Textile Production 10

Guide

NOVA SCOTIA
NOUVELLE-ÉCOSSE

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Family Studies: Grade 10 Course Options

Family Studies at the grade 10 level offers 5 five half-credit course options. Most schools select two half-credits (each with its own course code) and offer as a full-credit choice to their students.
• Food for Healthy Living 10
• Food Preparation/Service 10
• Food Technology 10
• International Foods 10
• Textile Production 10

Food Technology 10, Food Preparation and Service 10, and Textile Production 10 are eligible half credits for the technology graduation requirement.

Note: Approximate time allocations for each unit are recommendations designed to assist with the development of a scope and sequence reflective of the two half courses being delivered.

Textile Production 10

Unit Outcomes

Students will be expected to
1. use their knowledge of textiles to become informed consumers
2. develop competency in the selection and use of technological applications in textiles
3. understand the impact of textile art and design on our daily lives
4. describe and identify characteristics of careers in the textile industry, apparel production, and in fashion merchandising

Specific Curriculum Outcomes

Students will be expected to

Unit 1: The Informed Textile Consumer (approximately 5-8 hours)
1.1 describe factors affecting clothing decisions
1.2 analyze factors to consider when deciding to buy or to sew textile items
1.3 explain the textile care process using the information provided on care labels
1.4 expand their wardrobe by repairing, redesigning, and/or recycling garments

Unit 2: Textile Technology (approximately 20-25 hours)
2.1 trace the evolution of textile technology
2.2 describe how fabrics are generated
2.3 develop pattern literacy in preparation for project construction
2.4 demonstrate the safe use of appropriate technology for completing a textile project

Unit 3: Textile Arts and Design (approximately 15-20 hours)
3.1 identify and define the elements of design as applied to textiles
3.2 describe the relationship of the colours in the colour wheel using basic colour terminology
3.3 describe the relationship between colours and personality, moods and feelings
3.4 describe the use of the elements of design in a textile project of their own creation

Unit 4: Life-Work Opportunities in Textiles (approximately 2-5 hours)
4.1 describe and identify characteristics of careers in the textile industry, apparel production and in fashion merchandising

Unit Outcome 1 : The Informed Textile Consumer (approximately 5-8 hours)
Students will be expected to use their knowledge of textiles to become informed consumers.

Specific Curriculum Outcome 1.1
Students will be expected to describe factors affecting clothing decisions.

Suggestions for Assessment
Students can:
 • demonstrate their knowledge through active participation in class discussions and group work
• use clothing related vocabulary to describe clothing choices
Teachers can:
• use a rubric to assess student projects/presentations
• use a checklist monitor student participation in discussions (active listening included)

Suggestions for Learning and Teaching
Teachers can :
• Lead a discussion with: "Why did you wear what you have on today?" As students share, list decision- making factors (identification, protection, modesty, esteem, conformity, culture, etc) on the board under the heading "Why we wear clothing". Have each group choose one factor and create a poster/visual of examples of their focus.
• create a word wall of terminology associated with fashion (retro, fad, fashion, classic, fashion cycle, ready-to-wear, hand-me-down, designer, haute couture, etc). Have the students explain how each of the words affect their clothing decisions.
• identify consumer behaviours that are environmentally responsible

Students can:
• debate the value of wearing school uniforms.
• explore historical reasons for clothing changes.
• create a timeline on the wall of clothing evolution.
• create a display that illustrates "Who dictates fashion?" Discuss the fashions/fads identified.
• identify and "model/demonstrate" messages that clothing communicates.
• discuss the impact of how being environmentally conscious affects clothing decisions and therefore the industry.

• discuss the term "impractical fashion": What is this? Give examples: corsets, stilettos. What else?
• as consumers make suggestions as how purchases satisfy the consumer.
• Complete "Looking for Quality in Clothing" and "Checking for Quality" activities (Clothes and Your Appearance).
• identify the different ways to obtain clothing (department, second-hand stores, consignment, chain stores, online, mail-order, discount, specialty, television shopping, etc.)
• work in small groups to compare and contrast the products from various shopping options. Each group will focus on a particular clothing item: jeans, shirt, winter jacket, sweatshirt, dress pants. In chart form, students will evaluate a product in areas such as quality of construction, price, fabric, convenience, uniqueness, fashion consciousness, etc. Students may research their product in person at the store or using various media

Resources
Clothes and Your Appearance,9th edition, Student Resource (25583), *Teacher Resource CD Rom* (25590)
>   Chapter 1: Your Clothes Speak for You
>   Chapter 7: Your Choices as a Consumer
>   Chapter 8: Getting Your Money's Worth

Web Links
Using search engine try key search words such as:
What to look for in Quality clothing: stitching etc.
Media Awareness
David Suzuki Foundation: Clothing & the Environment
Textiles + Pollution
Denim + Pollution
Clothing Consumer
Clothing Budget

Specific Curriculum Outcome 1.2
Students will be expected to analyze factors to consider when deciding to buy or to sew textile items.

Suggestions for Assessment
Students can:
• share their brainstorming session ideas with the class.
• create a visual display outlining the decision making process for clothing purchases vs sewing
• reflect on serger project : construction vs purchase

Teachers can:
• use a rubric to assess display
• use a co criteria Rubric on serger product completion, appearance, skill., reflection

Suggestions for Learning and Teaching
Teachers can:
• bring in various ready made items and ask students which of these would they consider making or buying custom made and why. Some items might be: children's clothing, draperies, pillows, shirts, sweatshirts.

Students can:
• brainstorm the advantages of sewing and factors to consider when deciding to buy or sew textile items. Consider creativity, affordability, access, individuality, aesthetic expression, quality, skill.
• compare ready made versus personally created and produced.
• review safe lab procedures as related to textile production: use of shears, rotary cutters; sewing machines, sergers, irons.

Serger activity : create a new item from a towel/placemat or other pre-fab textile product by sewing, embroidering or embellishing. Compare cost of a similar finished product to created product.

Resources
Clothes and Your Appearance,9th edition, Student Resource (25583), *Teacher Resource CD Rom* (25590)
        Chapter 5: Clothing Decisions and Choices

Specific Curriculum Outcome 1.3
Students will be expected to explain the textile care process using the information provided on care labels.

Suggestions for Assessment
Teacher can :
• assess lab reports/projects/presentations for completion and accuracy.
• bring in various garments for students to examine for recommended care
• observe student engagement and knowledge demonstrated in various class activities related to laundry

Students can:

• examine an article of clothing and demonstrate their knowledge of care labels by reporting to the class how they would approach care and cleaning for the garment provided.

• create a laundry brochure to be posted in the local laundromat for someone who has never done laundry before. What key points would you include to help them through the process?

• take responsibility for doing the laundry at home for 2 weeks. Have parent/guardian provide feedback on student's skill demonstrated.

Suggestions for Learning and Teaching
Teachers can:
• provide the students with a chart of care label information.

• find examples of garments that have been ruined because of improper clothing care methods. Display these items in class with an explanation of how the damage to the clothes could have been prevented.

Students can:
Lab Activity: Bring in an old t- shirt. (Teacher can have a few from second hand clothing stores in reserve) Have students stain it using contents of classroom fridge, as well as cosmetics. Let it set overnight. Using commercial and household products try to remove the stains; use a chart to compare price and effectiveness.

• brainstorm why taking care of clothing is a good consumer practice. (requires less pressing, stains don't permanently damage fabrics, etc.)

• review care product options such as water softeners, soaps verses detergents, enzyme pre-soaks, bleach, softeners, starch, etc.

• bring a variety of garments to class. In small groups read the care labels and explain how each garment should be cleaned.

• rotate through learning centres for the different stages of laundry care (sorting laundry, washing temperature, machine settings, water level, hand-washing, dry cleaning, machine drying temperature, machine drying cycles, alternate drying options, ironing). Students could read information on each stage and create a game, skit or presentation on laundry procedures.

Resources
Clothes and Your Appearance,9th edition, Student Resource (25583), *Teacher Resource CD Rom* (25590)
        Chapter 16:Keeping Clothes Looking Their Best

Specific Curriculum Outcome 1.4
Students will be expected to expand their wardrobe by repairing, redesigning and/or recycling garments.

Suggestions for Assessment

Teachers can:

• use a checklist to evaluate repair samples.

• create a rubric with the students to evaluate the item makeover project.

Students can:
• self evaluate the recycled project using the rubric of
• reflect on value of their project as an example of wardrobe expansion by repairing, redesigning, recycling

Suggestions for Learning and Teaching
Teachers can:
• demonstrate basic repair techniques.
• display sample recycled projects

Students can:
• complete samples of simple repair techniques such as button application, machine hemming, hand hemming, and seam repairs.
• complete an item makeover. Prior to beginning, students should brainstorm different project ideas to make the item more usable. They should then design a step-by-step process to complete one of the brainstormed ideas. Source for garments : home or second hand shop.
• take pictures before and after. Projects could be displayed in school display cabinet along with before picture.
• find out how textiles are recycled in their community by church groups, artisans, sheltered workshops

Resources

Clothes and Your Appearance,9th edition, Student Resource (25583), *Teacher Resource CD Rom* (25590)
        Chapter 17: Repair, Redesign, and Recycle

Unit Outcome 2 : Textile Technology (approximately 20-25 hours)
Students will be expected to develop competency in the selection and use of technological applications in textiles.

Specific Curriculum Outcome 2.1
Students will be expected to trace the evolution of textile technology.

Suggestions for Assessment
Teachers can:
• assess for accuracy the student's power point presentation and notes created on the history of technology
• evaluate student reports for creativity and content.

Suggestions for Learning and Teaching
Teachers can:

• lead a class discussion: What would life be like if the sewing machine had not been invented? (ie. Women may not have gone out of the home to work, fewer clothing items, less selection, more hand-me-downs and recycled clothing) Based on the class discussion on inventions, have students describe how fabrics and clothing were made before the eighteenth century.

• provide students with ideas of textile technology

Students can:
• research the history of a piece of textile production technology (sewing machine, paper pattern, loom, zipper, serger, hook and loop tape (Velcro), loom, embroidery, knit construction, fabric dying, tape measure, etc.). Have students create a power point presentation on their research to share with the class. Students should provide a summary page of notes for distribution to the class.
• research and lead a debate on topics related to textile industry:
   - the changing economy
   - the influx of technological development
   - importing of garments sewn in other country.
   - Local to global perspective
   - Global to local perspective
Sample activity : Class could review global stories in textile production.

• interview older people about sewing equipment that they and their grandparents used. Was it different? What changes have been made? Share with the class.

• research inventions that have been developed locally. Give students specific examples (adjustable underwear, ironing board, clothes washer, body scan pattern making, etc.).

• identify current textile issues (ie. clothes that wrinkle). What type of new technology/ invention would solve one such issue? Have students create an invention that might be helpful in the future and write a report on their idea.

Resources
Clothes and Your Appearance,9th edition, Student Resource (25583), *Teacher Resource CD Rom* (25590)
        Chapter 20: Sewing Equipment

Web Links

Using search engine try key search words such as:

Sewing machine
Cotton ginny
Serger
Steamer

Specific Curriculum Outcome 2.2
Students will be expected to describe how fabrics are generated.

Suggestions for Assessment
Teachers can:
• assess student weaving samples for accuracy and recognition of the strengths and weaknesses of each.
• assess the student fabric "development" for creativity and recognition of fabric qualities.

Suggestions for Learning and Teaching
Teachers can:
• have students brainstorm fibers that they are familiar with. Develop a web showing the fibers discussed and how they are developed into fabrics.

• develop a word wall of fiber and construction technique terminology. (fibers: natural, synthetic, manufactured, yarn, blends) (construction technique: knit, plain weave, satin weave, twill weave, felted)

• observe student use of vocabulary in describing various textiles.

• assess student understanding of textile development through various activities.

Students can:

• create samples of each of the three basic weaves using paper. Examine actual fabric samples of each using a magnifying glass. Look at the potential strengths, weaknesses and uses of each of the samples. Then, have students develop their own weave and develop a list of the strengths and weakness of their weave creation.

• use a magnifying glass to identify the type of fabric construction in their own clothing or in clothing samples provided to them. Students could create a Fabric Tree (Family Tree style) sorting fabric samples based on construction and design methods. Students reflect on uses of the various samples.

• research non clothing uses of textiles on the internet. (Bandages, tires, rope, tents, diapers, sport gear.)

• research textile developments in sportswear. What qualities were desired and why? How has textile technology affected competitive sport? Debate the need for control/standardization of competitive sport textiles.

• develop the concept for a new fabric and answer the following questions: What would you call your fabric? How would it be used? What qualities should this fabric have to make it most suitable for its intended use? Explain why you chose these qualities over others. Share your fabric development with the class.

Resources
Clothes and Your Appearance,9ᵗʰ edition, Student Resource (25583), *Teacher Resource CD Rom* (25590)
        Chapter 14: From Fibre to Yarn
        Chapter 15: From Yarn to Fabric
Successful Sewing (25522)
        Chapter 3: Making Fabric Choices
Teach Yourself Visually Sewing (2000005)
        Chapter 3: Fabrics

Specific Curriculum Outcome 2.3
Students will be expected to develop pattern literacy in preparation for project construction.

Suggestions for Assessment
Teachers can:
• assess student glossaries
• assess student use of pattern terminology in peer demonstrations/activities

Students can:
• create a teaching game on pattern information
• create and share a visual glossary of pattern symbols and terms.

Suggestions for Learning and Teaching
Teachers can:
• develop a word wall of terminology on patterns using student generated information

• provide opportunities for students to use the "language of patterns" in presentations, demonstrations
• set up jig saw activity using expert groups to teach peers about the pattern envelope, instruction sheet and pieces using pattern language and symbols

Students can:
• prepare a teaching activity or game in their expert group to help their peers learn about patterns

Group #1:Pattern envelope: Provide students with a pattern envelope. Have students identify the different information provided on the envelope and how it is used in preparation for project construction.   How would construction of the project be impacted if there was not a pattern envelope?

Group #2 Pattern instruction sheets: Provide students with a pattern instruction sheet. Have students identify/highlight the different information provided on the instruction sheet and how it is used in preparation and for project construction.   How would construction of the project be impacted if there was not a pattern instruction sheet?

Group #3 Pattern piece: Provide students with two different pattern pieces. Have students identify the different information provided on the pattern pieces and how it is used in preparation for and in project construction.   How would construction of the project be impacted if there was not a pattern piece.

Resources
Clothes and Your Appearance,9th edition, Student Resource (25583), *Teacher Resource CD Rom* (25590)
      Chapter 19: Looking at Patterns
Successful Sewing (25522)
      Chapter 5: Reading the Instruction Sheet
      Chapter 6: Pattern Symbols
      Chapter 7: Pattern Adjustments
      Chapter 8: Pattern Layout, Pinning and Cutting
      Chapter 9: Transferring Pattern Symbols to the Fabric
Teach Yourself Visually Sewing (2000005)
      Chapter 15: Using a Purchased Pattern

Specific Curriculum Outcome 2.4
Students will be expected to demonstrate the safe use of appropriate technology for completing a textile project.

Suggestions for Assessment
Teachers can:
• use observation checklists to assess the students ability to work independently while operating different technology during labs.
• use a rubric to assess the student construction project on such items as: correct use of construction techniques, procedure, accuracy, overall appearance, classroom productivity, and proper, safe use of technology.

Students can:
 • demonstrate developing skill on various pieces of sewing equipment through samples and project completion.

Suggestions for Learning and Teaching
Teachers can:
• provide students with diagrams of the sewing machine and serger. Review the threading of the sewing machine and filling of the bobbin using the terminology. Have students use the diagram to practice threading, care and safe control of the sewing machine that they will use for construction of their project.

Students can:

• create a sewing "portfolio" demonstrating skills developed throughout the course. Samples should include:

• seam and seam finishes

• hand sewing: hemming , buttons, mending

• demonstrate sewing machine techniques and applications using a variety of stitches using the attachments and settings associated with their machine. (appliqué, herringbone stitch, blind hemming, buttonholes)

• explore various small sewing equipment through classroom activities

Teachers can:

• demonstrate the use and care of the serger and have students brainstorm uses for a serger. Include a comparison of sewing machine and serger features- no bobbin, cutting blade, loopers, etc.

• discuss mistakes commonly made in pressing. Review and demonstrate the proper use of pressing equipment. Have students press a scrap of polyester fabric without using a press cloth. Have them identify "iron shine".

• demonstrate the use and care of embroidery software and embroidery machine. Have students complete a customized embroidery design on an item of their choice (towels, pillowcases, bags, etc.).

• review with students the instruction sheet to determine when various kinds of technology would be most useful in their project construction.

Project construction: Have students complete a beginner level construction project using a commercial pattern.

Extension Activity: Students can create their own small sewing project designed to model specified skills (in consultation with the teacher).

Resource
User Guides that accompany various technology- sewing machine, serger, embroidery, loom, knitter manuals.
Clothes and Your Appearance,9th edition, Student Resource (25583), *Teacher Resource CD Rom* (25590)
       Chapter 20: Sewing Equipment
       Chapter 24: Serging Skills
Successful Sewing (25522)
       Chapter 11: Operating Your Sewing Machine
       Chapter 12: Pressing as you Sew
       Unit 7: Learning to Sew with Sergers
Teach Yourself Visually Sewing (2000005)
       Chapter 2: Selecting and Using Tools
       Chapter 6: Basic Techniques

Unit Outcome 3: Textile Arts and Design (approximately 15-20 hours)
Students will be expected to understand the impact of textile art and design on our daily lives.

Specific Curriculum Outcome 3.1
Students will be expected to define basic color terms.

Suggestions for Assessment
Students can
• create various displays illustrating the various terminology associated with colour.
Teachers can assess student samples and displays for accuracy.

Suggestions for Learning and Teaching
Teachers can:
• brainstorm with the class words that are associated with color. Using the words given, define color terms such as: hue, intensity, value, tint, shade, warm, cool and neutral.

Students can:
• create a personal colour wheel demonstrating their understanding of the colour wheel. Introduce use of chakra to personalize colour use.

Resources
Clothes and Your Appearance,9th edition, Student Resource (25583), *Teacher Resource CD Rom* (25590)
        Chapter 10: Colors for You

Weblinks
Using internet search engine key in search words such as:
Colour wheel and colour terms
Chakra

Specific Curriculum Outcome 3.2
Students will be expected to describe the relationship of the colors in the color wheel.

Suggestions for Assessment
Teachers can:
• assess the student's color wheel and virtual wardrobe for terminology related to colour.
Students can:
• create and share a virtual wardrobe that exemplifies using the various colour combinations.

Suggestions for Learning and Teaching
Teachers can:

• provide students with a large circle to represent the shape of a wheel and with pie shaped pieces of different colors. Have the students assemble the color wheel using their pie shaped pieces. Discuss the terminology associated with the color wheel (primary, secondary, intermediate).
• provide a test tube holder with three empty tubes and three full tubes of red, blue and yellow. Mix equal amounts of red and yellow, red and blue and yellow and blue. Point out that these are the secondary colors. You may choose to do this same activity for the intermediate colors.
Students can :
• experiment with mixing colours to create their own colour wheel.
• create palettes of primary, secondary and intermediate colours .

Resources
Clothes and Your Appearance,9th edition, Student Resource (25583), *Teacher Resource CD Rom* (25590)
        Chapter 10: Colors for You

Specific Curriculum Outcome 3.3
Students will be expected to identify basic color schemes.

Suggestions for Assessment
Students can:
• demonstrate their understanding of colour create a textile project to illustrate colour schemes.

Teachers can:
• use a rubric to assess color scheme projects for accuracy, appeal and creativity.

Suggestions for Learning and Teaching
Teachers can:
• explain the different color schemes by showing examples (monochromatic, analogous, complementary, split-complimentary, triad, accented neutral).

• provide fabric, construction paper or paint, so student groups can create a bulletin board display titled "Put a Little Color in Your Life" showing the various color schemes.

Students can:

• use fabric scraps to create a small textile project (such as a mini quilt) that exemplifies a colour scheme.

• show examples of each of the six color schemes by sketching an outfit with that color scheme or by finding an example of the color scheme in fabric or a magazine/catalogue.

• make a pictorial dictionary. The dictionary should include a picture illustrating each of the color schemes. Each picture should have a caption telling the color scheme.

Resources
Clothes and Your Appearance,9th edition, Student Resource (25583), *Teacher Resource CD Rom* (25590)
> Chapter 10: Colors for You

Specific Curriculum Outcome 3.4
Students will be expected to describe the relationship between colours and personality, moods and feelings.

Suggestions for Assessment
Students can:
• create and share a visual, poem or other exemplar of how colour impacts textile choices

Suggestions for Learning and Teaching
Teachers can:
• lead a discussion on the impact of different colors on our moods and actions. Relate this discussion to studies that have been done regarding the impact of color on our psychology (ie. orange entices the appetite, bright yellow-green in aircraft causing more severe air sickness, etc.)

Students can:
• find examples (songs, poems) where colour is used to express mood, feelings and or personality.

Resources
Clothes and Your Appearance,9th edition, Student Resource (25583), *Teacher Resource CD Rom* (25590)
> Chapter 10: Colors for You

Unit Outcome 4: Life-Work Opportunities in Textiles (approximately 2-5 hours)

Students will be expected to describe and identify characteristics of careers in the textile industry, apparel production and in fashion merchandising.

Specific Curriculum Outcome 4.1
Students will be expected to describe and identify characteristics of careers in the textile industry, apparel production and in fashion merchandising.

Suggestions for Assessment
Teachers can:
• use a rubric to assess project/presentation content for completeness and accuracy.

Suggestions for Learning and Teaching
Teachers can:
• brainstorm the careers associated with the textile industry, apparel production and fashion merchandising. Discuss the qualities and education needed to be successful in these careers.
• invite a guest speaker to share with the class their life/work experiences with textiles
(fabric artist, sewing machine sales person, clothing retail)

Students can:

• interview someone who works with textile products

• select one of the brainstormed careers and do further research on it either by using the web or interviewing someone with a career in textiles. Find out more about qualifications, duties, aptitudes, responsibilities, working conditions, and wages. Share their findings with the class

• work in small groups to outline the creation and production of a textile product.   List all of the people and all of the steps involved in getting the garment to a finished, usable product. Suggestions for sharing presentation: a written report, dramatic time line power point presentation, bulletin board display.

Resources
Clothes and Your Appearance,9th edition, Student Resource (25583), *Teacher Resource CD Rom* (25590)
        Chapter 27: Careers in Textiles and Apparel

Web Links

Using search engine try key search words such as:

Career Options

Career Cruising