

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Fashion Studies.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the module learner expectations.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module FAS1010: Ready, Set, Sew!	D.3
Module FAS1040: Fashion Basics.....	D.7
Module FAS1050: Repair and Recycle	D.11
Module FAS1060: Creating Accessories 1	D.15
Module FAS1070: Creative Yarns/Textiles	D.19

MODULE FAS1030: READY, SET, SEW!**Level:** Introductory**Theme:** Production**Prerequisite:** None**Module Description:** Students learn how to safely use and care for sewing and pressing equipment, and apply these skills in project assembly.**Module Parameters:** Access to sewing-related equipment.**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"> • demonstrate safe use and care of sewing equipment • identify woven, nonwoven and knit fabrics • identify care symbols 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • practical lab experiences in which the student <ul style="list-style-type: none"> – names and explains the function of sewing machine parts – safely and proficiently uses the following: <ul style="list-style-type: none"> • sewing machine • pressing equipment • cutting tools – identifies: <ul style="list-style-type: none"> • woven, nonwoven, knit fabric • care symbols. <p><i>Assessment Tool</i> <i>Practical Lab Experiences: Ready, Set, Sew!, FAS1030–1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 1 in each applicable area of assessment</i></p>	<p>40</p>

MODULE FAS1030: READY, SET, SEW! (continued)

Concept	Specific Learner Expectations	Notes
Tools, Equipment and Safety	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate safe practises when using the sewing, pressing and cutting tools and equipment • identify and explain the main parts of the sewing machine • demonstrate correct threading and basic sewing techniques • identify correct selection of sewing machine needle • demonstrate correct pressing techniques using pressing aids • explain the difference between pressing and ironing. 	
Elements and Principles	<ul style="list-style-type: none"> • identify and describe basic fabric widths • identify and describe a method of preshrinking fabric • identify and explain methods of straightening fabric ends • describe how to check for grain perfection • describe how to straighten fabric grain • identify and describe information found on pattern envelope and pattern instruction sheet • identify and describe the pattern symbols • describe how to choose the pattern layout according to view, pattern size, fabric width and nap • describe how to transfer pattern markings to fabric. 	
Nature of Fabric	<ul style="list-style-type: none"> • explain the differences between woven, nonwoven and knit • identify care symbols • describe terminology related to fabric construction. 	

MODULE FAS1030: READY, SET, SEW! (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate an understanding of sewing safety, the sewing machine, pressing, pattern information and fabric basics through application and completion of a simple project. 	<p>Refer to Techniques and Skills Chart.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> • lunch bag, locker organizer, tote bag, simple pillow, hair accessories • sports bag, tool caddy, windsock • easy craft or garment.
Portfolio	<ul style="list-style-type: none"> • create a portfolio of ongoing work. 	

MODULE FAS1040: FASHION BASICS

Level: Introductory

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students learn how to determine pattern size, choose a suitable pattern and fabric, make pattern alterations, and prepare the fabric and pattern for layout. Students apply these skills to the assembly of a simple garment.

Module Parameters: Access to sewing-related equipment.

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"> identify characteristics and care required for selected natural, synthetic and blended fabrics identify textile/fabric care information found on a label demonstrate and apply basic sewing and management skills in assembling a sewing project 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> practical lab experience in which the student identifies natural, synthetic and blended fabrics and information found on a label. <p><i>Assessment Tool</i> <i>Practical Lab Experiences: Fashion Basics, FAS1040-1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 1 in each applicable area of assessment</i></p>	10
	<ul style="list-style-type: none"> project in which the student selects and sews a project with teacher approval and demonstrates all of the following skills: <ul style="list-style-type: none"> measuring and determining pattern size if applicable choosing suitable fabric preparing fabric for layout and cutting competency in a minimum of five sewing techniques at the introductory competency level or higher not previously demonstrated labelling regulations. <p><i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP-1</i> <i>Practical Lab Experiences: Fashion Basics, FAS1040-1</i> <i>Introductory Skills/Techniques: Checklist, FASSKT-1</i> <i>Fashion Studies Standards for Introductory Skills/Techniques, FASSTD-1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 1 in each applicable area of assessment</i></p>	85

MODULE FAS1040: FASHION BASICS (continued)

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe factors that determine suitability of fabric and pattern • identify characteristics of selected natural, synthetic and blend fabrics • identify care requirements for selected natural, synthetic and blend fabrics • identify information found on a label. 	Discarded clothing can be used for fabric study.
Skills, Techniques and Applications	<ul style="list-style-type: none"> • demonstrate the following techniques as related to project selection: <ul style="list-style-type: none"> – true, straighten and lay out fabric and pattern as instruction sheet suggests – pin and cut accurately – transfer markings – staystitch – sew a balanced stitched seam with even seam allowance • demonstrate competency in a minimum of five sewing techniques at the introductory competency level or high not previously demonstrated. 	<p>Refer to Techniques and Skills Chart. Possible projects:</p> <ul style="list-style-type: none"> • boxer shorts, pull-on pants, sweat shirt, shirt • skirt, pants • stuffed toy • accessories—hat, tote bag • sportsbag • backpack • jacket.
Portfolio	<ul style="list-style-type: none"> • produce a portfolio of ongoing work. 	

MODULE FAS1050: REPAIR & RECYCLE

Level: Introductory

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students learn to restore or recycle garments by repairing, customizing, redesigning or embellishing the garment. Students use these techniques to update a wardrobe or create something new from something old.

Module Parameters: Access to sewing-related equipment.

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 garments in terms of fibre/fabric characteristics, quality, cost and maintenance criteria 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> report consisting of: <ul style="list-style-type: none"> research of a minimum of five garments of varying qualities: <ul style="list-style-type: none"> fibre content fabric construction garment construction cost maintenance overall appearance. <p><i>Assessment Tool</i> <i>Research Report: Repair and Recycle, FAS1050-1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 1 in each applicable area of assessment</i></p>	15
<ul style="list-style-type: none"> demonstrate basic repair procedures 	<ul style="list-style-type: none"> practical experience in which the student demonstrates competency in a minimum of five repair techniques at the introductory competency level not previously demonstrated. <p><i>Assessment Tool</i> <i>Practical Lab Experiences: Repair and Recycle, 1050-1</i> <i>Introductory Skills/Techniques: Checklist, FASSKT-1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 1 in each applicable area of assessment</i></p>	25

MODULE FAS1050: REPAIR AND RECYCLE (continued)

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • evaluate five garments based on fibre content, fabric construction, garment construction, cost, maintenance and overall appearance. 	
Planning and Preparation	<ul style="list-style-type: none"> • describe the financial saving, personal satisfaction and possible extended garment life of the five garments evaluated • identify basic tools required for repair • identify basic repair terms and techniques. 	
Skills, Techniques and Applications	<ul style="list-style-type: none"> • demonstrate at least five repairs based on the fabric, time available, equipment and garment use • demonstrate creative ways to recycle • demonstrate alteration and/or design procedures in repairing and recycling a chosen project. 	<p>Refer to Techniques and Skills Chart.</p> <p>Piecing; use of special fabric for repair – leather, appliqué, lace, sequins, studs, buttons, bows; techniques for attaching appliqué; use of decorative embroidery, trim, paints.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> • redesign garment – change collar or neckline, add, replace or remove details; restyle – sweater to vest or cardigan, pants to skirt; create a new garment – shirt and skirt from a dress, vest from full skirt; change fabric use – remove detail and reuse the fabric for another project • bring a denim jacket to life by adding appliqués of leather to cover weak fabric areas, embroidery, fringing, studs and new buttons • insert pieced strips of fabric inside seams and new pockets to shorts or pants • convert neckties or blankets into vests, skirts or simple jackets • reline a jacket.

MODULE FAS1050: REPAIR AND RECYCLE (continued)

Concept	Specific Learner Expectations	Notes
Portfolio	<i>The student should:</i> <ul style="list-style-type: none">• produce a portfolio of ongoing work.	

MODULE FAS1060: CREATING ACCESSORIES 1

Level: Introductory

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students use basic sewing skills and techniques to construct a home or personal accessory.

Module Parameters: Access to sewing-related equipment and tools.

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">demonstrate knowledge and skills related to home or personal accessoriesapply time, energy and resource management skills in construction of a project	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">practical lab experience in which the student selects and makes a personal or home accessory with teacher approval and demonstrates all of the following skills:<ul style="list-style-type: none">– drawing a diagram with required measurements– determining the required fabric and notions– choosing a suitable fabric– preparing fabric for layout and cutting– demonstrating competency in a minimum of five techniques at the introductory level techniques not previously demonstrated (refer to Techniques and Skills Chart). <p><i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP-1</i> <i>Practical Lab Experiences: Creating Accessories, FAS1060-1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 1 in each applicable area of assessment</i></p>	95

MODULE FAS1060: CREATING ACCESSORIES 1 (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	<p><i>The student should:</i></p> <ul style="list-style-type: none"> demonstrate competency in a minimum of five techniques at the introductory level techniques not previously demonstrated. 	<p>Refer to Techniques and Skills Chart. Possible projects:</p> <ul style="list-style-type: none"> Home: placemats, napkins, pillow, curtains, pillow with ruffles, zipper, appliqué, seat cushion, kitchen accessories such as oven mitts, appliance covers, nursery items such as laundry bag, baby comforter, supply caddy Personal: neck ties, pencil case, tote bag with pockets and zippers, hat, stick sack, hockey bag, fanny pack, ski bag, wallet, tool caddy, gun case, ratchet cover, bike pack, wrist pack.
Portfolio	<ul style="list-style-type: none"> produce a portfolio of ongoing work. 	

MODULE FAS1070: CREATIVE YARNS/TEXTILES

Level: Introductory

Theme: Production

Prerequisite: None

Module Description: Students learn about various yarn or textile arts/crafts, and apply these skills to project construction.

Module Parameters: Equipment variable according to project.

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">investigate several yarn or textile arts/crafts	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">research a minimum of five yarn or textiles arts/crafts:<ul style="list-style-type: none">suppliesplanningskill complexitycreativitytime. <p><i>Assessment Tool</i> <i>Practical Lab Experiences: Creative Yarns/Textiles, FAS1070-1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 1 in each applicable area of assessment</i></p>	20
<ul style="list-style-type: none">demonstrate and apply basic skills and knowledge of yarn or textile arts/crafts	<ul style="list-style-type: none">project in which the student demonstrates skills in one or more yarn or textile arts/crafts. <p><i>Assessment Tool</i> <i>Fashion Project: Creative Yarns/Textiles, FAS1070-2</i></p> <p><i>Standard</i> <i>A minimum performance rating of 1 in each applicable area of assessment</i></p>	75

MODULE FAS1070: CREATIVE YARNS/TEXTILES (continued)

Concept	Specific Learner Expectations	Notes
Planning and Preparation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research one or more specific yarn or textile arts/crafts. 	<p>Refer to Techniques and Skills Charts. Learn the skills and technique; choose an existing pattern or create own pattern; determine required supplies. Project choice depends on student age and level of maturity and on resources available.</p>
Skills, Techniques and Applications	<ul style="list-style-type: none"> • complete the selected project • evaluate the completed project's technique, design and overall appearance. 	<p>Possible projects – hot mat, pot holder, mitts, dream catcher, headband. string art (or several mini projects such as cross stitch, Christmas tree ornament, showing various yarn or textile skills.</p>
Portfolio	<ul style="list-style-type: none"> • produce a portfolio of ongoing work. 	

