

**Consumer & Life Studies: Grades 9-12**  
**Creative Clothing I**  
**Unit 3: Clothing Construction and Hand Sewing**

<p align="center"><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Creating a piece of clothing is a multi-step process.</li> <li>▪ Hand sewing projects require alternative skills to machine sewing.</li> </ul>
<p align="center"><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ How does one get started?</li> <li>▪ How do does one lay out a pattern?</li> <li>▪ How do does one alter a pattern for personal measurements?</li> <li>▪ How do does one use the sewing machine?</li> <li>▪ How do does one read and interpret directions?</li> <li>▪ How do does one appraise a completed piece of clothing?</li> <li>▪ What kinds of projects might one complete with hand sewing?</li> </ul>
<p align="center"><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ There are specific steps in the clothing construction process that begin with the pattern layout.</li> <li>▪ Laying out a pattern includes a variety of techniques that must be followed for a successful experience and product.</li> <li>▪ Reading and interpreting the pattern instructions correctly essential for project completion</li> <li>▪ Proper use of the sewing machine is necessary for successful project completion.</li> <li>▪ A final fitting is needed for best results.</li> <li>▪ Garment appraisal is necessary to identify ways to improve specific skills in the construction process.</li> </ul>
<p align="center"><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ layouts, straight of grain, place on fold, nap or not, fold, selvage, view, dots, darts, pleats, fold lines, center front, notches, interfacing, lining, tracing paper and tracing wheel, tailor’s chalk</li> </ul> </li> </ul>
<p align="center"><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Lay out and cut a pattern.</li> <li>▪ Apply written instructions and sewing techniques to prepare a garment.</li> <li>▪ Use a sewing machine correctly.</li> <li>▪ Recognize the qualities of a proper fit and modify a garment accordingly, if necessary.</li> <li>▪ Evaluate garment quality in order to determine if improvements are needed on future projects.</li> <li>▪ Follow instructions and use proper techniques to produce a hand sewn project.</li> </ul>

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<p align="center"><b>Related Maine Learning Results</b></p>	<p><u>Career and Education Development</u>            B. Learning About and Exploring Education and Career and Life Roles            B2.Skills for Individual/Personal Success in the 21<sup>st</sup> Century            Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of schoolwork, work and career, and personal life goals.            a. Literacy Skills            b. Numeracy            c. Critical thinking skills            e. Interpersonal skills            f. Other academic skills and knowledge  <u>Visual and Performing Arts</u>            C. Creative Problem Solving            C1.Application of Creative Process            Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others.            E. The Arts and History and World Culture            E4.Impact of the Arts on Lifestyle and Career            Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p>
<p align="center"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Handout of the process of laying out and construction of 2 pieces of clothing.</li> <li>▪ Laboratory hands-on completion of the steps of clothing construction.</li> <li>▪ Individual selection and completion of a hand sewn project.</li> </ul>
<p align="center"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ The student’s and teacher’s evaluation of the construction details of each finished garment.</li> <li>▪ The teacher’s evaluation of the quality of the completed hand project.</li> </ul>
<p align="center"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>Clothing, Fabrics, Construction</u> - Glencoe</li> </ul> </li> </ul>