

FASHION STUDIES

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Fashion Studies.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note:** A module is

“successfully completed” when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/ challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see “Student Learning Guide Template,” pages J.5–10). Several sample student learning guides are also provided in this section (see “Sample Student Learning Guides,” starting on page J.11).

CAREER & TECHNOLOGY STUDIES



SAMPLE STUDENT LEARNING GUIDE TEMPLATE

WHY TAKE THIS MODULE?



WHAT DO YOU NEED TO KNOW BEFORE YOU START?



WHAT

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

-
-
-
-
-
-
-
-

WHEN

SHOULD YOUR WORK BE DONE?



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
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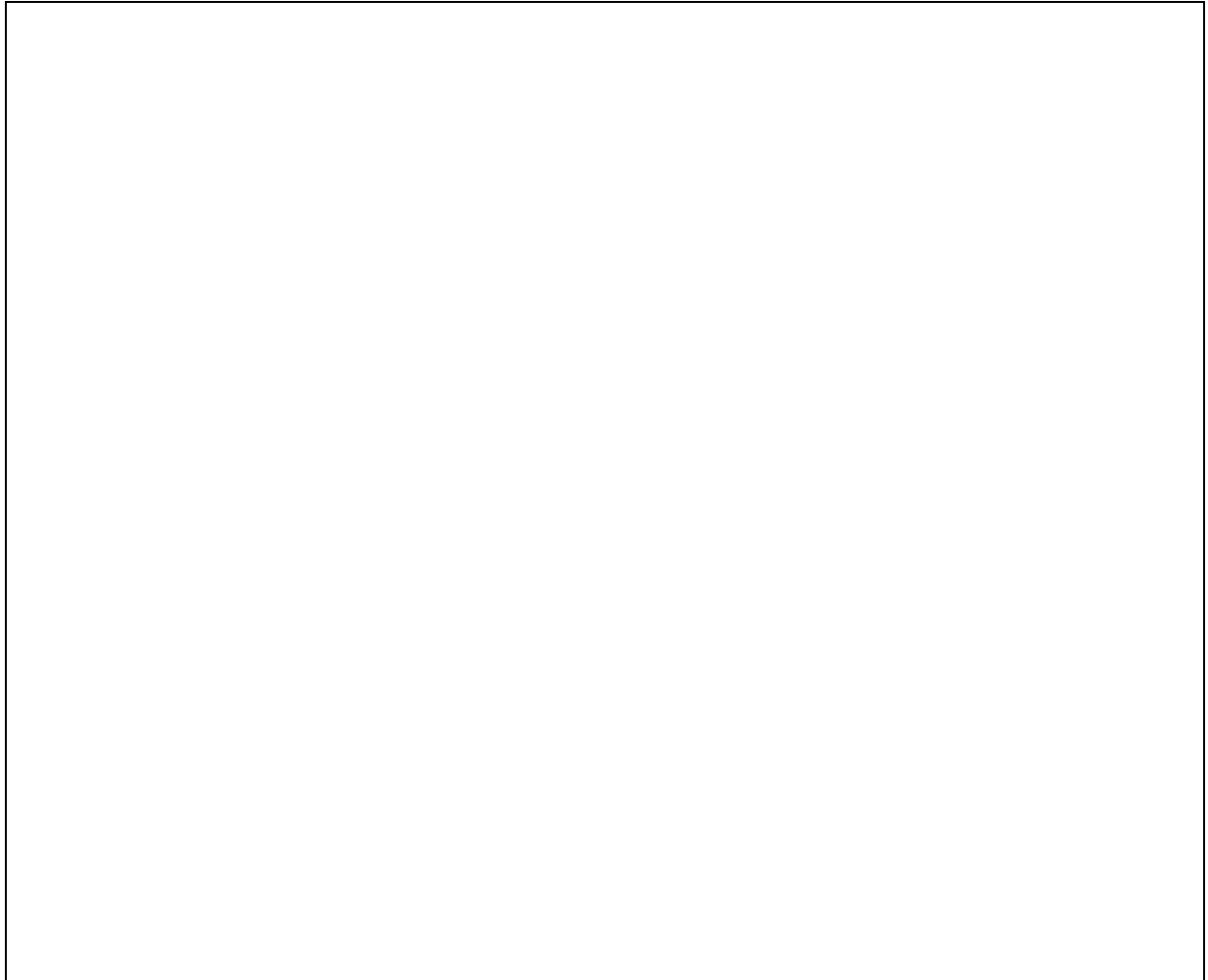


WHICH RESOURCES MAY YOU USE?



<ul style="list-style-type: none">••••••

ACTIVITIES/WORKSHEETS



CAREER & TECHNOLOGY STUDIES

FASHION STUDIES

SAMPLE STUDENT LEARNING GUIDE

FAS1050 Repair & Recycle

WHY TAKE THIS MODULE?



- stretch your clothing dollar and extend your wardrobe
- update your wardrobe by using practical and creative ideas
- learn the importance of analyzing your clothing purchases carefully so that the quality of your purchase ensures longevity and ease of maintenance.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: FAS1030: Ready, Set, Sew!

To work successfully in this module, you must also be able to:

- thread and safely operate a sewing machine and/or serger
- identify characteristics of fibres, yarns and fabrics
- demonstrate basic sewing and pressing techniques.



WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- describe garments in terms of fibre/fabric characteristics, quality, cost and maintenance criteria
- demonstrate basic repair procedures
- demonstrate recycling of a textile item
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



FASHION STUDIES

FAS1050 Repair & Recycle

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark for the module will be determined as follows:	
<ul style="list-style-type: none">• Research report and assignment	15
<ul style="list-style-type: none">• Repair techniques	25
<ul style="list-style-type: none">• Project	55
<ul style="list-style-type: none">• Portfolio	5



WHICH RESOURCES MAY YOU USE?



- *Clothing: Fashion, Fabrics, Construction*
- *Fabrics, Facts and Finishes*, Alberta Agriculture booklet
- *Fundamentals of Men's Fashion Design: A Guide to Casual Clothing*
- *Reader's Digest: Complete Guide to Needlework*
- *Singer Sewing Reference Library*

ACTIVITIES/WORKSHEETS

1. You will be working in pairs or a group of three (YOU DECIDE). Each person will bring a garment that he or she or someone in the family no longer wears or hardly ever wears. Identify which could be recycled or redesigned or repaired and how to accomplish each task. This information will be expressed in poster form. Be sure to identify the article and state which of the following repair techniques and notions could be used to solve the problem and how (if it requires repair).

NOTIONS

fray check
fusible web
patch
appliqué
fabric glue
buttons and other closures

TECHNIQUES

reinforce
hand slipstitch
zigzag on the sewing machine
fuse
serge
paint or dye

Upon completion of your poster, place the poster under the correct title, your choice is:

Unwanted Clothes Find a New Beginning
Sick Clothes Are Healed

2. Repair eight garments. Identify the repair and what you did. This information will be written on a summary sheet.
3. Recycle a garment or an article. Provide a summary sheet.
4. Compile a "Recycled Clothing Directory" for your city or town and surrounding area.
5. Wardrobe Analysis: Choose 10 garments from your wardrobe and evaluate them using the following criteria:
 - seams matching the waistline and under the sleeve and any other place
 - matching of pattern or plaid at the seams
 - topstitching
 - zipper application
 - pocket location and application
 - seam stitch length and seam finishes
 - straight or grain problem
 - collar: does the under collar show, points of collar, roll or collar
 - buttonholes: loose threads, wide spaces between stitching, fraying, size and location
 - buttons: how well are they sewn, type of button, location of buttons
 - other fasteners, thread durability and placement
 - waistband and yoke: meets at center, bulge at yoke when wearing them
 - hem: stitching, durability and evenness
 - sleeve placket
 - casing and elastic
 - color/dye durability
 - fiber content and maintenance required.

List each garment and write your evaluation after each is inspected.

FASHION STUDIES

FAS1050 Repair & Recycle

6. Oral Presentation

Bring two garments from your wardrobe and explain how you could redesign, recycle or embellish them. You may also explain how poor quality purchases necessitate future repairs and recycling. Be prepared to explain exactly how to do the task. Estimate time and cost involved. This presentation may be video taped.

7. Portfolio Entry

Representation of a recycling project. The project will consist of:

- a description of project that will be recycled
- steps involved
- resources used
- visual representation of completed project.

CAREER & TECHNOLOGY STUDIES

FASHION STUDIES

SAMPLE STUDENT LEARNING GUIDE

FAS2010 Fashion Dynamics

WHY TAKE THIS MODULE?



- Learn how to plan your wardrobe using elements and principles of design
- Update your existing wardrobe and learn fashion terms.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, to work successfully in this module you will need to demonstrate an interest and enthusiasm in fashion.



WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- describe the reasons for wearing clothing
- identify fashion terms
- describe the elements and principles of design and apply these to wardrobe planning
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

<p>You must first demonstrate all of the competencies required for this module.</p> <p>When you have done this, your percentage mark for the module will be determined as follows:</p> <ul style="list-style-type: none">• Written and Practical Work• Garments• Summary Sheets• Written Test	<p>PERCENTAGE</p> <p>40%</p> <p>40%</p> <p>10%</p> <p>10%</p>
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WHICH RESOURCES MAY YOU USE?



- *Clothing: Fashion, Fabrics, Construction*
- *Fashion*
- *Fashion Merchandising*

ACTIVITIES/WORKSHEETS

1. Function of Clothing

List five reasons why people wear clothing.

List four factors influencing clothing choices.

2. Fashion Terminology

Define each of the following terms as they relate to fashion:

- accessories
- apparel
- capsule wardrobe
- craze
- fad
- fashion
- fashion cycle
- fashion trend
- pacesetter
- silhouette
- style
- wardrobe

Collect pictures of clothing illustrating five of the fashion terms. Trim pictures, mount and write a brief explanation for each.

3. Elements and Principles of Design

Discuss each of the elements of design, using pictures to illustrate your explanation:

- colour
- line
- texture.

Describe line, colour and texture best suited to your body features.

Discuss each of the principles of design using collected pictures to illustrate the explanation:

- balance
- emphasis
- harmony
- proportion
- rhythm
- scale

Look through your wardrobe. Select four outfits you like to wear and explain how the elements and principles of design apply.

4. Personal Style and Image

Describe and illustrate through pictures the various personal styles:

- avant garde
- causal
- classic
- dramatic
- old-fashioned
- sporty

Determine your personal style through pictures and a written explanation.

FASHION STUDIES

FAS2010 Fashion Dynamics

5. Wardrobe Planning

List the characteristics of a well-planned wardrobe.

Look through your wardrobe and complete a personal wardrobe inventory.

After completing the Personal Wardrobe Inventory, list the clothing items you most often wear. Examine these garments carefully and decide why they are favourites. Is it the fabric, colour, style or fit? Describe what it is you like about your favourite garments.

List the clothes you seldom wear. Analyze the fabric, colour, style and fit of each. Describe why these clothes are not favoured.

6. Shopping Methods

Describe each of the shopping methods:

- boutique
- catalogue
- consignment outlet
- department store
- discount store
- factory outlet
- specialty store
- thriftshop

7. You and Your Wardrobe

Describe how your wardrobe might change:

- if you attend college or university
- if you are in the workplace
- if you are caring for a family.

Collect pictures of clothing that appeal to you. Trim and mount the pictures and explain what you like about each.

8. Update Your Wardrobe

- Repair hems, seams, zippers and tears. Sew on buttons.
- Alter garments that need to fit better.
- Embellish or update older favoured clothes.
- Remove from your closet the clothes you do not want. With your parents' approval, give these unwanted clothes to relatives, friends or the Salvation Army.

Hand in a garment you have repaired or customized. Summarize in writing the steps you followed.

Hand in a garment you have updated or embellished. Summarize in writing the steps you followed.

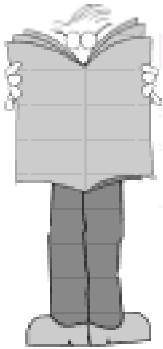
CAREER & TECHNOLOGY STUDIES

FASHION STUDIES

SAMPLE STUDENT LEARNING GUIDE

FAS2020 Fashion Illustration 1

WHY TAKE THIS MODULE?



Express your creativity—discover the exciting world of fashion illustration. In this module, you will:

- learn to draw correctly proportioned fashion figures
- develop fashion drawing skills
- express creativity through fashion illustration.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

Although no previous drawing experience is required for this module, your enthusiasm and willingness to learn will ensure success.



WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- sketch a technical croquis
- sketch rounded figures incorporating simple gestures
- identify garment styles and design detail
- demonstrate rendering techniques
- demonstrate sketching techniques to create fashion illustrations
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
<p>You must first demonstrate all of the competencies required for this module.</p> <p>When you have done this, your percentage mark for the module will be determined as follows:</p>	
<ul style="list-style-type: none">• Assignments<ul style="list-style-type: none">– Technical croquis (10%)– Rounded figures (30%)– Reference file (10%)– Fashion illustrations (30%)	80
<ul style="list-style-type: none">• Test	10
<ul style="list-style-type: none">• Portfolio	10



WHICH RESOURCES MAY YOU USE?

- *Fashion Sketchbook*, Bina Ablang, 2nd Edition
- *Introduction to Fashion Illustrating*, Ann Stephenson
- *Drawing Fashion*, Bill Thames
- Teacher resources and files

ACTIVITIES/WORKSHEETS

1. Draw the fashion figure following the step-by-step demonstration.
2. Sketch and hand in (as outlined by the instructor), a technical figure using correct fashion proportions.
3. Sketch the rounded figure using correct fashion proportions. Incorporate simple gesture using arm and leg variations (bristol board will be provided).
4. Participate in the learning activities (class discussions, slides, worksheets) on Garment Styles and Design Details.
5. Select three garment styles and two design details from the list provided. For each style and design detail collect three illustrations. Display them neatly and attractively for your reference file.
6. Collect five fabric samples or pictures of fabric. Beside each sample, render the fabric, using colour, in a 5 cm square. The rendering should illustrate pattern and/or texture of the examples chosen.
7. Using your own rounded figure or a template provided by the instructor, sketch two fashion illustrations. Emphasis is on gesture and clothing design and detail. Include a thumbnail sketch of the rendered fabric. Use your reference file, classroom resources and your own imagination for ideas.
8. Research one career that requires illustrative techniques.
9. Complete and hand in Reflection Log.
10. Complete the written and practical test (Garment Styles and Design Details).
11. Hand in a portfolio of work

