

Consumer & Life Studies
Fiber Arts
Unit 5: Sewing

Essential Understandings	<ul style="list-style-type: none"> ▪ Fabrics are joined together by the process of sewing by hand or by using a sewing machine.
Essential Questions	<ul style="list-style-type: none"> ▪ When was the sewing machine invented? ▪ What was the impact of a machine that could sew? ▪ What are the parts of a sewing machine? ▪ How do I thread and operate a sewing machine?
Essential Knowledge	<ul style="list-style-type: none"> ▪ The first lockstitch machine was devised about 1834 by the American inventor Walter Hunt. Several other inventors before him tried and failed. ▪ Sewing machines were first operated with a hand crank or a treadle. ▪ Today sewing machines are electric, and many are computerized. ▪ The success of a machine that could sew changed the way home goods and clothing could be purchased. Items could be purchased ready made. ▪ All sewing machines are built with the same parts, however each brand and style looks slightly different. ▪ All sewing machines include thread guides, top and bottom tension disks, a needle, a bobbin, and an accelerant. ▪ Lockstitch machines use a top and a bottom thread. ▪ The instruction manual for your sewing machine will instruct you how to thread that machine, wind the bobbin and change stitches. ▪ The presser foot must be in the down position to sew. ▪ Operate a sewing machine in a slow and steady speed, following the path that you desire.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ feed dog, hand wheel, presser foot, presser foot lifter, stitch pattern controls, tension disks, bobbin, seam ripper
Essential Skills	<ul style="list-style-type: none"> ▪ Explain the impact of the sewing machine on our society. ▪ Thread a sewing machine correctly. ▪ Wind a bobbin ▪ Operate a sewing machine safely and accurately.
Related Maine Learning Results	<p><u>Visual and Performing Arts</u> A. Disciplinary Literacy – Visual Arts A1. Artist’s Purpose Students research and explain how art and artists reflect and influence culture and periods of time.</p>

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**Related
Maine Learning
Results**

- A2.Elements of Art and Principles of Design
Students evaluate all the features of composition.
 - a. Evaluate Elements of Art: color, form, line, shape, space, texture and value.
 - b. Evaluate Principles of Design including balance, contrast, emphasis. Movement, pattern, rhythm, and unity.
- A3.Media, Tools, Techniques, and Processes
Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles and expressive qualities in art forms and genres.
- B. Creation, Performance, and Expression – Visual Arts
 - B1.Media Skills
Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.
 - B2.Composition Skills
Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.
 - B3.Making Meaning
Students create a body of original art work.
 - a. Demonstrate sophisticated use of media, tools, techniques, and processes.
 - b. Demonstrate knowledge of visual art concepts.
 - c. Communicate a variety of ideas, feelings, and meanings.
 - B4.Exhibition
Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.
- 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.
- D. Aesthetics and Criticism
 - D1.Aesthetics and Criticism
Students analyze and evaluate art forms.
 - b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.
 - d. Research and explain how art and artists reflect and shape their time and culture.

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Related Maine Learning Results	<p>E. Visual and Performing Arts Connections</p> <p>E1.The Arts and History of World Cultures Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures</p> <p>E2.The Arts and History of World Cultures Students analyze skills and concepts that are similar across disciplines.</p> <p>E3.Goal-Setting Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.</p> <p>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>E5.Interpersonal Skills Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <ol style="list-style-type: none"> a. Getting along with others. b. Respecting differences. e. Accepting/giving/using constructive feedback. f. Accepting responsibility for personal behavior. h. Following established rules/etiquette for observing/listening to art. i. Demonstrating safe behavior.
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Observe threading, winding a bobbin, and operating a sewing machine ▪ Demonstrate ability to thread, wind a bobbin, operate a sewing machine, and sew accurately ▪ Sew a project with multiple seams ▪ Part 2, lessons 1 and 3 ▪ Worksheet
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Worksheet ▪ Daily Participation ▪ Completed sewing project

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Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>Clothing, Fashion, Fabrics & Construction</u>, Glenco/McGraw-Hill, 1997
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