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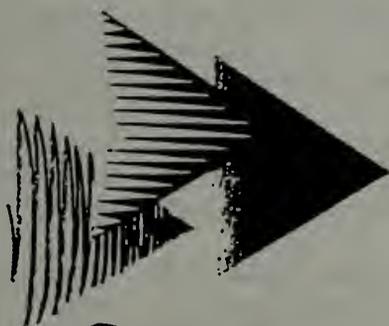
# FASHION STUDIES

Course of Studies

DRAFT

1993-94 Field Review

- Introductory Level
- Intermediate Level
- Advanced Level



Career &  
Technology  
STUDIES

REVISED SEPTEMBER 1993

Alberta  
EDUCATION  
CURRICULUM BRANCH

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# FASHION STUDIES

## A. STRAND RATIONALE AND PHILOSOPHY

### RATIONALE

Fashion Studies involves the study of clothing and textiles in a variety of contexts. Clothing is a basic need and affects all facets of one's daily life, both in the home and outside, while working or relaxing.

Fashion Studies is concerned with the design, construction and merchandising of clothing and accessories as well as the study of textiles and household accessories. It is also concerned with the design, construction and merchandising of fabric crafts.

The fashion garment industry is viewed by many as a growing economic link between Canada and other nations. Canadian designers are steadily gaining prominence in the fashion industry.

Fashion Studies is a strand in the Design and Innovation area of Career and Technology Studies. The Fashion Studies curriculum provides opportunities for students to increase their knowledge and appreciation of the scope and role of the industry, and its importance to daily living and to business. The curriculum prepares students for their roles as consumers and enables them to explore and prepare for fashion-related careers.

### PHILOSOPHY

Fashion Studies encourages the use of the student-centered process approach, which

combines the development of thinking processes and practical skills in concrete, realistic learning situations. Throughout the program students are encouraged to solve problems, make decisions and develop the abilities and flexibility needed to adapt quickly to new situations including changes in careers.

Each module in Fashion Studies provides opportunities for students to link practice to theory; that is, to link concrete and psychomotor learning experiences to more abstract thought processes and levels of thinking.

Fashion Studies modules are designed to encourage students to transfer competencies they have developed in other courses, both core and complementary, as well as through hobbies, interests and other experiences. By developing basic, transferable and career-specific knowledge, skills and attitudes in the context of fashion, students will have the ability to relate theory to practice, apply competencies in a variety of relevant situations and respond with confidence when meeting personal and professional challenges.

The Fashion Studies curriculum is designed to assist students to develop knowledge, skills and attitudes that will enable them to:

- become responsible citizens and develop an understanding of the role that fashion plays in society and its impact on the individual in the workplace and on the environment

- identify, explore and prepare for career opportunities in the fashion industry
- recognize the preparation needed to enter and progress in each mode of the fashion industry and in various auxiliary careers.

## B. STRAND ORGANIZATION

### CURRICULUM STRUCTURE

Fashion Studies, like other Career and Technology Studies curricula, has been developed using a modular design. A module is a unit of curriculum that should be achieved by most students in approximately 25 hours of learning.

The Fashion Studies curriculum is organized into three levels of learning: introductory, intermediate and advanced.

Introductory modules within Fashion Studies encourage exploration and establish a foundation of related knowledge, skills and attitudes. Learning experiences begin at a concrete level and help students to understand the impact of fashion on daily living. Intermediate level modules emphasize career awareness and job exploration, and provide opportunities for students to further develop their knowledge and skills within the fashion areas. Advanced level modules emphasize career preparation and provide opportunities for students to develop more specialized knowledge,

skills and attitudes relevant to fashion and auxiliary careers and to further education and training.

### DEVELOPMENT MODEL

The Fashion Studies model below identifies the major dimensions of the program:

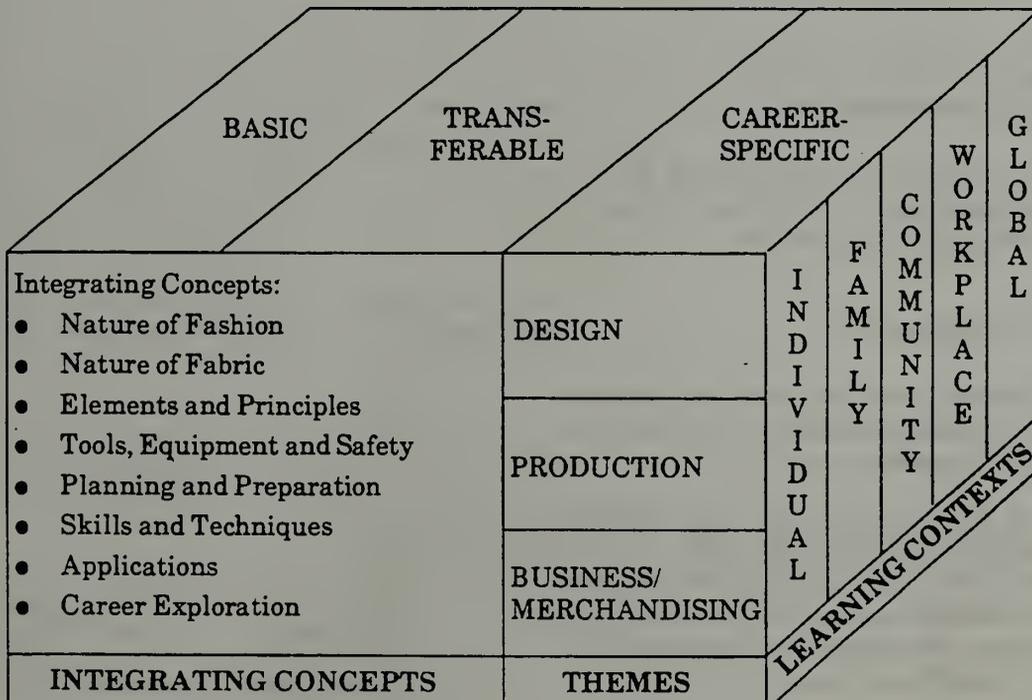
- learner expectations
- integrating concepts
- learning contexts
- themes.

### Knowledge, Skills and Attitudes

Students are expected to develop the following competencies:

- **Basic competencies** including self-management, social and academic knowledge, skills and attitudes.
- **Transferable competencies** including the knowledge, skills and attitudes that relate to one or more CTS strands.

### KNOWLEDGE, SKILLS AND ATTITUDES



- Career-specific competencies including the knowledge, skills and attitudes that support workplace and/or post-secondary transitions to fashion-related activities.

### **Learning Contexts**

The personal learning contexts focus on the development of competencies appropriate to meet personal and family needs.

The career awareness learning context focuses on the development of competencies related to becoming more aware of trends, issues and career opportunities available in the fashion industry.

The career preparation learning context focuses on the development of competencies required to pursue work and/or further education or training in fashion-related activities.

### **Themes**

Themes provide the settings in which learner expectations are linked together into meaningful activities.

Themes describe the areas of fashion studies to which the learner expectations relate. They are:

- design
- production
- business/merchandising.

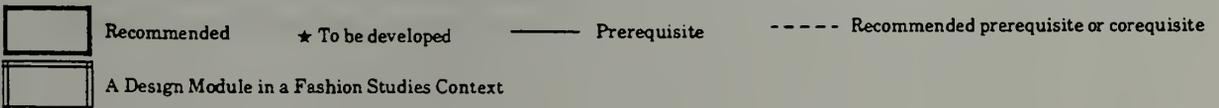
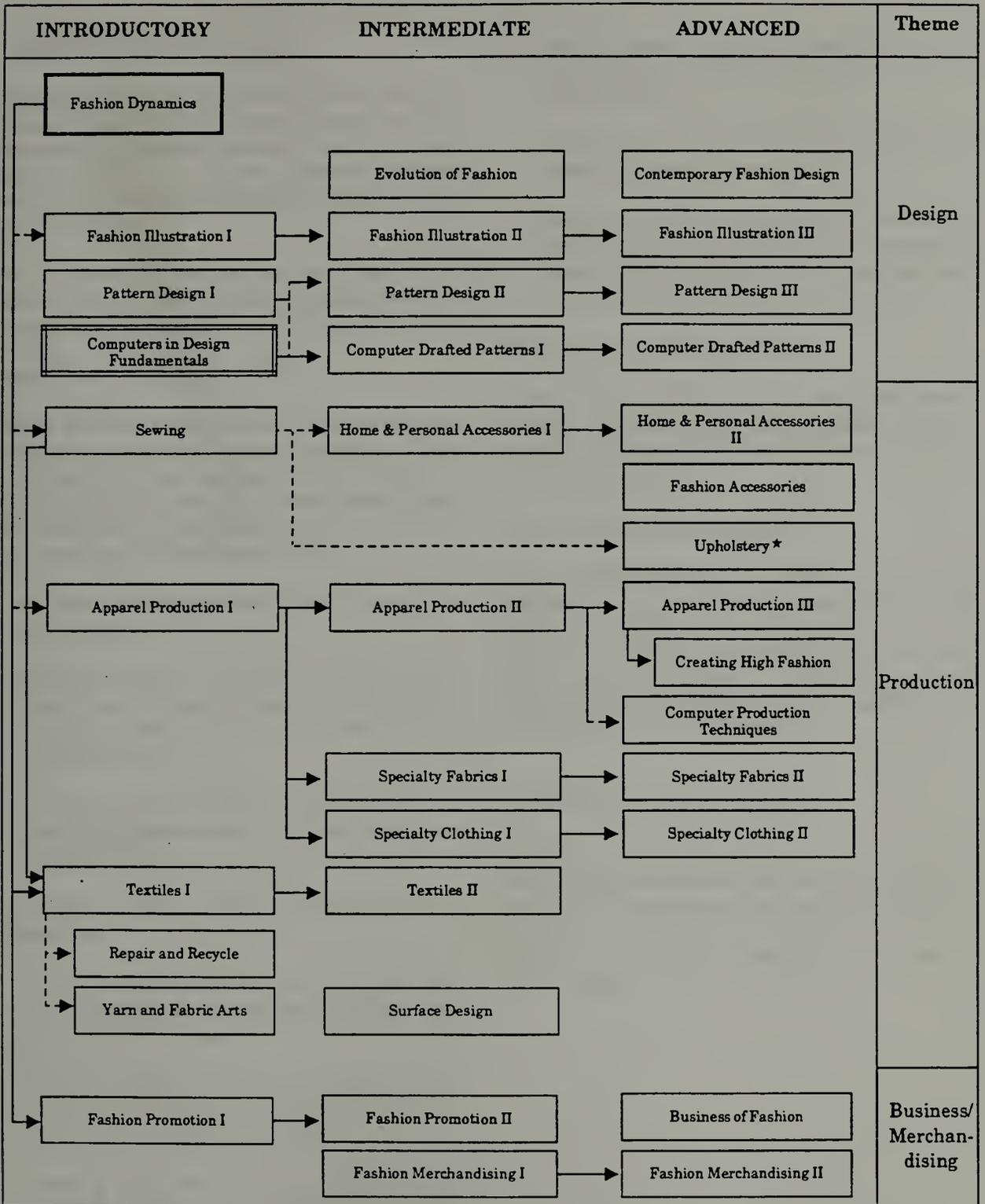
Modules are also linked through the use of integrating concepts such as the Nature of Fashion, Skills and Techniques, etc.

## **PROGRAM PLANNING**

Fashion Studies modules may be offered individually for one credit each, or they may be grouped as multi-credit courses.

Courses may be designed using only Fashion Studies modules or by combining these modules with modules from other Career and Technology Studies strands; e.g., Design Studies, Communication, Marketing and Management, and Enterprise and Innovation.

# FASHION STUDIES SCOPE AND SEQUENCE





## C. CURRICULUM AND ASSESSMENT STANDARDS

### CURRICULUM STANDARDS

Curriculum Standards are expressed through learner expectations, which describe the competencies that students are to develop. They require students to be active learners who can combine knowledge, skills and attitudes within applied contexts.

The Fashion Studies curriculum consists of strand learner expectations, module learner expectations and specific learner expectations.

#### Strand Learner Expectations

Strand learner expectations for Fashion Studies serve as the foundation for each module and each set of specific learner expectations identified for each module. The strand learner expectations are composed of the knowledge skills and attitudes that will enable students to:

- understand the ways in which fashion affects daily living
- assess personal interests, abilities and aptitudes relevant to making realistic and satisfying career choices in fashion and auxiliary areas
- practise and achieve competencies in designing, constructing and merchandising fashion projects.

In order to achieve these competencies, *the student will:*

- apply knowledge, skills and attitudes from other disciplines in contexts related to self, home, and workplace
- develop basic, transferable and career-specific skills that have applications for personal use in the world of work
- develop positive attitudes toward work through participation in realistic learning activities in varied learning environments

- develop a more positive self-concept as he or she assumes increasingly complex roles and responsibilities
- develop a greater awareness of the impact of fashion in relation to self and family
- develop a greater awareness of the role of fashion-related businesses and industries in society, and the potential for enterprise and innovation within the fashion industry.

#### Module Learner Expectations

In each module, the module learner expectations identify the basic, transferable and/or career-specific competencies that students will be expected to develop.

#### Specific Learner Expectations

Specific learner expectations define the scope of learning, or content, to be covered within each module. They are a combination of the knowledge, skills and attitudes and form the basis for assessment. Specific learner expectations for Fashion Studies modules are identified on pages 9 through 89.

### ASSESSMENT STANDARDS

Assessment standards describe the conditions and criteria for determining whether or not a student's performance meets the required standard. Assessment standards for each module in Fashion Studies are under development.



## MODULE FAS101: FASHION DYNAMICS

Level:                    **Introductory**

Theme:                   **Design**

### Module Learner Expectations

*The student will:*

- apply the elements and principles of design to wardrobe planning
- apply the elements and principles of design to his or her own personal style
- plan a wardrobe based on personal style.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Fashion	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● recognize the reasons for wearing clothing; e.g.:<ul style="list-style-type: none"><li>- physiological</li><li>- social</li><li>- psychological</li></ul></li><li>● define terms related to fashion; e.g.:<ul style="list-style-type: none"><li>- fads</li><li>- fashions</li><li>- styles</li><li>- trends</li><li>- classics</li></ul></li><li>● describe and illustrate the various personal styles; e.g.:<ul style="list-style-type: none"><li>- classic</li><li>- dramatic</li><li>- sporty</li><li>- avant-garde</li></ul></li><li>● determine personal style of:<ul style="list-style-type: none"><li>- self</li><li>- others.</li></ul></li></ul>	
Elements and Principles of Design	<ul style="list-style-type: none"><li>● define and illustrate the elements of design; e.g.:<ul style="list-style-type: none"><li>- line, colour, texture</li></ul></li><li>● define and illustrate the principles of design; e.g.:<ul style="list-style-type: none"><li>- balance, proportion, rhythm, emphasis, harmony and scale</li></ul></li></ul>	

MODULE FAS101: FASHION DYNAMICS (continued)

Concept	Specific Learner Expectations	Notes
Elements and Principles of Design (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● apply the elements and principles of design to personal style</li> <li>● appreciate that there is no ideal body shape.</li> </ul>	
Applications	<ul style="list-style-type: none"> <li>● list the characteristics of a well-planned wardrobe</li> <li>● complete a personal clothing inventory</li> <li>● apply the knowledge of elements and principles of design, and personal lifestyle, in determining a well-planned wardrobe</li> <li>● research choices for acquiring additional wardrobe needs; e.g.:               <ul style="list-style-type: none"> <li>– sewing, discount stores, consignment outlets, sample rooms, home shopping, department stores, boutiques.</li> </ul> </li> </ul>	

## MODULE FAS102: FASHION ILLUSTRATION I

Level:                    **Introductory**

Theme:                   **Design**

### Module Learner Expectations

*The student will:*

- develop basic sketching techniques to enable sketching a croquis and rendering basic fabrics
- distinguish different garment styles and design details
- apply sketching and drawing skills to create clothing designs.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Elements of Design	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● engage in various sketching and drawing activities; e.g.:<ul style="list-style-type: none"><li>- gesture, contour, tonal</li></ul></li><li>● draw the human figure to fashion proportion thus developing a croquis</li><li>● learn to render basic fabrics to illustrate different looks; e.g.:<ul style="list-style-type: none"><li>- knit, weaves, textures, and prints, plaid, stripes, corduroy, herring-bone and twill</li></ul></li><li>● identify basic garment styles; e.g.:<ul style="list-style-type: none"><li>- dress, skirt, pants, neckline, collars and sleeves</li></ul></li><li>● identify basic design details; e.g.:<ul style="list-style-type: none"><li>- pockets, buttons, cuffs, design lines.</li></ul></li></ul>	
Applications	<ul style="list-style-type: none"><li>● use acquired skills and apply learned knowledge to develop fashion illustrations.</li></ul>	<p>Possible activity:</p> <ul style="list-style-type: none"><li>● students randomly select from envelopes containing a garment style, a design detail, a texture, etc., and then create a design.</li></ul>



## MODULE FAS103: PATTERN DESIGN I

Level: Introductory

Theme: Design/Production

Prerequisite: Apparel Production I (FAS106)

### Module Learner Expectations

*The student will:*

- identify terms, tools and equipment related to flat pattern designing
- demonstrate design techniques for a skirt, pants or shorts using full-, half- or quarter-scale patterns
- demonstrate flat pattern designing, in actual size, of a skirt, pants or shorts culminating with the sewing and fitting of the new pattern.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Elements of Design and Production	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● become acquainted with the following terms:<ul style="list-style-type: none"><li>- drafting, flat pattern, draping</li><li>- perpendicular, horizontal, vertical</li><li>- sloper, block, master</li><li>- dart, seam line, grain line, cross mark, notch</li><li>- ease, design, wearing</li><li>- slash, pivot, trueing, close, copy</li><li>- muslin shell.</li></ul></li></ul>	
Tools and Equipment	<ul style="list-style-type: none"><li>● identify the following tools and equipment:<ul style="list-style-type: none"><li>- compass, awl, notcher, French curve, hip curve, right angle, L-square, straight edge, tracing wheel, push pin, pattern paper, muslin.</li></ul></li></ul>	
Skills and Techniques	<ul style="list-style-type: none"><li>● demonstrate at least eight of the following techniques in full-, half- or quarter-scale patterns:<ul style="list-style-type: none"><li>- skirt variations<ul style="list-style-type: none"><li>● A-line</li><li>● circular</li><li>● gathered</li><li>● gored</li><li>● pleated</li><li>● tiered</li></ul></li></ul></li></ul>	

MODULE FAS103: PATTERN DESIGN I (continued)

Concept	Specific Learner Expectations	Notes
<p>Skills and Techniques (continued)</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>- pants/shorts variations               <ul style="list-style-type: none"> <li>• width</li> <li>• length</li> <li>• crotch</li> </ul> </li> <li>- eliminate darts</li> <li>- change darts to tucks or gathers</li> <li>- fly front</li> <li>- pockets—patch or side seam</li> <li>- cuffs.</li> </ul>	
<p>Planning and Preparation</p>	<ul style="list-style-type: none"> <li>• take required measurements accurately</li> <li>• adjust pattern accordingly</li> <li>• determine amount of fabric required for selected pattern, e.g., skirt, pants, shorts.</li> </ul>	
<p>Applications</p>	<ul style="list-style-type: none"> <li>• flat pattern design a skirt, pants or shorts from a basic sloper</li> <li>• construct the pattern working in desired demonstrated design features</li> <li>• determine grain line, pattern symbols, pattern piece names, seam allowances, hem depths, darts, pleats</li> <li>• sew a muslin shell.</li> </ul>	<p>Students may sew the designed pattern in fashion fabric of choice if time permits.</p>

**MODULE DES105: COMPUTERS IN DESIGN FUNDAMENTALS (A Design Module in a Fashion Studies Context)**

**Level:** Introductory

**Theme:** Design

**Module Learner Expectations**

In this module the student develops basic skills and knowledge for using a personal computer and uses the computer as a tool in solving design problems.

*The student will:*

- demonstrate basic knowledge of and skills in computer operation
- use a computer as a tool to assist in solving simple design problems with teacher guidance.

**Specific Learner Expectations**

Concept	Specific Learner Expectations	Notes
Basic Computer Use	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● perform the following basic computer operations:<ul style="list-style-type: none"><li>- start up and close down a computer</li><li>- load and close programs</li><li>- create and save personal files on a floppy disc and/or a hard drive</li><li>- generate text and images through draw, graphics and/or CAD programs</li><li>- print generated work on a peripheral printer or plotter</li></ul></li><li>● describe what he or she is doing verbally and/or in writing.</li></ul>	
Applied Problem-solving	<ul style="list-style-type: none"><li>● work through a design process to solve simple problems as outlined in a design brief using the personal computer and specified software</li></ul>	Teachers will determine the computer and software students will use.

MODULE DES105: COMPUTERS IN DESIGN FUNDAMENTALS (continued)

Concept	Specific Learner Expectations	Notes
Applied Problem-solving (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● generate text and images with a personal computer and software as specified in a design brief.</li> </ul>	<p>Teachers may wish to specify design briefs for their students in this module in order to ensure specific computer applications are learned.</p> <p>Suggested briefs:</p> <ul style="list-style-type: none"> <li>● logo design</li> <li>● lingerie bag</li> <li>● disc caddy</li> <li>● locker organizer</li> </ul>
Presentation and Portfolio	<ul style="list-style-type: none"> <li>● maintain and display a portfolio of ongoing work.</li> </ul>	

## MODULE FAS104: SEWING

Level:                    **Introductory**

Theme:                   **Production**

### Module Learner Expectations

*The student will:*

- demonstrate safe use and care of sewing equipment and serger
- demonstrate basic sewing and pressing techniques
- apply knowledge and management skills in the assembly of a simple project.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Tools, Equipment and Safety	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● practise safety when using sewing equipment:<ul style="list-style-type: none"><li>- sewing machine<ul style="list-style-type: none"><li>● threading, sewing, guiding fabric, controlling speed, troubleshooting, cleaning and oiling</li></ul></li><li>- iron<ul style="list-style-type: none"><li>● filling and emptying water, controlling temperatures for various fibre types, cleaning and storing</li></ul></li><li>- hand-sewing equipment<ul style="list-style-type: none"><li>● pins, needles, scissors, seam ripper</li></ul></li></ul></li><li>● identify parts of the sewing machine and explain the function of each part:<ul style="list-style-type: none"><li>- feed dog, needle, presser foot, take-up lever, bobbin winder, handwheel, presser bar lever, stitch width regulator, stitch length regulator, spool pin, bobbin, speed control, reverse, upper and lower tension</li></ul></li><li>● demonstrate correct threading and sewing techniques:<ul style="list-style-type: none"><li>- threading the bobbin</li><li>- inserting the bobbin in the bobbin case</li><li>- threading the upper portion of the sewing machine</li><li>- bringing up the bobbin thread for sewing</li><li>- sewing a balanced straight stitch with an even seam allowance</li></ul></li></ul>	Use a regular sewing machine and, if available, a serger.

MODULE FAS104: SEWING (continued)

Concept	Specific Learner Expectations	Notes
Tools, Equipment and Safety (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>- adjusting sewing machine for basting, regular stitch, backstitch, zigzag, overcast, pivot, simple decorative stitches and speed control</li> <li>● demonstrate and practise correct pressing techniques using pressing aids; e.g.:               <ul style="list-style-type: none"> <li>- ham, press cloth and sleeveboard</li> </ul> </li> <li>● explain the difference between pressing and ironing.</li> </ul>	
Elements of Production	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● identify and describe pattern information:               <ul style="list-style-type: none"> <li>- information found on pattern envelope and pattern instruction sheet</li> <li>- pattern symbols and their meaning.</li> </ul> </li> </ul>	
Nature of Fabric	<ul style="list-style-type: none"> <li>● acquire familiarity with:               <ul style="list-style-type: none"> <li>- basic fabric widths                   <ul style="list-style-type: none"> <li>● 90 cm, 115 cm, 150 cm</li> </ul> </li> <li>- differences between woven, non-woven, knit terms; e.g.:                   <ul style="list-style-type: none"> <li>● lengthwise threads, warp, crosswise threads, weft, bias, selvage.</li> </ul> </li> </ul> </li> </ul>	
Applications	<ul style="list-style-type: none"> <li>● demonstrate an understanding of sewing safety, the sewing machine, pressing, pattern information and fabric basics through application and completion of a simple project.</li> </ul>	<p>Possible projects:</p> <ul style="list-style-type: none"> <li>● locker organizer, tote bag, simple pillow, hair accessories</li> <li>● easy craft or garment.</li> </ul>

## MODULE FAS105: APPAREL PRODUCTION I

**Level:** Introductory

**Theme:** Production

**Prerequisite:** Sewing (FAS104)

### Module Learner Expectations

*The student will:*

- demonstrate and apply knowledge and skills related to measuring and determining pattern size, making simple pattern alterations, choosing suitable fabric for pattern and preparing fabric and pattern for layout and cutting
- demonstrate and apply basic sewing and management skills in the assembly of a garment chosen with teacher approval.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Planning and Preparation	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● take basic measurements required for a selected garment</li><li>● determine figure type and pattern size</li><li>● alter pattern as required</li><li>● demonstrate correct use of pattern envelope, instructions and symbols.</li></ul>	Use a regular sewing machine and, if available, a serger.
Nature of Fabric	<ul style="list-style-type: none"><li>● recognize:<ul style="list-style-type: none"><li>- basic fabric widths</li><li>- differences between woven, non-woven and knits</li></ul></li><li>● define the following terms:<ul style="list-style-type: none"><li>- warp, weft, lengthwise, crosswise, bias, selvage, trueing, straightening, nap</li></ul></li><li>● be aware of factors that determine suitability; e.g.:<ul style="list-style-type: none"><li>- weight, drapability, texture.</li></ul></li></ul>	

MODULE FAS105: APPAREL PRODUCTION I (continued)

Concept	Specific Learner Expectations	Notes
Applications	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● practise the following as related to project selection:               <ul style="list-style-type: none"> <li>- true, straighten and lay out fabric and pattern as instruction sheet suggests</li> <li>- pin and cut accurately</li> <li>- transfer markings</li> <li>- staystitch</li> <li>- sew a balanced stitched seam with even seam allowance</li> </ul> </li> <li>● demonstrate at least five of the following sewing techniques in a project:               <ul style="list-style-type: none"> <li>- casing, pockets, buttons, buttonholes, machine or hand-stitched hem, gathering, layering, clipping, topstitching, seam finish.</li> </ul> </li> </ul>	<p>Possible projects:</p> <ul style="list-style-type: none"> <li>● boxer shorts, tie, pull-on pants, sweat shirt</li> <li>● skirt, pants, shirt.</li> </ul>

## MODULE FAS106: TEXTILES I

Level: Introductory

Theme: Production

Prerequisite: Sewing (FAS104)

### Module Learner Expectations

*The student will:*

- identify characteristics of fibres, yarns and fabrics
- relate characteristics of common natural, synthetic and blends to textile care
- identify common fabric finishes.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● identify characteristics of common fibres; e.g.:<ul style="list-style-type: none"><li>- natural: cotton, silk</li><li>- synthetic: polyester, rayon, nylon and acrylic</li><li>- blends: polyester/cotton, wool/nylon, silk/wool</li></ul></li><li>● identify various types of yarns; e.g.:<ul style="list-style-type: none"><li>- slub, novelty, S-twist, Z-twist</li></ul></li><li>● identify basic types of fabric construction; e.g.:<ul style="list-style-type: none"><li>- weaves: plain, twill, satin, basket, rib</li><li>- knits: warp, weft</li><li>- non-woven</li></ul></li><li>● identify common finishes; e.g.:<ul style="list-style-type: none"><li>- antistatic, antiseptic, crease resistant, flame retardant, permanent press, preshrunk, sizing, water repellent, napped, bleached</li></ul></li><li>● interpret the basic clothing care symbols</li><li>● describe stain removal procedures; e.g.:<ul style="list-style-type: none"><li>- importance of immediate action</li><li>- identification of stains</li><li>- removal methods</li></ul></li><li>● describe laundering procedures; e.g.:<ul style="list-style-type: none"><li>- machine and hand wash</li><li>- machine and drip dry</li><li>- ironing and pressing</li></ul></li></ul>	

MODULE FAS106: TEXTILES I (continued)

Concept	Specific Learner Expectations	Notes
Nature of Fabric (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● analyze laundry mishaps and determine solutions</li> <li>● identify dry cleaning procedures</li> <li>● examine storage procedures; e.g.:                             <ul style="list-style-type: none"> <li>- closets, seasonal storage, packing.</li> </ul> </li> </ul>	
Applications	<ul style="list-style-type: none"> <li>● complete a simple project made from one of the studied fabrics</li> <li>● describe the characteristics of this fabric and determine the care.</li> </ul>	Possible projects include a cotton or nylon canvas tote, a wool hat.

## MODULE FAS107: REPAIR AND RECYCLE

Level:                    **Introductory**

Theme:                   **Production**

Prerequisites:         **Sewing (FAS104) and Textiles I (FAS106)**

### Module Learner Expectations

*The student will:*

- analyze garment purchases based on textile knowledge, quality and maintenance requirements
- discover how poor quality purchases necessitate future repairs and recycling
- demonstrate knowledge of basic repair procedures
- examine which garments can be recycled through customizing the fit or redesigning some features.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● analyze wearable lifetime of a various garments</li><li>● evaluate purchases based on properties of fibre, fabric and finishes</li><li>● identify difference in garment quality; e.g.:<ul style="list-style-type: none"><li>- hand or feel</li><li>- seams: puckered, finished, stitch length, strength, straight</li><li>- details: plaids matching at seams, zippers, buttons, buttonholes</li><li>- durability</li><li>- overall appearance</li></ul></li><li>● identify easy care versus high maintenance garments<ul style="list-style-type: none"><li>- poly/cotton blend versus silk</li><li>- use of trims, special buttons.</li></ul></li></ul>	
Planning and Preparation	<ul style="list-style-type: none"><li>● analyze the importance of garment repair; e.g.:<ul style="list-style-type: none"><li>- financial saving</li><li>- personal satisfaction</li><li>- extended garment life</li><li>- creative outlet</li></ul></li><li>● evaluate the cost in time and money for repairing versus replacing</li><li>● identify basic tools required for repair</li></ul>	

MODULE FAS107: REPAIR AND RECYCLE (continued)

Concept	Specific Learner Expectations	Notes
<p>Planning and Preparation (continued)</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● define basic repair terms and techniques</li> <li>● consider repair alternatives and evaluate based on time, skills and supplies required                             <ul style="list-style-type: none"> <li>- sewing versus non-sewing</li> </ul> </li> <li>● understand the importance of recycling clothing from an environmental and economical perspective</li> <li>● identify garments in need of customizing because of poor fit or outdated appearance</li> <li>● analyze fit at neckline, shoulder, armhole, darts, waistline, hip, length</li> <li>● determine if alteration is feasible by considering fabric condition, seam allowance width, garment design.</li> </ul>	
<p>Skills and Techniques</p>	<ul style="list-style-type: none"> <li>● observe at least five of the following repairs justifying type of method used based on the fabric, time available, equipment and garment use:                             <ul style="list-style-type: none"> <li>- buttons, snaps, fasteners</li> <li>- tears, cuts, holes</li> <li>- split seams</li> <li>- patches</li> <li>- hems</li> <li>- zippers</li> <li>- elastic</li> <li>- pockets</li> </ul> </li> <li>● examine repair variations used on special fabrics such as knits, leather, suede, vinyl, nylon, furs, pile fabrics; e.g.:                             <ul style="list-style-type: none"> <li>- piecing</li> <li>- use of special fabric for repair                                     <ul style="list-style-type: none"> <li>● leather, appliqué, lace, sequins, studs, buttons, bows</li> </ul> </li> <li>- techniques for attaching appliqué</li> <li>- use of decorative embroidery, trim, paints.</li> </ul> </li> </ul>	

MODULE FAS107: REPAIR AND RECYCLE (continued)

Concept	Specific Learner Expectations	Notes
Applications	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● demonstrate alteration procedures using at least one of the following:               <ul style="list-style-type: none"> <li>- alter fit                   <ul style="list-style-type: none"> <li>● change length, width, shape</li> </ul> </li> <li>- redesign garment                   <ul style="list-style-type: none"> <li>● change collar or neckline</li> <li>● add, replace or remove details</li> </ul> </li> <li>- restyle                   <ul style="list-style-type: none"> <li>● sweater to vest or cardigan</li> <li>● pants to skirt</li> </ul> </li> <li>- create a new garment                   <ul style="list-style-type: none"> <li>● shirt and skirt from a dress</li> <li>● vest from full skirt</li> </ul> </li> <li>- change fabric use                   <ul style="list-style-type: none"> <li>● remove detail and reuse the fabric such as making a wall hanging from discarded coats from leather, fur and wool</li> </ul> </li> </ul> </li> <li>● demonstrate repair and recycle learnings in a chosen project.</li> </ul>	<p>Possible projects:</p> <ul style="list-style-type: none"> <li>● denim jacket brought to life by adding appliques of leather, to cover weak fabric areas, embroidery and studs to decorate and the addition of new buttons</li> <li>● insert pieced strips of fabric inside seams and perhaps add new pockets to shorts or pants.</li> </ul>



## MODULE FAS108: YARN AND FABRIC ARTS

Level: **Introductory**

Theme: **Production**

Prerequisites: **Sewing (FAS104) and Textiles I (FAS106)**

### Module Learner Expectations

*The student will:*

- distinguish the various fibre and fabric crafts available
- demonstrate and apply basic skills and knowledge of one yarn or fabric art in creating a personal or home accessory.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● distinguish the variety of fibre and fabric crafts available; e.g.:<ul style="list-style-type: none"><li>- knitting<ul style="list-style-type: none"><li>● hand, machine</li></ul></li><li>- crochet</li><li>- embroidery<ul style="list-style-type: none"><li>● crewel, cross stitch, needlepoint, monogramming, smocking, huck, appliqué embroidery, sewing machine embroidery</li></ul></li><li>- rug crafts<ul style="list-style-type: none"><li>● hand hooking, punch needle, cross stitch on burlap, needlepoint, braided, crochet, tufted</li></ul></li><li>- weaving<ul style="list-style-type: none"><li>● loom, off loom</li></ul></li><li>- macramé</li><li>- beading on fabric</li><li>- leatherwork.</li></ul></li></ul>	
Planning and Preparation	<ul style="list-style-type: none"><li>● research a specific fibre and/or fabric art:<ul style="list-style-type: none"><li>- learn the skill technique</li><li>- choose an existing pattern or create own pattern</li><li>- determine required supplies.</li></ul></li></ul>	Project choice depends on student age and level of maturity and on resources available.

MODULE FAS108: YARN AND FABRIC ARTS (continued)

Concept	Specific Learner Expectations	Notes
Applications	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● complete the selected project</li><li>● evaluate the completed project:<ul style="list-style-type: none"><li>- technique</li><li>- design</li><li>- overall appearance.</li></ul></li></ul>	

## MODULE FAS109: FASHION PROMOTION I

**Level:** Introductory

**Theme:** Merchandising

**Prerequisite:** Fashion Dynamics (FAS101)

### Module Learner Expectations

*The student will:*

- describe print and broadcast media as it relates to fashion promotion
- describe principles involved in producing advertisements for print and broadcast media
- produce advertisements for print and broadcast media
- identify personal interests, skills and aptitudes as they relate to careers in the fashion industry
- research career opportunities in fashion promotion.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Elements and Principles of Merchandising	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● define promotion as it relates to fashion merchandising</li><li>● differentiate between advertising and publicity</li><li>● discuss, analyze and critique selected forms of print media:<ul style="list-style-type: none"><li>– newspaper advertisements</li><li>– magazine advertisements</li><li>– billboards</li><li>– direct mailing</li><li>– in-store signs</li><li>– packaging</li></ul></li><li>● describe and discuss the creative elements of print media, copy, illustration, white space, layout</li><li>● plan and design an ad for one of the media studied</li><li>● discuss the importance of broadcast media in fashion promotion<ul style="list-style-type: none"><li>– radio and television</li></ul></li><li>● discuss principles involved in producing advertisements for radio and TV</li><li>● prepare a script for a radio commercial or produce a storyboard for a TV commercial.</li></ul>	Project choice would depend on student age and level of maturity and on resources available.

**MODULE FAS109: FASHION PROMOTION I (continued)**

Concept	Specific Learner Expectations	Notes
Career Exploration	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● define key terms associated with careers; e.g.:                             <ul style="list-style-type: none"> <li>- careers, career path/ladder, job, entry-level position, mid-management and management positions</li> </ul> </li> <li>● identify personal interests, talents, experiences and aptitudes as they relate to careers in the fashion industry</li> <li>● investigate a variety of career opportunities in broadcast and print media.</li> </ul>	

## MODULE FAS201: EVOLUTION OF FASHION

Level: Intermediate

Theme: Design

### Module Learner Expectations

*The student will:*

- research historic fashions and provide an analysis of how this relates to present-day styles.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Fashion	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● define fashion</li> <li>● define fashion cycle</li> <li>● analyse factors that shape fashion; e.g., economy, finances, politics, technology, lifestyle, role models</li> <li>● identify basic clothing shapes throughout fashion history; e.g.:               <ul style="list-style-type: none"> <li>- draped, pull on, cut and sewn, artificial, body hugging</li> </ul> </li> <li>● analyze fashions representative of various historical periods taking into consideration the interrelationships between:               <ul style="list-style-type: none"> <li>- societal, cultural, political, ethical, economic, historical influences</li> <li>- technological factors; e.g.:                   <ul style="list-style-type: none"> <li>● tools, equipment, material, information, expertise available</li> </ul> </li> <li>- fashion statement communicated</li> <li>- fashion items and characteristics; e.g.:                   <ul style="list-style-type: none"> <li>● garments, accessories, details</li> </ul> </li> <li>- influences on present-day fashion.</li> </ul> </li> </ul>	<p>Students may work individually or in groups, each selecting a historical period. They may choose to do pre-20th century or 20th century or select a specific decade during the 20th century.</p> <p>Possible historical periods include:</p> <ul style="list-style-type: none"> <li>● prehistory</li> <li>● Egypt</li> <li>● Ancient Greece</li> <li>● Byzantine</li> <li>● Early Renaissance</li> <li>● Late Renaissance</li> <li>● Baroque</li> <li>● French Empire</li> <li>● Victorian</li> <li>● Edwardian</li> <li>● a 20th-century decade</li> </ul>



## MODULE FAS202: FASHION ILLUSTRATION II

**Level:** Intermediate

**Theme:** Design

**Prerequisite:** Fashion Illustration I (FAS102)

### Module Learner Expectations

*The student will:*

- develop advanced sketching techniques such as expression and movement details in fashion figures and rendering specialty fabrics
- apply these advanced sketching techniques to create a garment design.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Skills and Techniques	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● draw the fashion figure incorporating movement</li><li>● add expressive detail to the fashion figure; e.g.:<ul style="list-style-type: none"><li>- hands and feet, face and hairstyles</li></ul></li><li>● learn to render specialty fabrics; e.g.:<ul style="list-style-type: none"><li>- velvet, glitter, lace, knits</li></ul></li><li>● sketch advanced garment styles; e.g.:<ul style="list-style-type: none"><li>- coats, jackets</li></ul></li><li>● illustrate fashion accessories.</li></ul>	<p>Suggested activity:</p> <ul style="list-style-type: none"><li>● design a wardrobe that suits the lifestyle of a given individual.</li></ul>
Applications	<ul style="list-style-type: none"><li>● apply skills and knowledge acquired in solving case studies.</li></ul>	



## MODULE FAS203: PATTERN DESIGN II

Level: Intermediate

Theme: Design/Production

Prerequisite: Pattern Design I (FAS103)

Note: This module may be offered with Apparel Production II if a student wishes to produce the garment he or she has designed.

### Module Learner Expectations

*The student will:*

- identify new terms and tools related to flat pattern designing
- demonstrate drafting and design techniques for a skirt, pants or shorts using quarter-, half- and/or full-scale patterns
- demonstrate drafting and flat pattern design techniques to create a desired design in the chosen project
- sew the project, evaluating and improving until desired fit and look is achieved.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Tools and Equipment	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● define and use the following tools and equipment:<ul style="list-style-type: none"><li>- compass, awl, notcher, L-square, tracing wheel, pattern paper, French curve, hip curve, right angle, straightedge, push pin, muslin.</li></ul></li></ul>	
Planning and Preparation	<ul style="list-style-type: none"><li>● take the following required measurements for skirt, pants and shorts:<ul style="list-style-type: none"><li>- waist</li><li>- hip</li><li>- hip height</li><li>- front/back crotch length</li><li>- crotch depth</li><li>- inseam</li><li>- outseam</li><li>- knee length</li><li>- thigh and knee circumference</li><li>- ankle circumference</li></ul></li><li>● add required ease to measurements for full size pattern</li><li>● identify dart and seam size, length and shape</li></ul>	

MODULE FAS203: PATTERN DESIGN II (continued)

Concept	Specific Learner Expectations	Notes
Planning and Preparation (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● evaluate and choose a fabric suitable for chosen design and project</li> <li>● determine required fabrics and notions.</li> </ul>	
Skills and Techniques	<ul style="list-style-type: none"> <li>● demonstrate design and drafting techniques for at least six skirt and/or pants variations.</li> </ul>	Sew in fashion fabric if time permits.
Applications	<ul style="list-style-type: none"> <li>● draft a basic skirt, pants or shorts in quarter-, half- or full-scale using predetermined measurements</li> <li>● record on pattern all pattern symbols</li> <li>● compile a step-by-step list of instructions to follow during the assembly of the garment</li> <li>● draft and sew the basic skirt, pants or shorts in full scale in muslin fabric.</li> </ul>	

## MODULE FAS204: COMPUTER DRAFTED PATTERNS I

Level: Intermediate

Theme: Design

Prerequisite: Computers in Design Fundamentals (DES105)

### Module Learner Expectations

In this module the student develops and applies knowledge, skills and techniques necessary to operate a personal computer and uses these as tools in solving design problems. Students are expected to work with limited direct instruction from their teacher in the problem-solving component of this module.

*The student will:*

- review basic skills and knowledge and acquire supplementary skills and knowledge specific to the apparel industry
- use a computer as a tool to assist in solving design, layout and fabric requirement problems.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Computer Use	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● perform the following computer operations:<ul style="list-style-type: none"><li>- insert blocks and pattern symbols</li><li>- explode blocks</li><li>- measure distances</li><li>- create layers</li><li>- generate images using recalled and supplemental CAD tools.</li></ul></li></ul>	Blocks and basic patterns may be from a purchased library of slopers and symbols of ones previously created.
Applied Problem-solving	<ul style="list-style-type: none"><li>● use the computer to:<ul style="list-style-type: none"><li>- identify, select and use appropriate CAD tools in the context of design problems</li><li>- organize pattern pieces into a layout</li><li>- estimate fabric requirements.</li></ul></li></ul>	Teachers may wish to specify design briefs for their students in this module in order to ensure specific computer applications are learned. Suggested briefs: <ul style="list-style-type: none"><li>● personalized skirts, shorts or pants from measurements or through use of computerized slopers.</li></ul>

**MODULE FAS204 : COMPUTER DRAFTED PATTERNS I (continued)**

Concept	Specific Learner Expectations	Notes
Presentation and Portfolio	<i>The student will:</i> <ul style="list-style-type: none"><li data-bbox="413 288 986 347">● maintain and display a portfolio of ongoing design work.</li></ul>	

## MODULE FAS205: HOME AND PERSONAL ACCESSORIES I

Level: Intermediate

Theme: Production

Prerequisite/

Co-requisite: Sewing (FAS104)

### Module Learner Expectations

*The student will:*

- demonstrate knowledge and skills related to pattern and fabric preparation, pinning, cutting, marking and basic sewing techniques
- apply time, energy and resource management skills in construction of a project chosen with teacher approval.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Planning and Preparation	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● demonstrate and explain three methods of preshrinking fabric:<ul style="list-style-type: none"><li>- machine wash and dry</li><li>- London shrinking or steaming</li><li>- hand washing and pressing</li></ul></li><li>● demonstrate trueing:<ul style="list-style-type: none"><li>- snip selvage and tear on a crosswise grain</li><li>- snip selvage, pull a crosswise thread and cut on the noticeable line</li><li>- cut on a noticeable crosswise thread (true plaid)</li></ul></li><li>● demonstrate straightening fabric grain</li><li>● choose the pattern layout according to view, pattern size, fabric width and nap</li><li>● identify pattern symbols:<ul style="list-style-type: none"><li>- straight of grain, place on fold, notches, circles, dots, cutting and sewing lines, seam allowance</li></ul></li><li>● pin and cut accurately</li><li>● choose and apply appropriate interfacing:<ul style="list-style-type: none"><li>- fusible, non-fusible, woven, non-woven, knit</li></ul></li><li>● transfer pattern markings to fabric.</li></ul>	

MODULE FAS205: HOME AND PERSONAL ACCESSORIES I (continued)

Concept	Specific Learner Expectations	Notes
Applications	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● demonstrate a minimum of five of the following techniques in a project:               <ul style="list-style-type: none"> <li>- marking methods                   <ul style="list-style-type: none"> <li>● tracing wheel and tracing paper, chalk, marking pen, tailors tacks</li> </ul> </li> <li>- staystitch, clip, notch, gather, layer, darts, invisible handstitch, topstitch, casing, seam finishes, ease, machine blind hem, pockets</li> <li>- fasteners                   <ul style="list-style-type: none"> <li>● snaps, hook and eye, button, buttonhole, zipper, decorative machine stitching.</li> </ul> </li> </ul> </li> </ul>	<p>Possible projects:</p> <ul style="list-style-type: none"> <li>● placemats, napkins, ties, pillows, pencil case, tote bags with pockets, zippers</li> <li>● curtains, hats, pillows with ruffles, zippers, appliqué, seat cushions, kitchen accessories such as oven mitts, appliance covers, nursery items such as laundry bag, baby comforter, supply caddy.</li> </ul>

## MODULE FAS206: APPAREL PRODUCTION II

Level: Intermediate

Theme: Production

Prerequisite: Apparel Production I (FAS105)

### Module Learner Expectations

*The student will:*

- demonstrate and apply knowledge and skills related to more difficult pattern alterations, fabric choices and intermediate sewing techniques
- apply time, energy and resource management skills in assembling a project chosen with teacher approval.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Planning and Preparation	<p><i>The student will</i> complete the following as related to project selection:</p> <ul style="list-style-type: none"><li>● alter pattern to fit body: lengthen, shorten, adjust dart position, add or decrease width</li><li>● recognize various pattern types; e.g.:<ul style="list-style-type: none"><li>- multi-size, Burda (requires adding seam allowance).</li></ul></li></ul>	
Nature of Fabric	<ul style="list-style-type: none"><li>● consider alternative fabric choices; e.g.:<ul style="list-style-type: none"><li>- knits, plaid, sheer, napped</li></ul></li><li>● explain the use of support fabrics; e.g.:<ul style="list-style-type: none"><li>- interfacing</li><li>- lining</li><li>- underlining.</li></ul></li></ul>	
Skills, Techniques and Applications	<ul style="list-style-type: none"><li>● demonstrate at least five of the following techniques in project:<ul style="list-style-type: none"><li>- sleeves<ul style="list-style-type: none"><li>● set in, dropped, raglan, dolman</li></ul></li><li>- collars, collar bands, hoods</li><li>- facings<ul style="list-style-type: none"><li>● layering, clipping, understitching, topstitching</li></ul></li><li>- lining, underlining, interfacing</li><li>- waistband, cuff, placket</li><li>- zipper fly<ul style="list-style-type: none"><li>● lapped, slot</li></ul></li></ul></li></ul>	<p>Possible projects:</p> <ul style="list-style-type: none"><li>● hooded sweatshirts, pants, skirts</li><li>● lined skirts, blouse, jackets, slacks.</li></ul>

MODULE FAS206: APPAREL PRODUCTION II (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications (continued)	<p><i>The student will complete the following as related to project selection:</i></p> <ul style="list-style-type: none"> <li>- gathers, pleats, tucks</li> <li>- pockets                             <ul style="list-style-type: none"> <li>• patch and sideseam.</li> </ul> </li> </ul>	

## MODULE FAS207: SPECIALTY FABRICS I

Level: Intermediate

Theme: Production

Prerequisite: Apparel Production I (FAS105)

### Module Learner Expectations

*The student will:*

- define several characteristics of specialty fabrics
- demonstrate techniques involved in choosing patterns, lining, interfacings and notions specific to chosen fabric
- demonstrate correct sewing techniques in the assembly of a project using one of the following fabrics: denim, two-way stretch, vinyl, plaids or stripes, border or large print, corduroy, velveteen, quilted fabric, lustrous fabric, diagonal design, melton, tapestry.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student will</i> complete the following in a project of choice and/or samples and written report as related to fabric selection:</p> <ul style="list-style-type: none"><li>● identify characteristics that make a fabric special; e.g.:<ul style="list-style-type: none"><li>– weight, texture, decorative design, stretchy, fluid, handling of fabric at sewing machine and pressing area</li></ul></li><li>● research a number of specialty fabrics; e.g.:<ul style="list-style-type: none"><li>– denim, two-way stretch, vinyl, plaid, one-way stretch, stripe, border or large print, corduroy, velveteen, quilted fabric, lustrous, diagonal design, melton, tapestry, slippery.</li></ul></li></ul>	

MODULE FAS207: SPECIALTY FABRICS I (continued)

Concept	Specific Learner Expectations	Notes
Tools and Equipment	<p><i>The student will</i> complete the following in a project of choice and/or samples and written report as related to fabric selection:</p> <ul style="list-style-type: none"> <li>● describe special tools needed for selected fabrics; e.g.:               <ul style="list-style-type: none"> <li>- pattern tracing tools, superfine pins, silk pins, long pins, quilting pins, weight, masking tape, bent-handled shears, serrated edge shears, rotary cutter, single-edged razor blade, knife blade, embroidery scissors, buttonhole scissors, hand steamer, gravity iron, press cloth, needle board, seam roll, clapper, point presser, smooth-edged tracing wheel, marking pen with disappearing ink, tailors chalk, silk thread, buttonhole thread, transparent tape, water dissolving tape, even feed foot, roller foot, clear plastic foot, overedge foot, straight stitch throat plate and foot, silicone lubricant, teflon foot, tissue paper</li> </ul> </li> <li>● describe special tools needed for accurate cutting; e.g.:               <ul style="list-style-type: none"> <li>- bent-handle shears, serrated shears, rotary cutter, single-edge razor blades, knife blade cutting tool, embroidery scissors, buttonhole scissors</li> </ul> </li> <li>● demonstrate proper use and care of cutting tools; e.g.:               <ul style="list-style-type: none"> <li>- wiping off with soft cloth to prevent fuzz buildup</li> </ul> </li> <li>● choose the proper machine foot or attachment to achieve even feed, proper tension and unpuckered seams</li> <li>● choose the type of hand and machine needle needed; e.g.:               <ul style="list-style-type: none"> <li>- sharp, ballpoint, universal, leather point</li> </ul> </li> <li>● select proper size of needle considering weight of fabric; e.g.:               <ul style="list-style-type: none"> <li>- light, medium, heavy or bulky</li> </ul> </li> <li>● select suitable stitch length and type considering weight and stretch of fabric</li> <li>● choose appropriate thread.</li> </ul>	
Planning and Preparation	<ul style="list-style-type: none"> <li>● describe how a pattern is chosen considering difficulty, sewing and handling techniques, detailing, stretch and fit</li> </ul>	

MODULE FAS207: SPECIALTY FABRICS I (continued)

Concept	Specific Learner Expectations	Notes
<p>Planning and Preparation (continued)</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● describe how to choose interfacing, lining, underlining, interlining and notions considering weight, texture, colour, appearance and care</li> <li>● describe and demonstrate fabric preparation:               <ul style="list-style-type: none"> <li>- preshrinking, trueing, straightening fabric ends, folding, single layer layout, labelling right side of fabric</li> </ul> </li> <li>● describe proper care, cleaning and storage of fabric chosen</li> <li>● describe the effect of bleach, cleaning agents, removal of stains on the fabric chosen.</li> </ul>	
<p>Skills and Techniques</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● demonstrate special layout techniques considering:               <ul style="list-style-type: none"> <li>- fabric design, nap, one-way design, shine differences</li> <li>- matching plaid lines, patterns, stripes</li> <li>- stretch, fluidity, slipperiness, thickness or thinness of fabric</li> </ul> </li> <li>● demonstrate how to hold pattern in place:               <ul style="list-style-type: none"> <li>- pinning</li> <li>- weights</li> <li>- masking tape</li> </ul> </li> <li>● demonstrate special preparation of pins; e.g.:               <ul style="list-style-type: none"> <li>- special coating with silicone lubricant</li> </ul> </li> <li>● demonstrate correct marking techniques; e.g.:               <ul style="list-style-type: none"> <li>- labelling wrong side of each garment section with chalk or masking tape to eliminate confusion later</li> <li>- using the best marking method for chosen fabric</li> </ul> </li> <li>● demonstrate special cutting techniques; e.g.:               <ul style="list-style-type: none"> <li>- eliminating seam allowances</li> <li>- adding larger seam allowances</li> <li>- cutting away bulk in seam allowance</li> </ul> </li> <li>● demonstrate suitable methods of stitching and stabilizing seams and finishing seams</li> <li>● demonstrate use of alternate fabric for facings and pockets to eliminate bulk and to make project more wearable and comfortable</li> <li>● demonstrate a suitable hem finish</li> </ul>	

**MODULE FAS207: SPECIALTY FABRICS I (continued)**

Concept	Specific Learner Expectations	Notes
<p>Skills and Techniques (continued)</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● demonstrate the use of suitable and attractive fasteners:                             <ul style="list-style-type: none"> <li>- handmade buttonhole, machine-made buttonhole, bound buttonhole, snaps, velcro, hooks, buttons, buttonloops</li> </ul> </li> <li>● demonstrate suitable iron temperature, use of moisture, pressing tools</li> <li>● demonstrate appropriate pressing techniques.</li> </ul>	

## MODULE FAS208: SPECIALTY CLOTHING I

Level: Intermediate

Theme: Production

Prerequisite: Apparel Production I (FAS105)

### Module Learner Expectations

*The student will:*

- demonstrate and apply sewing techniques, problem solving and decision making in a creative adventure for a client
- research the specific requirements of the selected project
- evaluate the project using quality workmanship criteria
- analyze time, energy and resource management on completion of the project.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Planning and Preparation	<p><i>The student will complete the following as related to project selection:</i></p> <ul style="list-style-type: none"><li>● research criteria for specialty needs appropriate for specific groups; e.g.:<ul style="list-style-type: none"><li>- children's wear, women's wear, men's wear, seniors, disabled</li></ul></li><li>● meet with client to establish criteria, costs and meeting dates; e.g.:<ul style="list-style-type: none"><li>- establish needs and wants</li><li>- price point</li><li>- fabric and trim selection</li><li>- colour and selection</li><li>- design and construction details</li><li>- future meeting and deadlines</li></ul></li><li>● take the basic measurements for selected garments</li><li>● analyze client figure type and size and alter pattern where necessary; e.g.:<ul style="list-style-type: none"><li>- lengthen, shorten, dart position, adding/decreasing width</li></ul></li><li>● calculate and analyze the project cost:<ul style="list-style-type: none"><li>- materials</li><li>- notions</li><li>- time</li><li>- mark up</li></ul></li></ul>	<p>Note: At this level, overhead costs will not be calculated.</p> <p>In more advanced merchandising modules this factor will be considered.</p>

**MODULE FAS208: SPECIALTY CLOTHING I (continued)**

Concept	Specific Learner Expectations	Notes
<p>Planning and Preparation (continued)</p>	<p><i>The student will</i> complete the following as related to project selection:</p> <ul style="list-style-type: none"> <li>● demonstrate consumer skills when purchasing fabric, patterns and notions.</li> </ul>	
<p>Applications</p>	<ul style="list-style-type: none"> <li>● sew the garment considering client's needs and wants</li> <li>● fit the garment on client and make necessary adjustments</li> <li>● evaluate the garment using quality workmanship criteria</li> <li>● analyze time, energy and resource management.</li> </ul>	<p>Possible projects:</p> <ul style="list-style-type: none"> <li>● clothing item for a physically challenged client</li> <li>● clothing item wanted by a friend.</li> </ul>

## MODULE FAS209: TEXTILES II

Level: Intermediate

Content Focus: Production

Prerequisite: Textiles I (FAS106)

### Module Learner Expectations

*The student will:*

- know characteristics and care of natural, synthetic and blends not previously studied
- examine characteristics of selected complex weaves
- research new technology in textiles
- evaluate consumer information relating to textiles.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● identify characteristics of the following fibres:<ul style="list-style-type: none"><li>- natural: raimie, linen</li><li>- synthetic: spandex, metallic, acetate</li><li>- blends: nylon/spandex, linen/wool</li></ul></li><li>● identify complex weaves; e.g.:<ul style="list-style-type: none"><li>- pile, jacquard, sateen</li></ul></li><li>● research new developments in the textile industry; e.g.:<ul style="list-style-type: none"><li>- micro fibres, Gortex, faux fur, imitation leather and suedes, fabrics for water, flame, wind, cold and space</li></ul></li><li>● examine Canada's Textile Labelling Legislation</li><li>● identify common trademarks.</li></ul>	

MODULE FAS209: TEXTILES II (continued)

Concept	Specific Learner Expectations	Notes
Applications	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● complete two simple projects of two of the studied fabrics</li> <li>● describe the characteristics of this fabric.</li> </ul>	<p>Possible projects:</p> <ul style="list-style-type: none"> <li>● imitation leather bag or hat</li> <li>● faux fur or imitation leather headband or earrings</li> <li>● nylon/spandex or sequined headband</li> <li>● faux fur hat.</li> </ul>

## MODULE FAS210: SURFACE DESIGN

Level: Intermediate

Theme: Production

### Module Learner Expectations

*The student will:*

- recognize various types of fabric design and surface embellishment techniques
- complete an in-depth study of one surface design technique
- demonstrate specific techniques through project development.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● research the various forms of fabric design and embellishment.</li></ul>	
Skills and Techniques	<ul style="list-style-type: none"><li>● demonstrate creative expression through one or more fabric design techniques; e.g.:<ul style="list-style-type: none"><li>- dyeing<ul style="list-style-type: none"><li>● commercial dyes</li><li>● natural dyes (berries, bark, onion skin, leaves, petals, berries)</li><li>● microwave</li><li>● tie (pleating, crumpling, tying, twisting)</li><li>● resist (tritik, batik)</li><li>● marbling</li></ul></li><li>- painting<ul style="list-style-type: none"><li>● hand, block, stencil, roller, screen</li></ul></li><li>- fabric paints<ul style="list-style-type: none"><li>● splatter, brush, sponge, sprayed</li></ul></li></ul></li><li>● demonstrate creative expression through one or more embellishment techniques; e.g.:<ul style="list-style-type: none"><li>- appliqué<ul style="list-style-type: none"><li>● hand, machine, free motion</li></ul></li><li>- embroidery<ul style="list-style-type: none"><li>● hand, machine</li></ul></li><li>- beading<ul style="list-style-type: none"><li>● hand, machine</li></ul></li><li>- pleating</li><li>- ruching</li><li>- channel stitching</li><li>- decorative topstitching<ul style="list-style-type: none"><li>● double twin needle, specialty threads such as rayon or metallic</li></ul></li></ul></li></ul>	Use the “yardage” created; e.g., wearable art, home fashions.

MODULE FAS210: SURFACE DESIGN (continued)

Concept	Specific Learner Expectations	Notes
<p>Skills and Techniques (continued)</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>- heirloom               <ul style="list-style-type: none"> <li>• pin tucking, wing needle stitching, insertion of lace and ribbon</li> </ul> </li> <li>- fringe detailing</li> <li>- smocking               <ul style="list-style-type: none"> <li>• machine, hand</li> </ul> </li> <li>- cording</li> <li>- piping</li> <li>- ribbons and trim</li> <li>- trupunto.</li> </ul>	
<p>Applications</p>	<ul style="list-style-type: none"> <li>• apply selected embellishment techniques to one or more projects.</li> </ul>	<p>Possible projects:</p> <ul style="list-style-type: none"> <li>• use created yardage to make a vest</li> <li>• apply created work on readymade garment</li> <li>• use created yardage in a project already under construction.</li> </ul>

## MODULE FAS211: FASHION PROMOTION II

Level: Intermediate

Theme: Merchandising

Prerequisite: Fashion Promotion I (FAS109)

### Module Learner Expectations

*The student will:*

- describe visual merchandising techniques in relationship to fashion promotion
- create an effective visual presentation
- research career opportunities in fashion promotion.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Elements and Principles of Merchandising	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● describe and discuss the importance of various forms of visual presentation in the promotion of fashion; e.g.:<ul style="list-style-type: none"><li>- window displays</li><li>- showcases</li><li>- fashion events</li><li>- mannequins</li><li>- in-store videos</li></ul></li><li>● observe and analyze selected visual displays in a local retail outlet</li><li>● discuss principles involved in creating an effective display; e.g.:<ul style="list-style-type: none"><li>- art principles, props, signage, lighting</li></ul></li><li>● plan and develop a visual presentation based on one of the forms studied.</li></ul>	<p>Fashion events include fashion shows, special exhibits, themes, holiday promotions.</p> <p>Students could link with businesses in the community for practical application.</p>
Career Exploration	<ul style="list-style-type: none"><li>● research specific careers related to fashion promotion; e.g.:<ul style="list-style-type: none"><li>- copywriter</li><li>- illustrator</li><li>- fashion editor</li><li>- fashion photography</li><li>- window dresser</li><li>- public relations</li><li>- display designer</li></ul></li><li>● identify the education and training required for each of these careers.</li></ul>	<p>Guest speakers, interviews and job shadowing are effective tools.</p>



## MODULE FAS212: FASHION MERCHANDISING I

Level: Intermediate

Theme: Merchandising

### Module Learner Expectations

*The student will:*

- recognize and discuss key terms as they relate to the merchandising of fashion
- describe the various types of retail operations
- examine and discuss merchandising policies used by retailers to attract specific customers
- research future trends in fashion retailing
- identify specific “auxiliary services” tailored for the fashion business.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Elements and Principles of Merchandising	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● define and discuss basic terms associated with the merchandising of fashion; e.g.:<ul style="list-style-type: none"><li>– demographics</li><li>– channel of distribution</li><li>– retailing</li><li>– target market</li><li>– merchandising</li><li>– marketing</li></ul></li><li>● identify the types of fashion merchandising retailers; e.g.:<ul style="list-style-type: none"><li>– department stores</li><li>– chain store</li><li>– specialty stores</li><li>– discount stores</li><li>– mail-order houses</li><li>– home shopping</li><li>– factory outlets</li></ul></li><li>● discuss merchandising policies; e.g.:<ul style="list-style-type: none"><li>– fashion cycle emphasis</li><li>– quality</li><li>– price ranges</li><li>– depth and breadth of assortments</li><li>– brand policies</li><li>– exclusivity</li></ul></li><li>● compare and contrast the merchandising policies of selected retailers.</li></ul>	

**MODULE FAS212: FASHION MERCHANDISING (continued)**

Concept	Specific Learner Expectations	Notes
<p>Planning and Preparation</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● outline and plan a merchandising policy for a specific target market</li> <li>● examine major trends and changes occurring in fashion retailing.</li> </ul>	
<p>Career Exploration</p>	<ul style="list-style-type: none"> <li>● list and discuss auxiliary services available to the fashion merchandiser; e.g.:               <ul style="list-style-type: none"> <li>- fashion magazines</li> <li>- broadcast media</li> <li>- trade publications</li> <li>- advertising and public relations agencies</li> <li>- consultant and market research groups.</li> </ul> </li> </ul>	

## MODULE FAS301: CONTEMPORARY FASHION DESIGN

Level: Advanced

Theme: Design

### Module Learner Expectations

*The student will:*

- contrast the major influences and contributions of fashion designers to the fashion industry
- analyze the interrelated nature of sectors and issues within the fashion industry from a local, national and international perspective.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Fashion	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● explain haute couture, fashion designer, couturiere, chambre Syndicale, chambre Syndicale du Pret a Porter des Couturiers</li><li>● analyze the contributions and influences of various fashion designers, recognized locally, nationally and internationally</li><li>● contrast the contributions and influences of various fashion designers</li><li>● analyze the interrelated nature of the fashion industry taking into consideration the contributions and influences of designers and producers, manufacturers and merchandisers from a local, national and an international perspective</li><li>● identify some current issues faced by the fashion industry and state how these issues may be addressed.</li></ul>	Learner expectations may be accomplished through teacher-directed lessons, group work or individual work.



## MODULE FAS302: FASHION ILLUSTRATION III

Level: Advanced

Theme: Design

Prerequisite: Fashion Illustration II (FAS202)

### Module Learner Expectations

*The student will:*

- research seasonal trends and forecasting to acquire ideas for inspiration
- develop a “fashion line” reflecting the trends of the season with an eye on the future.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Elements and Principles of Design	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● explore various sources of inspiration; e.g.:<ul style="list-style-type: none"><li>– fashion magazines, objects in nature, former trends, retail outlets</li></ul></li><li>● determine a target market.</li></ul>	
Applications	<ul style="list-style-type: none"><li>● apply fashion illustration techniques to produce a “fashion line”</li><li>● analyze the line as to marketability.</li></ul>	



## MODULE FAS303: PATTERN DESIGN III

Level: Advanced

Theme: Design/Production

Prerequisite: Pattern Design II (FAS203)

### Module Learner Expectations

Note: This module may be offered with a production module; e.g., Specialty Fabrics I (FAS209).

#### *The student will:*

- demonstrate drafting and design techniques for a bodice and sleeve using quarter-, half- or full-scale patterns
- demonstrate drafting and flat pattern design techniques to create a desired design in chosen project
- sew the project, evaluating and improving until desired fit and look is achieved.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Elements and Principles of Design and Production	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● determine the following measurements:<ul style="list-style-type: none"><li>- bodice<ul style="list-style-type: none"><li>● bust, waist, hip, back waist length, front length, upper hip, back width, chest, shoulder, apex, apex to centre, underarm seam, front waist line, back waist line, shoulder blade, neck circumference</li></ul></li><li>- sleeve<ul style="list-style-type: none"><li>● shoulder to wrist, underarm length, biceps, wrist, elbow, cap height, sleeve length (shoulder to elbow, elbow to wrist).</li></ul></li></ul></li></ul>	
Planning and Preparation	<ul style="list-style-type: none"><li>● add required ease to measurement for full-scale pattern</li><li>● identify dart and seam size, length and shape.</li></ul>	
Skills and Techniques	<ul style="list-style-type: none"><li>● demonstrate at least one change to each of the basic shapes:<ul style="list-style-type: none"><li>- neckline</li><li>- collar</li><li>- sleeve</li><li>- bodice</li></ul></li></ul>	

MODULE FAS303: PATTERN DESIGN III (continued)

Concept	Specific Learner Expectations	Notes
Skills and Techniques (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● evaluate and choose a fabric suitable for chosen design and project</li> <li>● determine the required fabric and notions.</li> </ul>	
Applications	<ul style="list-style-type: none"> <li>● draft a basic bodice and sleeve using predetermined measurements in quarter-, half- or full-scale</li> <li>● compile a step-by-step list of instructions to complete garment</li> <li>● draft and sew a shirt or blouse in full-scale size using muslin fabric.</li> </ul>	Sew in fashion fabric if time permits.

## MODULE FAS304: COMPUTER DRAFTED PATTERNS II

Level: Advanced

Theme: Design

Prerequisite: Computer Drafted Patterns I (FAS204)

### Module Learner Expectations

In this module the student uses a personal computer and appropriate software to solve design problems with limited direct instruction from his or her teacher in the problem-solving component of this module.

*The student will:*

- use the personal computer as a tool to solve complex design problems.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Computer Use	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● perform the following computer operation:<ul style="list-style-type: none"><li>- grading pattern blocks.</li></ul></li></ul>	
Applied Problem-solving	<ul style="list-style-type: none"><li>● use a personal computer to:<ul style="list-style-type: none"><li>- create the croquis of a design line</li><li>- create the completed pattern(s) for one or more of the garments in the design line</li><li>- create a graded nest of sizes for one or more of the patterns</li><li>- organize the patterns pieces from one or more of the completed garments into a layout</li><li>- estimate fabric requirements for one or more of the garments.</li></ul></li></ul>	<p>Teachers may wish to specify design briefs in this module to ensure specific computer applications are learned.</p> <p>Projects could easily be adapted into a team effort.</p>
Presentation and Portfolios	<ul style="list-style-type: none"><li>● maintain and display a portfolio of ongoing design work.</li></ul>	<p>Teachers may wish to organize an exposition of student and/or group work collected from all design modules.</p>



## MODULE FAS305: HOME AND PERSONAL ACCESSORIES II

Level: Advanced

Theme: Production

Prerequisite: Home and Personal Accessories I (FAS205)

### Module Learner Expectations

*The student will:*

- demonstrate knowledge and skills related to various fabric types and more difficult sewing techniques
- apply and evaluate time, energy and resource management skills in the assembly of a project chosen with teacher approval.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student will</i> complete the following as related to project selection:</p> <ul style="list-style-type: none"><li>● consider alternative fabrics; e.g.:<ul style="list-style-type: none"><li>- satin, velvet, sheer, tapestry, faux fur, nylon, pseudo suede and leather.</li></ul></li></ul>	
Planning and Preparation	<ul style="list-style-type: none"><li>● identify pattern symbols; e.g.:<ul style="list-style-type: none"><li>- dart markings, alteration lines, directional stitching.</li></ul></li></ul>	<p>Possible projects:</p> <ul style="list-style-type: none"><li>● garment bag, quilt, ski bag, detailed doll or animals, heirloom pillow, wreath, pillow shams, wall hanging, window or furniture covering.</li></ul>
Skills and Techniques	<ul style="list-style-type: none"><li>● research the techniques required for selected project.</li></ul>	
Applications	<ul style="list-style-type: none"><li>● demonstrate a minimum of five of the following techniques in a project:<ul style="list-style-type: none"><li>- seams<ul style="list-style-type: none"><li>● flat felled, bound, French, piped</li></ul></li><li>- understitching, clean finish, topstitching</li><li>- tucks, pleats, gathers, shirring</li><li>- 4-point closure—as in bed skirt, garment bag</li><li>- bound buttonhole—as in tote or garment bag</li><li>- welt pocket—as in tote or garment bag</li></ul></li></ul>	

MODULE FAS305: HOME AND PERSONAL ACCESSORIES II (continued)

Concept	Specific Learner Expectations	Notes
Applications (continued)	<p><i>The student will complete the following as related to project selection:</i></p> <ul style="list-style-type: none"> <li>- zippered pocket</li> <li>- lining, batting</li> <li>- hems                             <ul style="list-style-type: none"> <li>• rolled, tailored, scalloped, bias</li> </ul> </li> <li>- zipper</li> <li>- appliqué, lace, ruffle, bias, loops</li> <li>- decorative machine or hand stitchery</li> <li>- straps, buckles, snaps, velcro.</li> </ul>	

## MODULE FAS306: FASHION ACCESSORIES

Level: Advanced

Theme: Design/Production/Merchandising

### Module Learner Expectations

*The student will* complete the following as related to selected area:

- analyze trends in past designs, marketing and merchandising
- explain terminology used in production and marketing
- describe characteristics and skills of individuals in accessory-related careers
- develop and construct a creative accessory applying design elements and considering a target market
- analyze and evaluate the creativity, wearability and marketability of accessories
- demonstrate fashion awareness when making personal choices in hairstyle, cosmetics, clothing and accessories.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Fashion	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● identify major areas in the accessory industry<ul style="list-style-type: none"><li>- shoes</li><li>- hosiery</li><li>- belts</li><li>- handbags</li><li>- gloves</li><li>- millinery</li><li>- jewellery</li><li>- perfume</li><li>- neckwear (scarves and ties)</li><li>- bodywear</li><li>- intimate apparel</li><li>- sunglasses</li></ul></li><li>● explore various sources of inspiration:<ul style="list-style-type: none"><li>- fashion magazines, objects in nature, street trends, historical trends, museums, famous personalities</li></ul></li><li>● outline how accessories enhance current styles, trends, colours, textures and silhouettes</li><li>● discuss the importance of accessories coordinating with wardrobe.</li></ul>	<p>The student need only choose one area to study and, through group or individual work, complete a project.</p> <p>Photo/slide presentations, posters or actual samples may be used.</p>

**MODULE FAS306: FASHION ACCESSORIES (continued)**

Concept	Specific Learner Expectations	Notes
Elements and Principles of Production	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● explain terms used in the production of accessories; e.g.:               <ul style="list-style-type: none"> <li>- shoes                   <ul style="list-style-type: none"> <li>● upper, clast, vamp, shank, loafer, gillie, espadrille, pump, sling back</li> </ul> </li> <li>- jewellery                   <ul style="list-style-type: none"> <li>● costume, fine, bridge, gemstones, 24K, Karat</li> </ul> </li> <li>- handbags                   <ul style="list-style-type: none"> <li>● shoulder, envelop.</li> </ul> </li> </ul> </li> </ul>	
Elements and Principles of Merchandising	<ul style="list-style-type: none"> <li>● compare various retail strategies:               <ul style="list-style-type: none"> <li>- department stores (position/location of accessory)</li> <li>- one-stop boutique</li> <li>- designer names and labels</li> <li>- national brands</li> </ul> </li> <li>● discuss impulse buying</li> <li>● research packaging and licensing.</li> </ul>	
Planning and Preparation	<ul style="list-style-type: none"> <li>● select a creative accessory to design, produce and market</li> <li>● design the accessory using illustration techniques to show the product development</li> <li>● compile a step-by-step list of instructions to produce the accessory</li> <li>● identify the target market for accessory.</li> </ul>	
Applications	<ul style="list-style-type: none"> <li>● produce the selected accessory</li> <li>● create a complete “look”, which incorporates the accessory.</li> </ul>	
Career Exploration	<ul style="list-style-type: none"> <li>● assess the importance of the accessory industry by evaluating growth in retail sales and related jobs</li> <li>● explain careers related to the accessory field</li> <li>● outline personal characteristics and skills required by individuals interested in the accessory field.</li> </ul>	

## MODULE FAS307: UPHOLSTERY

Level: Advanced

Theme: Production

Prerequisite: Sewing (FAS104)

### Module Learner Expectations

*The student will:*

- determine if it is worthwhile to upholster considering cost and availability of fabrics and tools, time exerted and complexity of skills required
- demonstrate techniques required to create or replace a desired upholstered project.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● determine a suitable fabric covering considering durability, comfort, appearance, availability, cost and assembling ease</li><li>● research durability characteristics of fabric such as weave, fibre content, surface pattern and fabric finish.</li></ul>	
Tools and Equipment	<ul style="list-style-type: none"><li>● determine the availability and cost of tools required to upholster.</li></ul>	
Planning and Preparation	<ul style="list-style-type: none"><li>● estimate the cost of materials</li><li>● estimate the time required to create or, if necessary, to remove and replace existing cover</li><li>● determine the steps to follow in layout, cutting and assembly</li><li>● draft a pattern (either new or use existing cover if replacing)</li><li>● determine the actual fabric detailing requirements.</li></ul>	
Skills and Techniques	<ul style="list-style-type: none"><li>● investigate various techniques for assembly such as stitching, sculpting, tufting, gathering, draping, piping, buttoning, zipper applications</li><li>● review types of seams and stitches using hand and machine processes</li><li>● inspect and repair inner padding or structure</li><li>● investigate appropriate fasteners to secure the covering.</li></ul>	

**MODULE FAS307: UPHOLSTERY (continued)**

Concept	Specific Learner Expectations	Notes
Applications	<i>The student will:</i> <ul style="list-style-type: none"><li>● complete an upholstered project.</li></ul>	

## MODULE FAS308: APPAREL PRODUCTION III

Level: Advanced

Theme: Production

Prerequisite: Apparel Production II (FAS206)

### Module Learner Expectations

*The student will:*

- demonstrate and apply knowledge and skills related to more specific and difficult pattern alterations, fabrics that require special sewing techniques, pressing with special pressing aids and sewing techniques that require more skill
- apply time, energy and resource management skills in the assembly of a garment chosen with teacher approval.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student will</i> complete the following as related to project selection:</p> <ul style="list-style-type: none"><li>● consider alternate fabric choices; e.g.:<ul style="list-style-type: none"><li>- leather, silk, organdy, sequins, melton, velvet, two-way stretch, faux fur.</li></ul></li></ul>	
Tools and Equipment	<ul style="list-style-type: none"><li>● demonstrate safe use and care of available equipment; e.g.:<ul style="list-style-type: none"><li>- clapper, gravity iron, steamer, velvet board, industrial machines, serger.</li></ul></li></ul>	
Planning and Preparation	<ul style="list-style-type: none"><li>● make alterations for figure variations<ul style="list-style-type: none"><li>- sway back, full bust, sloping shoulders, square shoulders, rounded back, large arm, rounded tummy, full or flat derriere.</li></ul></li></ul>	<p>Possible projects:</p> <ul style="list-style-type: none"><li>● tailored coats and jackets</li><li>● formal wear such as tuxedo, evening gown.</li></ul>
Skills and Techniques	<ul style="list-style-type: none"><li>● research the techniques required for selected project.</li></ul>	

MODULE FAS308: APPAREL PRODUCTION III (continued)

Concept	Specific Learner Expectations	Notes
Applications	<p><i>The student will complete the following as related to project selection:</i></p> <ul style="list-style-type: none"> <li>● demonstrate at least five of the following techniques in chosen garment:               <ul style="list-style-type: none"> <li>- 4-point closure</li> <li>- welt pocket</li> <li>- bound buttonholes</li> <li>- sleeve heads</li> <li>- French seams</li> <li>- shoulder pads</li> <li>- mitered sleeve</li> <li>- lining, underling, interlining</li> <li>- pad stitching, taping</li> <li>- boning</li> <li>- interfaced hems</li> <li>- decorative finishes: beadwork, piping, appliqué, Dior roses, etc.</li> </ul> </li> </ul>	

## MODULE FAS309: CREATING HIGH FASHION: COUTURE TECHNIQUES

**Level:** Advanced

**Theme:** Production

**Prerequisite:** Apparel Production III (FAS308)

### Module Learner Expectations

*The student will:*

- explain the origin of couture and the language it uses
- identify the equipment necessary to produce couture detailing
- analyze stitching techniques and construction methods unique to long-lasting, quality clothing
- examine couture techniques for building shape into a silhouette
- appreciate the couture details that make it high fashion
- apply selected couture techniques to garment construction
- develop pride and personal satisfaction in creating a look that is extraordinary rather than ordinary.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Fashion	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● identify key words that make up the language of couture; e.g.:<ul style="list-style-type: none"><li>– atelier, couture, haute couture, mela, toile, channel, stiten, godet</li></ul></li><li>● understand the origin of couture as it relates to high fashion.</li></ul>	
Tools and Equipment	<ul style="list-style-type: none"><li>● analyze the various sewing and pressing equipment needed for couture sewing; e.g.:<ul style="list-style-type: none"><li>– grain board, wool back press cloth, silk thread (thread trace), cotton thread (sewing), beeswax, thimble, June Tailor board.</li></ul></li></ul>	
Skills and Techniques	<ul style="list-style-type: none"><li>● examine the following couture stitching techniques noting method and use:<ul style="list-style-type: none"><li>– basting<ul style="list-style-type: none"><li>● thread mark, cross mark</li></ul></li><li>– tacks<ul style="list-style-type: none"><li>● arrowhead, bar, catenstitch, blanket stitch. French</li></ul></li></ul></li></ul>	

MODULE FAS309: CREATING HIGH FASHION: COUTURE TECHNIQUES (continued)

Concept	Specific Learner Expectations	Notes
<p>Skills and Techniques (continued)</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>- topstitching             <ul style="list-style-type: none"> <li>• double needle, channel, saddle pickstitch</li> </ul> </li> <li>• analyze seams and seam finishes:             <ul style="list-style-type: none"> <li>- slot, corded, French, Hong Kong, lace/trim binding, scallop finish</li> </ul> </li> <li>• examine the following construction details noting the advanced couture application:             <ul style="list-style-type: none"> <li>- darts                 <ul style="list-style-type: none"> <li>• curved, single thread</li> </ul> </li> <li>- waistband                 <ul style="list-style-type: none"> <li>• bias cut, shaped facing, grosgrain</li> </ul> </li> <li>- pocket                 <ul style="list-style-type: none"> <li>• single face, welt, hard-edged welt, circular, bellow</li> </ul> </li> <li>- sleeves                 <ul style="list-style-type: none"> <li>• shaped centre seam, bias cut, tulip, strapped cap</li> </ul> </li> </ul> </li> <li>• compare the following methods of couture closures determining use and garment suitability:             <ul style="list-style-type: none"> <li>- buttonholes                 <ul style="list-style-type: none"> <li>• bound, triangular, Spanish snap, channel/hand worked, corded/gimp</li> </ul> </li> <li>- zippers                 <ul style="list-style-type: none"> <li>• hand application (slot, lapped) invisible, zipper underlay, lining attachment</li> </ul> </li> <li>- snaps                 <ul style="list-style-type: none"> <li>• extended, hanging, covered</li> </ul> </li> <li>- hook and eyes                 <ul style="list-style-type: none"> <li>• covered</li> </ul> </li> <li>- buttons                 <ul style="list-style-type: none"> <li>• covered, frogs, Chinese balls, skirt hangers</li> </ul> </li> </ul> </li> <li>• analyze the following hidden details that build and maintain garment shape:             <ul style="list-style-type: none"> <li>- waist stays, lingerie strap guards, boning, fabric stays, shoulder pads (soft-shaped), sleeve heads, weights (flat, circular, lead, gilded chain)</li> </ul> </li> <li>• examine the following methods of hemming couture garments:             <ul style="list-style-type: none"> <li>- narrow (hand rolled, machine), soft padded, horsehair, bound, false, designer (float stitch), extremely curved (A-line)</li> </ul> </li> </ul>	

MODULE FAS309: CREATING HIGH FASHION: COUTURE TECHNIQUES (continued)

Concept	Specific Learner Expectations	Notes
Skills and Techniques (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● identify the following details that make a garment couture:                             <ul style="list-style-type: none"> <li>- tucking (pin, double needle)</li> <li>- banding</li> <li>- piping</li> <li>- bias binding</li> <li>- ruffles (bias, circular)</li> <li>- tiny loops (button loops, decoration)</li> <li>- shirring</li> <li>- godets</li> <li>- pleats</li> <li>- patchwork</li> <li>- garment labels.</li> </ul> </li> </ul>	
Applications	<ul style="list-style-type: none"> <li>● demonstrate couture sewing through construction of a garment containing at least three couture details.</li> </ul>	



# MODULE FAS310: COMPUTER PRODUCTION TECHNIQUES

Level: Advanced

Theme: Production

Prerequisite/

Co-requisite: Apparel Production II (FAS206)

## Module Learner Expectations

*The student will:*

- examine the use of computers in textile and apparel manufacturing.
- analyze future trends and implications of computer use in the apparel industry.

## Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Skills and Techniques	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● analyze computer-aided manufacturing programs to determine advantages and disadvantages of their use</li> <li>● evaluate the use of computer-aided manufacturing programs for textile manufacturing:                             <ul style="list-style-type: none"> <li>- knitting, weaving, dyeing and finishing by manual labour                                     <ul style="list-style-type: none"> <li>● knitting, weaving, dyeing and finishing by computer</li> </ul> </li> </ul> </li> <li>● describe computer-aided manufacturing programs usage in apparel manufacturing:                             <ul style="list-style-type: none"> <li>- market development                                     <ul style="list-style-type: none"> <li>● layout</li> </ul> </li> <li>- automated cutting systems                                     <ul style="list-style-type: none"> <li>● knife cutter, water jet cutter, laser beam</li> </ul> </li> <li>- garment moving systems</li> <li>- computerized sewing machines                                     <ul style="list-style-type: none"> <li>● programming to make pleats, sew on cuffs</li> <li>● programmed to monogram</li> </ul> </li> </ul> </li> <li>● analyze computer-aided manufacturing programs capabilities for:                             <ul style="list-style-type: none"> <li>- accounting</li> <li>- inventory control.</li> </ul> </li> </ul>	<p>Possible activities:</p> <ul style="list-style-type: none"> <li>● if any of the equipment is available in the school, experiment with the computerized programs: computerized sewing machine, computerized knitting machine and computer drafting.</li> <li>● visit workplaces to observe computers at work.</li> <li>● visit post-secondary institutions to observe how computers are used.</li> </ul>

MODULE FAS310: COMPUTER PRODUCTION TECHNIQUES (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration	<i>The student will:</i> <ul style="list-style-type: none"><li>● analyze future trends and implications of computer use in the apparel industry.</li></ul>	

## MODULE FAS311: SPECIALTY FABRICS II

Level: Advanced

Theme: Production

Prerequisite: Specialty Fabrics I (FAS207)

### Module Learner Expectations

*The student will:*

- apply and adapt the techniques learned in Specialty Fabrics I (FAS207)
- develop advanced techniques as required when handling specialty fabrics; e.g., leather, suede, imitation leather or suede, silk (crepe de chine or sand washed), pre-pleated fabric, lace, velvet, satin, sequin, sheer, taffeta, metallic, beaded, loose weaves, faux fur, neoprene
- demonstrate correct sewing techniques in the assembly of a project using one of the specialty fabrics listed above.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student will</i> complete the following in a project of choice and/or samples and written report as related to fabric selection:</p> <ul style="list-style-type: none"><li>● research a number of specialty fabrics; e.g.:<ul style="list-style-type: none"><li>- leather, suede, imitation leather or suede, silk (crepe de chine or sand washed), pre-pleated fabric, lace, velvet, satin, sequin, sheer, taffeta, metallic, beaded, loose weaves, faux fur, neoprene.</li></ul></li></ul>	

MODULE FAS311: SPECIALTY FABRICS II (continued)

Concept	Specific Learner Expectations	Notes
Tools and Equipment	<p><i>The student will complete the following in a project of choice and/or samples and written report as related to fabric selection:</i></p> <ul style="list-style-type: none"> <li>● describe special tools needed for selected fabrics</li> <li>● describe special tools needed for accurate cutting</li> <li>● demonstrate proper use and care of cutting tools</li> <li>● choose the proper machine foot or attachment to achieve even feed, proper tension and unpuckered seams</li> <li>● choose the type of hand and machine needle needed</li> <li>● select proper size of needle considering weight of fabric</li> <li>● select suitable stitch length and type considering weight and stretch of fabric</li> <li>● choose appropriate thread.</li> </ul>	
Planning and Preparation	<ul style="list-style-type: none"> <li>● describe how a pattern is chosen considering difficulty, sewing and handling techniques, detailing, stretch and fit</li> <li>● describe how to choose interfacing, lining, underlining, interlining and notions considering weight, texture, colour, appearance and care</li> <li>● describe and demonstrate fabric preparation</li> <li>● describe proper care, cleaning and storage of fabric chosen</li> <li>● describe the effect of bleach, cleaning agents, removal of stains on the fabric chosen.</li> </ul>	
Skills and Techniques	<ul style="list-style-type: none"> <li>● demonstrate special layout techniques</li> <li>● demonstrate how to hold pattern in place</li> <li>● demonstrate special preparation of pins</li> <li>● demonstrate correct marking techniques</li> <li>● demonstrate special cutting techniques</li> <li>● demonstrate suitable methods of stitching and stabilizing seams and finishing seams</li> </ul>	

MODULE FAS311: SPECIALTY FABRICS II (continued)

Concept	Specific Learner Expectations	Notes
<p>Skills and Techniques (continued)</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● demonstrate use of alternate fabric for facings and pockets to eliminate bulk and to make project more wearable and comfortable</li> <li>● demonstrate a suitable hem finish</li> <li>● demonstrate the use of suitable and attractive fasteners</li> <li>● demonstrate suitable iron temperature, use of moisture, pressing tools</li> <li>● demonstrate appropriate pressing techniques.</li> </ul>	



## MODULE FAS312: SPECIALTY CLOTHING II

Level: Advanced

Theme: Production

Prerequisite: Apparel Production II (FAS206)

### Module Learner Expectations

*The student will:*

- research the specific requirements of the selected project
- demonstrate and apply advanced sewing techniques, problem solving and decision making
- analyze the time, energy and resource management in the completion of the project
- apply sewing, yarn and fabric knowledge to a project involving artistic creativity.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Clothing	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● research criteria for specialty clothing; e.g.:<ul style="list-style-type: none"><li>- ethnic costumes<ul style="list-style-type: none"><li>● Indian sari</li><li>● Japanese kimono</li><li>● American Far West jacket</li><li>● African tribal dress</li></ul></li><li>- historical costume<ul style="list-style-type: none"><li>● Klondike dress or suit</li><li>● 1860 bathing suit</li></ul></li><li>- sports specific<ul style="list-style-type: none"><li>● ski wear</li><li>● competitive swimming</li><li>● racquet sportswear.</li></ul></li></ul></li></ul>	This item could be for the student or for someone else.
Planning and Preparation	<ul style="list-style-type: none"><li>● alter patterns where necessary; e.g.:<ul style="list-style-type: none"><li>- lengthen, shorten, dart position, adding or decreasing width</li></ul></li><li>● research the special fabric; e.g.:<ul style="list-style-type: none"><li>- cautions to take when purchasing fabric</li><li>- cautions to take when purchasing pattern</li><li>- fabric preparation</li><li>- layout of fabric</li><li>- cutting and marking</li><li>- supportive fabrics<ul style="list-style-type: none"><li>● interfacing, lining, underlining, interlining</li></ul></li></ul></li></ul>	<p>Possible projects:</p> <ul style="list-style-type: none"><li>● ski jacket, pants or one piece</li><li>● complete ethnic costume including accessories, headpiece, footwear</li><li>● mountain gear</li><li>● riding habit</li></ul>

MODULE FAS312: SPECIALTY CLOTHING II (continued)

Concept	Specific Learner Expectations	Notes
<p>Planning and Preparation (continued)</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>- sewing machine tension</li> <li>- stitch length</li> <li>- needle</li> <li>- thread</li> <li>- sewing tips                             <ul style="list-style-type: none"> <li>• seams</li> <li>• hems</li> <li>• darts</li> <li>• closures</li> <li>• buttonholes</li> </ul> </li> <li>- pressing</li> <li>- care</li> </ul> <ul style="list-style-type: none"> <li>• experiment with scraps to establish best techniques</li> <li>• calculate the cost of the project including factors such as material and notions, time, energy and mark up.</li> </ul>	<ul style="list-style-type: none"> <li>• Klondike or Stampede costume.</li> </ul> <p>Note: Overhead costs need not be calculated. In advanced merchandising modules this factor will be considered.</p>
<p>Applications</p>	<ul style="list-style-type: none"> <li>• sew a garment using the learnings from the research.</li> </ul>	

## MODULE FAS313: BUSINESS OF FASHION

Level: Advanced

Theme: Design/Production/Merchandising

### Module Learner Expectations

*The student will:*

- research the business aspects of production, marketing and merchandising within the fashion industry:
  - scope of industry
  - economic importance
  - government regulations
  - materials of the industry
  - career opportunities
  - job descriptions
  
- select one area of interest in the fashion industry and prepare a critique addressing details specific to the area.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Nature of Fashion	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● describe the various levels of the fashion industry; e.g.:               <ul style="list-style-type: none"> <li>- primary level (growers and producers of raw materials)</li> <li>- secondary level (finished products of apparel and accessories)</li> <li>- retail level (distribution to consumers)</li> <li>- auxiliary level, support level (advertising media, researchers, consultants)</li> </ul> </li> <li>● examine the significance of the fashion industry to economy; e.g.:               <ul style="list-style-type: none"> <li>- consumer expenditure</li> <li>- number of people employed</li> <li>- amount of wages and salaries paid</li> <li>- jobs created in material production, garment production, retail, distribution, finance, transportation, advertising, utilities.</li> </ul> </li> </ul>	<p>The student could complete a written critique. Learnings can be:</p> <ul style="list-style-type: none"> <li>● teacher-directed lessons</li> <li>● individual or group work</li> <li>● job sharing</li> <li>● work experience.</li> </ul> <p>Statistics Canada should be used because most textbooks are American.</p>
Elements and Principles of Design	<ul style="list-style-type: none"> <li>● examine how apparel is designed:               <ul style="list-style-type: none"> <li>- owner defined</li> <li>- label established</li> <li>- time line, season, theme, garment style, colour and fabrics determined</li> </ul> </li> </ul>	<p>Students may wish to focus specifically on apparel for women, children or men.</p>

MODULE FAS313: BUSINESS OF FASHION (continued)

Concept	Specific Learner Expectations	Notes
<p>Elements and Principles of Design (continued)</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● research Canadian copyright and industrial design laws through consumer and corporate affairs</li> <li>● define “style piracy” and “knock off”</li> <li>● examine personal criteria and values about uniqueness and originality of design.</li> </ul>	<p>Invite guest speakers; e.g., copyright lawyer.</p> <p>No textbook with Canadian information.</p> <p>Very different concept in Canada.</p> <p>Generally knock-offs not acceptable in Canada.</p>
<p>Elements Principles of Production</p>	<ul style="list-style-type: none"> <li>● describe production processes that transforms natural and synthetic fibres in fabrics</li> <li>● analyze marketing activities and procedures of suppliers and producers of fabrics</li> <li>● outline the history, growth and economic importance of the textile industry</li> <li>● discuss new technologies in the textile future</li> <li>● define “quick response” and explain its importance for manufacturing in the 1990s</li> <li>● examine how competition from imports affect the industry</li> <li>● examine the nature of fur and leather industries</li> <li>● describe the various types of producers and compare advantages and disadvantages of each:             <ul style="list-style-type: none"> <li>- manufacturer</li> <li>- apparel jobber</li> <li>- contractor (outside shops)</li> </ul> </li> <li>● define section or piecework</li> <li>● explain the factors that determine price range in the manufacturing process:             <ul style="list-style-type: none"> <li>- quality of garment</li> <li>- cost of labour</li> <li>- quality and amount of materials and trims</li> </ul> </li> <li>● outline traditional price ranges:             <ul style="list-style-type: none"> <li>- designers</li> <li>- bridge</li> <li>- better</li> <li>- moderate</li> <li>- budget</li> </ul> </li> </ul>	

MODULE FAS313: BUSINESS OF FASHION (continued)

Concept	Specific Learner Expectations	Notes
<p>Elements Principles of Production (continued)</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● explain the importance of the fashion calendar and timing</li> <li>● outline the fashion timetable into seasonal lines:               <ul style="list-style-type: none"> <li>- 46 collections per year are shown</li> <li>- spring (October)</li> <li>- summer or transition (January)</li> <li>- Fall I for early fall (March)</li> <li>- Fall II (April)</li> <li>- holiday or resort (August)</li> </ul> </li> <li>● outline the traditional product and size categories.</li> </ul>	
<p>Elements and Principles of Merchandising</p>	<ul style="list-style-type: none"> <li>● examine laws that regulate competition, including free trade agreements</li> <li>● examine labelling laws designated to protect consumers:               <ul style="list-style-type: none"> <li>- fibre content, care labels</li> </ul> </li> <li>● define and discuss the following items:               <ul style="list-style-type: none"> <li>- licensing</li> <li>- royalty fee</li> <li>- licensor</li> </ul> </li> <li>● explain the 1970s trend “name game”</li> <li>● describe licensing operations for various products; e.g.:               <ul style="list-style-type: none"> <li>- designer names; e.g., Liz Claiborne</li> <li>- celebrity names; e.g., Liz Taylor</li> <li>- manufacturers or brand names; e.g., The Gap, Jordache</li> <li>- cartoon characters; e.g., Disney Enterprises, Looney Tunes</li> <li>- popular TV shows, movies; e.g., Dynasty—Krystal Perfume</li> <li>- product companies; e.g., Coca Cola, McDonalds</li> <li>- sports teams or personalities; e.g., NHL, NBL, CFL</li> </ul> </li> <li>● define the following terms:               <ul style="list-style-type: none"> <li>- buyers directory</li> <li>- market</li> <li>- market centre</li> <li>- mart</li> <li>- sales representative</li> <li>- trade association</li> <li>- trade show</li> </ul> </li> </ul>	<p>Possible activities:</p> <ul style="list-style-type: none"> <li>● research legal agreements, costing per unit and creating a design in illustration form; e.g., sketch a T-shirt design using Mickey Mouse, Coca Cola logo</li> <li>● assemble portfolio of trade show calendars</li> <li>● prepare a sample itinerary for a buyer</li> <li>● plan a field trip; e.g., “Supershow”—New York.</li> </ul>

MODULE FAS313: BUSINESS OF FASHION (continued)

Concept	Specific Learner Expectations	Notes
<p>Elements and Principles of Merchandising (continued)</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● describe the services provided by marts focusing on physical facilities, publicity, information, education</li> <li>● analyze advantages and disadvantages of one of the following areas:               <ul style="list-style-type: none"> <li>- American—L.A., Dallas, Miami, New York</li> <li>- Canada—Vancouver, Toronto, Montreal</li> <li>- Foreign—Paris, London, Rome, Milan, Tokyo, Hong Kong</li> </ul> </li> <li>● list pros and cons of trade shows</li> <li>● briefly explain the following:               <ul style="list-style-type: none"> <li>- bilateral treaty</li> <li>- common market</li> <li>- cut, make and sew</li> <li>- exports</li> <li>- free trade</li> <li>- GATT</li> <li>- global sourcing</li> <li>- joint venture</li> <li>- offshore assembly</li> <li>- quotas</li> <li>- tariffs</li> <li>- trade deficit</li> </ul> </li> <li>● discuss global sourcing and international fashion mix.</li> </ul>	<ul style="list-style-type: none"> <li>● develop panel discussions “position on importing”; include: roles to assume:               <ul style="list-style-type: none"> <li>- representative from consumer group</li> <li>- major sportswear producer, such a Guess</li> <li>- CEO of large retail corporation</li> <li>- Member of Parliament</li> <li>- trade union representative; e.g., sewers guild.</li> </ul> </li> </ul>
<p>Career Exploration</p>	<ul style="list-style-type: none"> <li>● research various careers related to production:               <ul style="list-style-type: none"> <li>- sample hand, pattern makers, graders, markers, cutters, bundlers, sewing machine operators, trimmers, finishers</li> </ul> </li> </ul>	

## MODULE FAS314: FASHION MERCHANDISING II

Level: Advanced

Theme: Merchandising

Prerequisite: Fashion Merchandising I (FAS212)

### Module Learner Expectations

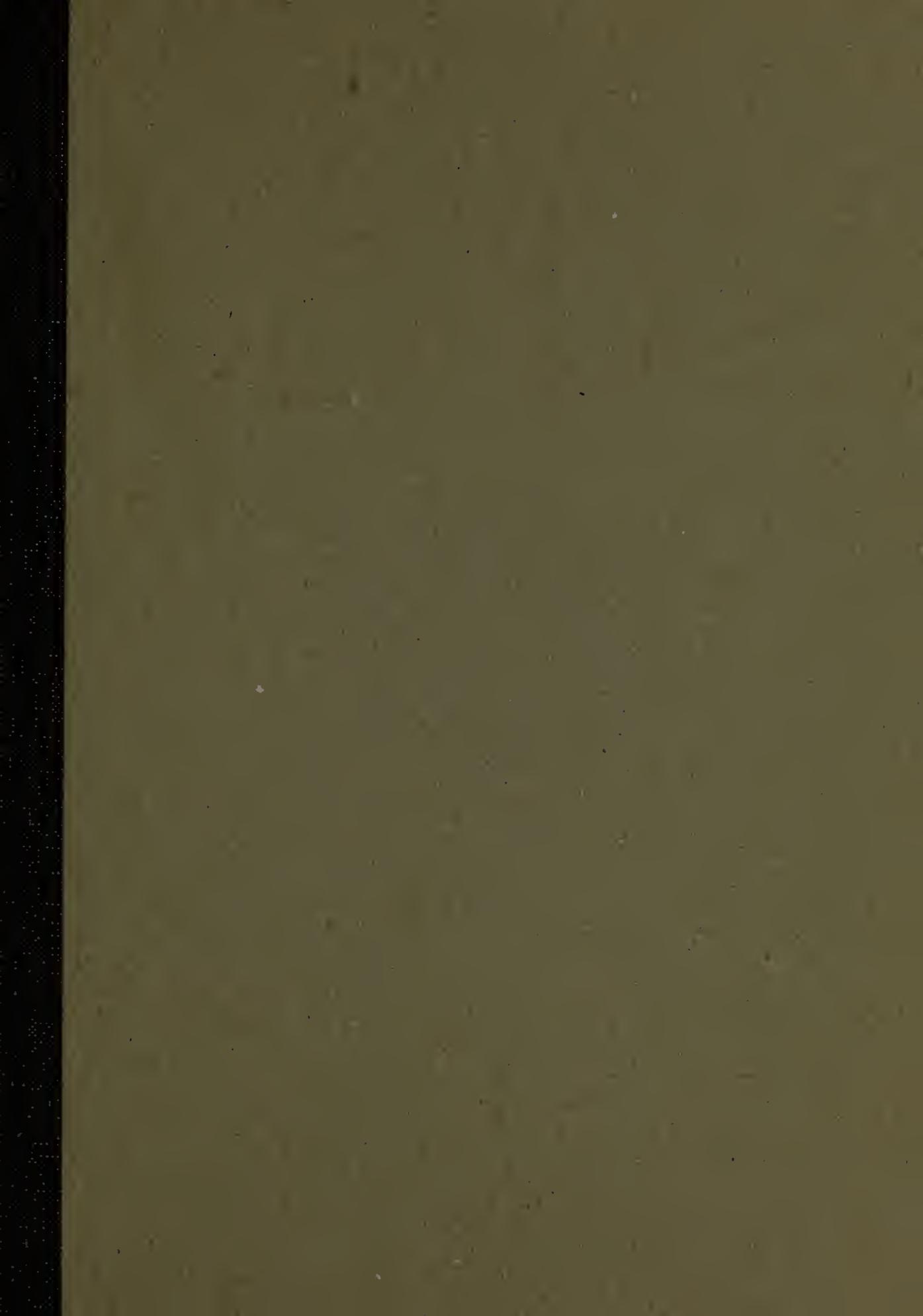
*The student will:*

- recognize basic retail terms
- discuss “operational store policies” and apply this knowledge to evaluate specific retail operations
- understand the importance of a well-planned floor layout in the merchandising of fashion
- research careers in fashion retailing.

### Specific Learner Expectations

Concept	Specific Learner Expectations	Notes
Elements and Principles of Merchandising	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>● define the following basic terms associated with retailing:<ul style="list-style-type: none"><li>– mark ups, mark downs, odd-figure pricing, loss leaders, basic stock, odd lots, purchase orders</li></ul></li><li>● discuss operational store policies:<ul style="list-style-type: none"><li>– ambience, selling services, customer service, promotional activities, fashion</li></ul></li><li>● compare and contrast operational store policies from selected retail outlets; e.g.:<ul style="list-style-type: none"><li>– high-end, specialty store, department store, discount store</li></ul></li><li>● describe how a well-planned floor layout is important in the merchandising of fashion.</li></ul>	
Applications	<ul style="list-style-type: none"><li>● apply knowledge in designing a well-planned floor layout for a specific department or specialty store.</li></ul>	
Career Exploration	<ul style="list-style-type: none"><li>● research specific areas in fashion retailing:<ul style="list-style-type: none"><li>– sales clerk, assistant manager/store manager, buyer/assistant buyer, fashion advisor, image consultant</li></ul></li><li>● identify the education and training required for various careers in fashion retailing.</li></ul>	Guest speakers, interviews and job shadowing are effective tools.





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