

MODULE FAS3060: COUTURE

Level: Advanced

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students study past couturiers to create their own haute couture fashions.

Module Parameters: Access to sewing-related equipment.

Supporting Module: FAS2070 Creative Construction

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">describe the origin of couture and its terminologyidentify the equipment necessary to produce couture detailingdescribe couture stitching techniques and construction methodsdemonstrate selected couture techniques in garment construction	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">project in which the student researches and constructs a garment demonstrating competency in a minimum of three couture techniques at the advanced competency level not previously demonstrated (refer to Techniques and Skills Chart). <p><i>Assessment Tool</i> <i>Practical Lab Experiences: Couture, FAS3060–1</i> <i>Framework for Assessing a Fashion Project, FASAFP–3</i> <i>Fashion Studies Standards for Advanced Skills/Techniques, FASSTD–3</i></p> <p><i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></p>	90
<ul style="list-style-type: none">select and present a projectdescribe the personal or career relevance of the competencies developed within this module	<ul style="list-style-type: none">portfolio—including:<ul style="list-style-type: none">– project representation (actual, article, photograph, slide, video, etc.)– project evaluation– career profile/research. <p><i>Assessment Tool</i> <i>Portfolio Checklist–Advanced, FASDFC–3</i> <i>Advanced Skills/Techniques: Checklist, FASSKT–3</i> <i>Career Research–Advanced Level, FASCAR–3</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p>	10

MODULE FAS3060: COUTURE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Nature of Fashion</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> identify couture terminology explain the origin of couture as it relates to high fashion. 	<p>Signature techniques of past couturiers.</p>
<p>Skills, Techniques and Applications</p>	<ul style="list-style-type: none"> describe couture stitching techniques describe seams and seam finishes describe construction details noting couture application compare methods of couture closures analyze and describe hidden details that build and maintain garment shape describe methods of hemming couture garments identify surface couture details that make a garment couture construct a garment featuring various couture details. 	<p>Possible projects:</p> <ul style="list-style-type: none"> grad, bridal, special occasion gown tuxedo christening dress. <p>Make alterations as necessary—a muslin might be necessary.</p> <p>A personalized dress form may be used to check fit.</p>
<p>Portfolio/Career Exploration</p>	<ul style="list-style-type: none"> produce a portfolio of ongoing work identify and describe related careers and opportunities. 	