds on the
Stationery requirements	• Baseline data sheet.	year 9 course and leads to Senior
• Survey students as to what they understand about technology and	Letter to Parents	Technology Courses
their expectations from the course.	• A3 Poster of the	Revise what they understand
Issue letter to parents.	Technology Cycle.	about technology and how they
Revision of a simple technology cycle linked to fashion and an	Machine threading	will work in a new context.
introduction into what will be covered over the two terms.	booklets	
Skill Development: Part A	'Clickview' video on	
• Rules and routines within the room.	threading	• Learn how to use the available
Threading and use of the Bernina and Janome sewing machines	• Calico samples, thread,	machinery correctly and safely.
Plain Seam Notes and sample	bobbins	(Codes of Practice)
Drawstring Bag	• 60cms of calico, thread,	• Develop skill in completing a
Straightening fabric.	dyes.	range of applicable techniques and
• 15mm seams	Self Evaluation Sheets	processes.
• Use of an overlocker	Bag pattern instructions	
Sewing a casing	• 40cms of cotton drill	
Inserting a drawstring	black thread	• Evaluate own work,
Tying for dyeing	• visoflex	acknowledging accuracy and
Personal Bag	assorted threads	identifying next steps.
Pinning and Cutting Out		
Fabric Embellishment (visoflex/machine embroidery)	Student provides lining	
Making and attaching a Patch Pocket	(40cms)	
Making and attaching straps.	Self Evaluation Sheets	Learn some basic fabric
Lining the bag		embellishment techniques.
Self Evaluation	Definitions resource	

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Technological Practice		
<u>Class Activities</u>	A3 Technology Cycle	• Use technology terms in the
• Begin a glossary of terms in the back of student folders and build on	Resource.	correct context.
it as new terms are used.	Fashion Design Issue	
• Technology Cycle –as a class review key stages based on experience	cards (class set)	Applies knowledge of the
at Year 9	Andrea Moore: Material	technology cycle to a fashion
• In pairs use the Fashion Design Issue Cards and students place them	World. Applications series.	design issue
into what they consider to be a logical sequence then verbally justify their	Class Set.	
decisions.		• Understand the constraints of
• Introduce Context in the form of a Class Issue and Brief.		the class issue and brief and
<i>Brief Development</i> involves the exploration of a context or problem in		how it will develop to meet their
order to identify a need or opportunity for those involved (the		individual needs.
stakeholders). Initially, the social and physical environment in which the		
need or opportunity resides is explored and analysed. As information		
builds, a clearer picture emerges, and the brief evolves to fully describe		
the intended outcome. The brief is revisited and revised as the project		
unfolds, especially in response to new information or unforeseen issues.		
Planning for Practice ensures that the necessary human, financial, and		
material resources and skills are available or can be developed by the		
time they are needed. Outcome Development and Evaluation usually		
involves many tests and trials in which stakeholder consultation and user	• Example Initial briefs.	• Initial brief states the type of
	Range of Garments	garment being developed, who
testing are important elements.	• Range of Garments	
• Stakeholder Profile and the importance of a stakeholder.		the garment is for and the
Homework to complete profile sheet with wider stakeholder		purpose of the garment.
comments.		Specifications at this stage are
• Identifying relevant information in order to establish an initial brief		product attributes.
and specifications.		
Class Activity		
Student groups are given a range of garments and are asked to write a		
retrospective brief and general specification having seen some examples.		

	Tape Measures	
Students identify need or opportunity and write an <u>Initial Brief</u>	Pattern Sizing Chart	• Know the importance of
Individual Activities		accurate measurements and the
Body Measurements: Demonstrate how to measure the body		relevant codes of practice.
accurately. Bust, Waist and Hips.		-
• Pattern Size in relation to body measurements.	Data Projector	
<u>Class Activity</u>	Planning Charts	
Planning for Practice:		
Using the technology cycle students identify the main stages and a		• Identify milestone stages of
negotiated deadline as a class. In groups discuss from their Year 9		practice.
experience, the proportion of time to be spent on each stage needs to be		Allocate and reflect on time
decided. A general rule of thumb is that the development stage can take		used
as long as manufacture. $(1/3^{rd} \text{ up to concepts}/ 1/3^{rd} \text{ to the end of})$		• Plan for the sourcing of
development/ 1/3 rd to the final solution)		information and the organisation
Individuals' record actual time as practice develops.		of resources through practice.
Identification and sourcing of information and resources is a key part		
of practice and needs to be encouraged as the outcome develops.		
Research in Technology		
The influence of fashion on decisions.		
• Issue resource sheets showing the key eras of fashion and explain		
how they reflect social issues of the time. Key times are the influence of		
the 1 st and 2 nd World war on style. The 'girl power' of the 1980's.		
Challenge students to recognise the origins of any current trends.	History of Fashion	
• Homework:	Resource Sheets	
History of Skirts.	Homework Task Sheet	• Understand the links between
Using the information given choose one of the following tasks:		fashion and socio/economic
A. Write a paragraph relating current fashions to a past fashion era.		events.
Discuss the differences and similarities between the two eras. OR		• Understand that fashion styles
B. Write a paragraph predicting future trends over the next five		often evolve from past era's.
years. Include styles, colours and fabrics. This can be as		

 imaginative as you like. OR C. Develop a History of fashion terms game. OR D. Develop a History of fashion word find or crossword. <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. 	 Range of magazines. Examples of Copyright labels used in garments. Be aware of relevant Codes of Practice. Research trends and 'looks' to meet the needs of the stakeholder.
Codes of Practice: Acknowledging sources and Copyright.Homework: Students research styles with notations that show the research meets some aspects of their initial brief and specifications.Technological PracticeKnowledge and Skill Development• Using the Andrea Moore Case Study students identify key steps in developing a design/garment.• Fashion Drawing: using a template to communicate the proportion and style of the proposed garments.• 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.• Functional Modelling of a basic A line skirt to test the size of the garment. Includes skills such as: 	 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 Know how to evaluate ideas for inclusion/exclusion against their brief and specifications.
<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.	 examples. Communicate their ideas through fashion drawing Range of fabrics, Knit and

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Fabric Exploration	Woven.	
• Using a range of fabrics, allow students to handle the fabrics and		Understand the principles of
identify the difference between knit and woven fabrics.		aesthetics and function when
Have a range of garments and discuss the difference between		selecting fabrics to suit the
aesthetics and function. Students to establish what properties they require		purpose of the garment.
from their fabrics and select 4 suitable fabrics to guide their purchase.		
Individual Garment Development involving:	Commercial examples of	
Pattern Adaptation	flats.	• Develop basic sewing skills.
Garment trialling and production of a toile.		Know the purpose of functional
Revision of pinning/cutting and tailors tacking.	Pattern Adaptation	modelling.
Garment manufacture with students capturing key decisions and	Examples	
quality control measures.	-	• Experience commercial practice.
Stakeholder interaction is required throughout.	Technique examples	Independently construct
Codes of Practice		garment using accepted
• As a class explain commercial practice of 'flats' to communicate the	• Example final briefs	techniques and quality control
final design to the manufacturer. Students draw 'flats'.		measures.
Final Brief and Specifications	Assessment Sheets	
• Look at some examples of Final Briefs and Specifications as a class.		• Finalise their brief and
Then students write their own and ask a peer to critique the brief.		specifications to describe the
Evaluation and Assessment		final solution. The brief and
• Students are encouraged to assess their own performance in skill		specification is such that the
development and with the help of stakeholders. Evaluate the success or		success of the final solution can
otherwise of their garment against the final brief and specifications.		be evaluated against it.
Final assessment and feedback from teacher.		
		• Understand the next steps to
		improve.