

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

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

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

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MODULE FAS2010: FASHION DYNAMICS

Level: Intermediate

Theme: Design

Prerequisite: None

Module Description: Students learn to recognize and apply the elements and principles of design to wardrobe planning.

Module Parameters: No specialized equipment or facilities.

Supporting Modules: FAS1030 Ready, Set, Sew!
FAS1050 Repair and Recycle

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the reasons for wearing clothing • identify fashion terms • describe the elements and principles of design and apply these to wardrobe planning 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • research in which the student: <ul style="list-style-type: none"> – defines and illustrates the elements and principles of design – completes a personal inventory – applies the elements and principles of design in planning a wardrobe – analyzes personal expression through a wardrobe plan. <p><i>Assessment Tool</i> <i>Research Report: Fashion Dynamics, FAS2010–1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	<p>90</p>
<ul style="list-style-type: none"> • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module 	<ul style="list-style-type: none"> • portfolio—including: <ul style="list-style-type: none"> – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. <p><i>Assessment Tool</i> <i>Portfolio Checklist–Intermediate, FASDFC–2</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT–2</i> <i>Career Research—Intermediate Level, FASCAR–2</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p>	<p>10</p>

MODULE FAS2010: FASHION DYNAMICS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Fashion	<p><i>The student should:</i></p> <ul style="list-style-type: none"> explain reasons for wearing clothing define terms related to fashion. 	<p>Physiological, social, psychological.</p> <p>Fads, fashions, personal expressions, trends, classics.</p>
Elements and Principles	<ul style="list-style-type: none"> define and illustrate the elements of design define and illustrate the principles of design apply the elements and principles of design to personal presentation describe the problems portrayed by the media related to the “ideal figure type” describe implications of first impression. 	<p>Line, colour, texture.</p> <p>Balance, proportion, rhythm, emphasis, harmony.</p>
Skills, Techniques and Applications	<ul style="list-style-type: none"> describe the characteristics of a well-planned wardrobe complete a personal clothing inventory apply the elements and principles of design and personal lifestyle in determining a well-planned wardrobe. 	<p>Possible activities:</p> <ul style="list-style-type: none"> experiment with colour and texture build a dress form to experiment with optical illusions. <p>Research choices for acquiring additional wardrobe needs; e.g.: sewing, discount stores, consignment outlets, sample rooms, home shopping, department stores, boutiques.</p>

MODULE FAS2010: FASHION DYNAMICS (continued)

Concept	Specific Learner Expectations	Notes
Portfolio/Career Exploration	<i>The student should:</i> <ul style="list-style-type: none">• produce a portfolio of ongoing work• identify and describe related careers and opportunities.	

MODULE FAS2020: FASHION ILLUSTRATION 1

Level: Intermediate

Theme: Design

Prerequisite: None

Module Description: Students discover the world of fashion illustration. They learn to sketch a croquis, incorporating simple gestures, and apply these skills to create fashion illustrations.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">sketch a technical croquis	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">sketch of a female and/or male technical figure using the specific proportions of the fashion figure and grid to map out placement. <p><i>Assessment Tool</i> <i>Technical Croquis–Checklist, FAS2020–1</i></p> <p><i>Standard</i> <i>A minimum of 20 criteria met</i></p>	10
<ul style="list-style-type: none">sketch rounded figures incorporating simple gestures	<ul style="list-style-type: none">sketch of two female and/or male rounded figures incorporating simple gestures using arm and leg variations. <p><i>Assessment Tool</i> <i>Rounded Croquis–Checklist, FAS2020–2</i></p> <p><i>Standard</i> <i>A minimum of 20 criteria met</i></p>	30

MODULE FAS2020: FASHION ILLUSTRATION 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify garment styles and design detail • demonstrate rendering techniques • demonstrate sketching techniques to create fashion illustrations <ul style="list-style-type: none"> • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module <ul style="list-style-type: none"> • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • collection of three styles for five of the following: <ul style="list-style-type: none"> • dresses • necklines • skirts • collars • pants • sleeves • jackets • pockets • sketch of one fashion illustration, using a rounded figure, accompanied by a thumbnail sketch of the rendered fabric. <p><i>Assessment Tool</i> <i>Research: Fashion Illustration 1, FAS2020–3</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p> <ul style="list-style-type: none"> • portfolio—including: <ul style="list-style-type: none"> – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. <p><i>Assessment Tool</i> <i>Portfolio Checklist–Intermediate, FASDFC–2</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT–1</i> <i>Career Research—Intermediate Level, FASCAR–2</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>50</p> <p>10</p> <p>Integrated throughout</p>

MODULE FAS2020: FASHION ILLUSTRATION 1 (continued)

Concept	Specific Learner Expectations	Notes
Elements and Principles	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify basic garment styles and details. 	<p>Dresses, skirts, pants, jackets.</p> <p>Necklines, collars, sleeves, pockets.</p>
Skills, Techniques and Applications	<ul style="list-style-type: none"> • sketch the human figure to fashion proportions by developing a technical croquis • sketch the rounded figure incorporating simple gesture using arm and leg variations • demonstrate various rendering techniques to show pattern and texture of various fabrics • create fashion illustrations that incorporate garment styles and a thumbnail sketch to represent the fabric. 	<p>Female and/or male figures can be sketched.</p> <p>Stripes, checks, plaid, prints. Quilting, corduroy, lace.</p> <p>A rounded figure template can be provided.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> • produce a portfolio of ongoing work • identify and describe related careers and opportunities. 	

MODULE FAS2030: CAD PATTERNS 1 (COMPUTER-AIDED DESIGN)**Level:** Intermediate**Theme:** Design**Prerequisite:** DES1050 CAD Fundamentals (Computer-aided Design) [Design Studies Strand]**Module Description:** Students develop and apply knowledge, skills and techniques necessary to operate a personal computer to design and draft patterns for fashion items.**Module Parameters:** Access to computer and appropriate software.**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> design an A-line skirt, shorts or pants, using a computer 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> practical lab experience in which the student uses the computer to design an A-line skirt, shorts or pants with the following pattern details: grainline, centre front/centre back, notches/dots, seam and hem lines, darts and optional details, such as pockets, yokes, facing and waistband. <p><i>Assessment Tool</i> <i>Framework for Assessing CAD Patterns 1, FAS2030-1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	45
<ul style="list-style-type: none"> demonstrate basic flat pattern skills and knowledge by making skirt, shorts or pants design alterations on a computer 	<ul style="list-style-type: none"> project in which the student demonstrates skills required to produce a computer-designed skirt, shorts or pants pattern that incorporates design details, required pattern information and layout. <p><i>Assessment Tool</i> <i>Framework for Assessing CAD Patterns 1, FAS2030-1</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT-2</i> <i>Fashion Studies Standards for Intermediate Skills/Techniques, FASSTD-2</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	45

MODULE FAS2030: CAD PATTERNS 1 (COMPUTER-AIDED DESIGN (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module <ul style="list-style-type: none"> • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • portfolio—including: <ul style="list-style-type: none"> – project presentation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. <p><i>Assessment Tool</i> <i>Portfolio Checklist–Intermediate, FASPPFC–2</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT–2</i> <i>Career Research—Intermediate Level, FASCAR–2</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p style="text-align: center;">10</p> <p style="text-align: center;">Integrated throughout</p>

MODULE FAS2030: CAD PATTERNS 1 (COMPUTER-AIDED DESIGN) (continued)

Concept	Specific Learner Expectations	Notes
<p>Skills, Techniques and Applications</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • use the computer to: <ul style="list-style-type: none"> – insert blocks and pattern symbols – explode blocks – measure distances – create layers – generate images using recalled and supplemental CAD tools • use the computer to: <ul style="list-style-type: none"> – identify, select and use appropriate CAD tools in the context of design problems – create the completed skirt, short or pant pattern – organize pattern pieces into a layout – estimate fabric requirements. 	<p>Blocks and basic patterns for skirts, shorts or pants may be from a purchased library of slopers and symbols of ones previously created.</p> <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>Possible projects:</p> <ul style="list-style-type: none"> • personalized skirts, shorts or pants from measurements or through use of computerized slopers.
<p>Portfolio/Career Exploration</p>	<ul style="list-style-type: none"> • produce a portfolio of ongoing work • identify and describe related careers and opportunities. 	

MODULE FAS2040: EVOLUTION OF FASHION

Level: Intermediate

Theme: Design

Prerequisite: None

Module Description: Students discover the historical influences on fashion, and relate past fashions to present-day styles.

Module Parameters: Access to sewing-related equipment.

Supporting Modules: This module could be completed with a sewing project chosen from such modules as FAS2070 Creative Construction, FAS2090 Specialty Fabrics 1 or FAS2100 Sewing for Others. The project could be a historic costume or the “stage set” for a drama production.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe fashion in a historical period, and provide an analysis of how it relates to present-day styles • describe factors influencing fashion unique to specific time periods • demonstrate and apply a fashion detail from the past in assembling a sewing project 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • report specific to one period in time: <ul style="list-style-type: none"> – influences (economic, political, geographic, religious, cultural, technical) – description of fashion in this period – illustrations – analysis of how this period has influenced present-day styles. <p><i>Assessment Tool</i> <i>Research: Evolution of Fashion, FAS2040–1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p> <ul style="list-style-type: none"> • project in which the student incorporates fashion details from the past to create a historical fashion. <p><i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP–2</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	<p style="text-align: center;">30</p> <p style="text-align: center;">60</p>

MODULE FAS2040: EVOLUTION OF FASHION (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> select and present a project from this module describe the personal or career relevance of the competencies developed within this module <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> portfolio—including: <ul style="list-style-type: none"> project representation (actual, article, photograph, slide, video, etc.) project evaluation career research. <p><i>Assessment Tool</i> <i>Portfolio Checklist–Intermediate, FASDFC–2</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT–2</i> <i>Career Research—Intermediate Level, FASCAR–2</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Fashion	<p><i>The student should:</i></p> <ul style="list-style-type: none"> define fashion and fashion cycle analyze factors that shape fashion identify basic clothing shapes throughout fashion history 	<p>Economy, finances, politics, technology, lifestyle, role models.</p> <p>Consult:</p> <ul style="list-style-type: none"> Alberta Museums Association Provincial Museum of Alberta U of A Historic Fashion Collection

MODULE FAS2040: EVOLUTION OF FASHION (continued)

Concept	Specific Learner Expectations	Notes
Nature of Fashion (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • analyze fashions representative of various historical periods and their influences on present-day fashions. 	<p>Consider the interrelationships of cultural, political, religious, economic and technological influences.</p> <p>Students may work individually or in groups, each selecting a historical period. Possibilities include:</p> <ul style="list-style-type: none"> • prehistory • Egypt • Ancient Greece • Byzantine • Early Renaissance • Late Renaissance • Baroque • French Empire • Victorian • Edwardian • a 20th-century decade.
Skills, Techniques and Applications	<ul style="list-style-type: none"> • select a historical style to incorporate into a project. 	<p>Students may sew the selected style, using a Project module from the Career Transitions strand.</p> <p>Students might work with the Drama Department on a class or school production.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> • produce a portfolio of ongoing work • identify and describe related careers and opportunities. 	

MODULE FAS2050: FLAT PATTERN

Level: Intermediate

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students change a basic skirt or pants pattern into a design of choice, using flat pattern designing techniques, and testing the design by sewing in muslin.

Module Parameters: Access to sewing-related equipment.

Supporting Modules: FAS1040 Fashion Basics

This module could be completed with a sewing project chosen from such modules as FAS2070 Creative Construction, FAS2090 Specialty Fabrics 1 or FAS2100 Sewing for Others.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">• identify methods of designing patterns—flat pattern, drafting and draping• identify terms, tools and equipment related to flat pattern designing• demonstrate design techniques for a skirt or pants using full-, half- or quarter-scale patterns	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none">• concept rest consisting of questions on terms, methods of designing, tools and equipment. <i>Assessment Tool</i> <i>Flat Pattern: Sample Test, FAS2050–1</i> <i>Standard</i> <i>50% of the questions answered correctly</i>	10
	<ul style="list-style-type: none">• practical lab experience in which the student applies flat pattern techniques to design a quarter-, half- or full-scale pant or skirt pattern from an illustration (note: quarter-scale is manageable) <i>Assessment Tool</i> <i>Framework for Assessing a Pattern Design, FASAPD–2</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i>	25

MODULE FAS2050: FLAT PATTERN (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate flat pattern design techniques to a full-size skirt or pants, culminating with the fitting and sewing of a muslin • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • project in which the student creates a full-scale pattern and completes the project in muslin using the pattern. <i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP–2</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i> • portfolio—including: <ul style="list-style-type: none"> – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. <i>Assessment Tool</i> <i>Portfolio Checklist–Intermediate, FASPF2C–2</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT–2</i> <i>Career Research—Intermediate Level, FASCAR–2</i> <i>Standard</i> <i>All applicable sections have been completed</i> • observations of individual effort and interpersonal interaction during the learning process. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> 	<p>55</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Elements and Principles</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define the design terms: flat pattern, drafting and draping • become acquainted with terms related to flat pattern designing. 	

MODULE FAS2050: FLAT PATTERN (continued)

Concept	Specific Learner Expectations	Notes
Tools, Equipment and Safety	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify basic tools and equipment. 	French curve, T-square, pattern paper, right angle, straight edge, tracing wheel.
Planning and Preparation	<ul style="list-style-type: none"> • take required measurements accurately. 	
Skills, Techniques and Applications	<ul style="list-style-type: none"> • demonstrate at least eight techniques in quarter-scale skirt and/or pant patterns • apply pattern changing skills to a commercial pattern or a sloper • calculate amount of fabric required for selected pattern • produce a detailed instruction sheet • construct the pattern working in desired design features • label pattern • complete the project in muslin. 	<p>Eliminate darts and/or change darts to tucks or gathers, adding fly fronts, pockets, cuffs, A-line, circular, gathered, gored, pleated, tiered, button skirts, width variations. Students may sew the designed pattern in a fashion fabric of choice, using a Project module from the Career Transitions strand. A personalized dress form may be used to check pattern design and muslin fit.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> • produce a portfolio of ongoing work • identify and describe related careers and opportunities. 	

MODULE FAS2060: PATTERN DRAFTING 1

Level: Intermediate

Theme: Production

Prerequisite: FAS2050 Flat Pattern

Module Description: Students use body measurements to draft a basic skirt or pant. They demonstrate drafting techniques needed to create the desired look, and test the draft by sewing in muslin.

Module Parameters: Access to sewing-related equipment.

Supporting Modules: This module could be completed with another module such as FAS2070 Creative Construction, FAS2090 Specialty Fabrics 1 or FAS2100 Sewing with Others.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">demonstrate drafting techniques for a skirt and/or pants using full-, half- or quarter-scale patterns	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">practical lab experience in which the student, given a specific set of measurements, drafts a quarter-, half- or full-scale skirt and/or pant pattern. <p><i>Assessment Tool</i> <i>Framework for Assessing a Pattern Design, FASAPD–2</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	25
<ul style="list-style-type: none">demonstrate drafting techniques required to create a skirt and/or pants design in muslin	<ul style="list-style-type: none">project in which the student drafts a full-scale pattern for a skirt and/or pants and completes a muslin. <p><i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP–2</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	65

MODULE FAS2060: PATTERN DRAFTING 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • portfolio—including: <ul style="list-style-type: none"> – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. <p><i>Assessment Tool</i> <i>Portfolio Checklist–Intermediate, FASPPFC–2</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT–2</i> <i>Career Research—Intermediate Level, FASCAR–2</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Planning and Preparation</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the general rules necessary to draft a skirt or pant pattern • demonstrate competency in taking the required measurements for skirt and/or pants • add required ease to measurements for full-scale pattern • demonstrate correct use of drafting tools. 	<p>Identify the dart, length and shape.</p> <p>French curve, right angle.</p>

MODULE FAS2060: PATTERN DRAFTING 1 (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • draft a basic skirt or pant in quarter scale • demonstrate design and drafting techniques for at least six skirt and/or pants variations in quarter scale • draft a basic skirt or pant in full scale • select one of these variations to draft in full scale • label pattern symbols • compile a step-by-step list of instructions to follow during the assembly of the garment • list required fabrics and notions • sew in muslin and in fashion fabric if time permits. 	<p>Students may sew the designed pattern in a fashion fabric of choice, using a Project module from the Career Transitions strand.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> • produce a portfolio of ongoing design work • identify and describe related careers and opportunities. 	

MODULE FAS2070: CREATIVE CONSTRUCTION

Level: Intermediate

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students apply techniques and knowledge of patterns and fabrics to complete a project.

Module Parameters: Access to sewing-related equipment.

Supporting Module: FAS1040 Fashion Basics

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify basic weaves and common fabric finishes demonstrate and apply knowledge and skills related to pattern alterations, fabric choices and intermediate sewing techniques apply time, energy and resource management skills in assembling a project 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> practical lab experience in which the student identifies four basic weaves and four fabric finishes. <p><i>Assessment Tool</i> <i>Practical Lab Experiences: Creative Construction, FAS2070–1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	10
	<ul style="list-style-type: none"> project in which the student selects and makes a project demonstrating a minimum of four intermediate sewing techniques. <p><i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP–2</i> <i>Practical Lab Experiences: Creative Construction, FAS2070–1</i> <i>Fashion Studies Intermediate Skills/Techniques Checklist, FASSKT–2</i> <i>Standards for Intermediate Skills/Techniques, FASSTD–2</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	80

MODULE FAS2070: CREATIVE CONSTRUCTION (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • portfolio—including: <ul style="list-style-type: none"> – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. <p><i>Assessment Tool</i> <i>Portfolio Checklist—Intermediate, FASPPFC–2</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT–2</i> <i>Career Research—Intermediate Level, FASCAR–2</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Nature of Fabric</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify methods of basic fabric construction: <ul style="list-style-type: none"> – wovens – nonwovens – knits • identify common fabric finishes • explain and demonstrate knowledge related to support fabrics – interfacing, lining, underlining and interlining. 	
<p>Planning and Preparation</p>	<ul style="list-style-type: none"> • complete the following as related to project selection: <ul style="list-style-type: none"> – alter pattern – recognize various pattern types. 	<p>Multi-size, commercial patterns.</p>

MODULE FAS2070: CREATIVE CONSTRUCTION (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	<i>The student should:</i> <ul style="list-style-type: none">• demonstrate competency in a minimum of five intermediate level techniques not previously demonstrated.	Possible projects: <ul style="list-style-type: none">• shirt, jacket, dress, lined skirt or pant.
Portfolio/Career Exploration	<ul style="list-style-type: none">• produce a portfolio of ongoing work• identify and describe related careers and opportunities.	

MODULE FAS2080: ACTIVEWEAR

Level: Intermediate

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students learn how to make unique, attractive and serviceable activewear.

Module Parameters: Access to sewing-related equipment.

Supporting Module: FAS1040 Fashion Basics

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify requirements of activewear patterns and fabrics • identify care for activewear fabrics 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • analysis consisting of researching three activewear fabrics in terms of: <ul style="list-style-type: none"> – use (specific/versatile; advantage/disadvantage) – comfort (e.g., wearability, breathability) – protection (e.g., wind, cold, heat, moisture) – care – cost. <p><i>Assessment Tool</i> <i>Practical Lab Experiences: Activewear, FAS2080–1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	<p>20</p>
<ul style="list-style-type: none"> • demonstrate correct use of supplies, tools and techniques used in sewing activewear • demonstrate and apply knowledge and management skills in the assembly of an activewear garment 	<ul style="list-style-type: none"> • project in which a student selects and makes an activewear project demonstrating a minimum of four intermediate sewing techniques. <p><i>Assessment Tool</i> <i>Framework for Assessing a Project, FASAFP–2</i> <i>Practical Lab Experiences: Activewear, FAS2080–1</i> <i>Fashion Studies Standards for Intermediate Skills/Techniques, FASSTD–2</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	<p>70</p>

MODULE FAS2080: ACTIVEWEAR (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> select and present a project from this module describe the personal or career relevance of the competencies developed within this module demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> portfolio—including: <ul style="list-style-type: none"> project representation (actual, article, photograph, slide, video, etc.) project evaluation career research. <p><i>Assessment Tool</i> <i>Portfolio Checklist–Intermediate, FASPPFC–2</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT–2</i> <i>Career Research—Intermediate Level, FASCAR–2</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Nature of Fabric and Nature of Fashion</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe fabrics that are designed for actionwear identify factors to consider when selecting support fabrics and notions describe care required for chosen fabric. 	<p>Comfort, versatility, wear, warmth and protection. Breathable, water repellent and waterproof, wind resistant and proof.</p>
<p>Planning and Preparation</p>	<ul style="list-style-type: none"> identify and describe techniques required for sewing chosen project. 	
<p>Tools, Equipment and Safety</p>	<ul style="list-style-type: none"> identify equipment, tools and supplies used for sewing activewear. 	

MODULE FAS2080: ACTIVEWEAR (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate competency in a minimum of five intermediate level techniques not previously demonstrated • apply learnings to selected project. 	<p>Possible projects:</p> <ul style="list-style-type: none"> • swimsuit, gymnastic wear, bicycling shorts and shirt, windbreaker, raincoat, polar fleece jacket, insulated jacket, ski jacket, ski pant.
Portfolio/Career Exploration	<ul style="list-style-type: none"> • produce a portfolio of ongoing work • identify and describe related careers and opportunities. 	

MODULE FAS2090: SPECIALTY FABRICS 1

Level: Intermediate

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students research, experiment with and produce a project, using a specialty fabric.

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

Supporting Module: FAS1040 Fashion Basics

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• identify characteristics of specialty fabrics	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• report and presentation on a specialty fabric chosen from this list: border or large print, bottom weight denim, corduroy, diagonal design, lustrous, melton, one-way stretch, plaid, quilted fabric, slippery, stripe, tapestry, two-way stretch, velveteen, vinyl. The report will include:<ul style="list-style-type: none">– characteristics of specialty fabrics– techniques involved in choosing patterns, lining, interfacing and notions– techniques involved in preparation and sewing the fabric– care requirements. <p><i>Assessment Tool</i> <i>Report/Presentation: Specialty Fabrics 1, FAS2090-1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	30

MODULE FAS2090: SPECIALTY FABRICS 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate and apply knowledge and skills selecting patterns, lining, interfacings and notions specific to the chosen specialty fabric • demonstrate correct sewing and pressing techniques in the assembly of a project • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • project completed using a specialty fabric and demonstrating a minimum of four intermediate sewing techniques. <p><i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP–2</i> <i>Practical Lab Experiences: Specialty Fabrics 1, FAS2090–2</i> <i>Fashion Studies Standards for Intermediate Skills/Techniques, FASSTD–2</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p> <ul style="list-style-type: none"> • portfolio—including: <ul style="list-style-type: none"> – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. <p><i>Assessment Tool</i> <i>Portfolio Checklist–Intermediate, FASPPFC–2</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT–2</i> <i>Career Research—Intermediate Level, FASCAR–2</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>60</p> <p>10</p> <p>Integrated throughout</p>

MODULE FAS2090: SPECIALTY FABRICS 1 (continued)

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • complete a project of choice and/or a written report including samples as related to fabric selection. 	The chosen fabric should be one the student has never worked with before.
Tools, Equipment and Safety	<ul style="list-style-type: none"> • describe and demonstrate special tools needed for accurate cutting and sewing. 	
Planning and Preparation	<ul style="list-style-type: none"> • describe how a pattern is chosen considering difficulty, sewing and handling techniques, detailing, stretch and fit • describe how to choose interfacing, lining, underlining, interlining and notions • describe and demonstrate fabric preparation • describe proper care, cleaning and storage of fabric chosen. 	
Skills, Techniques and Applications	<ul style="list-style-type: none"> • demonstrate special layout, pinning, cutting and marking techniques • demonstrate suitable methods of stitching, stabilizing and finishing seams • demonstrate use of alternate fabric for facings and pockets to eliminate bulk and to make project more wearable and comfortable • demonstrate suitable finishing techniques. 	<p>A personalized dress form may be used to check fit.</p> <p>Possible projects: teddy bear, stuffed animal, lingerie, rainwear.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> • produce a portfolio of ongoing work • identify and describe related careers and opportunities. 	

MODULE FAS2100: SEWING FOR OTHERS

Level: Intermediate

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students sew something for someone else. A client may have special requests that may require special measuring, designing, fitting, sewing techniques and/or resources.

Module Parameters: Access to sewing-related equipment.

Supporting Module: FAS1040 Fashion Basics

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">demonstrate and apply decision making and sewing techniques in a sewn project for a client	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none">project plan including:<ul style="list-style-type: none">client's needs, wants, parametersfabric/design detailcosttimelines (fitting/completion)identify skills, techniques and resources necessary. <i>Assessment Tool</i> <i>Project Plan: Sewing for Others, FAS2100-1</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i>	20
	<ul style="list-style-type: none">project in which the student selects and makes a project demonstrating a minimum of four intermediate sewing techniques. <i>Assessment Tool</i> <i>Practical Lab Experiences: Sewing for Others, FAS2100-2</i> <i>Fashion Studies Standards for Intermediate Skills/Techniques, FASSTD-2</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i>	60

MODULE FAS2100: SEWING FOR OTHERS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the specific requirements of the selected project • identify resource management skills used in a project • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • logbook of: <ul style="list-style-type: none"> – time spent shopping, sewing, consulting and fitting – costs (hidden and actual) – project assessment by client if possible (meeting expectations as outlined in proposal). Student analyzes project, client’s assessment, problems encountered and decisions made. <p><i>Assessment Tool</i> <i>Logbook Record Checklist: Sewing for Others, FAS2100–3</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p>	<p style="text-align: center;">10</p>
	<ul style="list-style-type: none"> • portfolio—including: <ul style="list-style-type: none"> – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. <p><i>Assessment Tool</i> <i>Portfolio Checklist–Intermediate, FASDFC–2</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT–2</i> <i>Career Research—Intermediate Level, FASCAR–2</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p>	
	<ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p style="text-align: center;">Integrated throughout</p>

MODULE FAS2100: SEWING FOR OTHERS (continued)

Concept	Specific Learner Expectations	Notes
<p>Planning and Preparation</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • meet with client and, considering specialty needs, identify criteria • calculate the basic measurements for selected project • calculate, analyze and record the project cost and determine final charge. 	<p>Establish needs and wants, selection of pattern, design and construction details, fabric and trim selection, future meeting for fittings or approval, deadline for completion, calculate costs of materials and length of time involved then finalize costs, mark up.</p>
<p>Skills, Techniques and Applications</p>	<ul style="list-style-type: none"> • sew the fashion item considering client's needs and wants • test the fitting and make necessary adjustments • analyze time, energy and resource management • apply learnings to selected project • demonstrate competency in a minimum of five intermediate level techniques not previously demonstrated. 	<p>Possible projects:</p> <ul style="list-style-type: none"> • clothing item for a physically challenged client • fashion item (apparel or accessory) wanted by a friend. <p>A personalized dress form of the client may be beneficial for frequent fittings.</p>
<p>Portfolio/Career Exploration</p>	<ul style="list-style-type: none"> • produce a portfolio of ongoing work • identify and describe related careers and opportunities. 	

MODULE FAS2110: CREATING HOME DECOR**Level:** Intermediate**Theme:** Production**Prerequisite:** FAS1030 Ready, Set, Sew!**Module Description:** Students apply design and sewing techniques to create a home decor fashion.**Module Parameters:** Access to sewing-related equipment.**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate knowledge and skills related to home decor apply and evaluate time, energy and resource management skills in the assembly of a project 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> practical lab experience in which the student selects and creates a home decor fashion with teacher approval and demonstrates competency in a minimum of four techniques at the intermediate competency level or higher not previously demonstrated (refer to Techniques and Skills Chart). <p><i>Assessment Tool</i> <i>Practical Lab Experiences: Creating Home Decor, FAS2110–1</i> <i>Fashion Studies Standards for Intermediate Skills/Techniques, FASSTD–2</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p> <ul style="list-style-type: none"> project assessment in which the project is evaluated for techniques demonstrated, final product, cost and merchandising potential. <p><i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP–2</i></p> <p><i>Standard</i> <i>minimum performance rating of 2 in each applicable area of assessment</i></p>	<p>80</p> <p>10</p>

MODULE FAS2110: CREATING HOME DECOR (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module <ul style="list-style-type: none"> • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • portfolio—including: <ul style="list-style-type: none"> – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. <p><i>Assessment Tool</i> <i>Portfolio Checklist–Intermediate, FASPPFC–2</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT–2</i> <i>Career Research—Intermediate Level, FASCAR–2</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p style="text-align: center;">10</p> <p style="text-align: center;">Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • complete the following as related to project selection: <ul style="list-style-type: none"> – identify required characteristics – choose a suitable fabric. 	
Planning and Preparation	<ul style="list-style-type: none"> • complete the following as related to project selection: <ul style="list-style-type: none"> – take accurate measurements to determine fabric needs – identify other required supplies and equipment. 	<p>Possible projects:</p> <ul style="list-style-type: none"> • garment bag, bed covering, quillow, quilt, detailed doll or animal, heirloom pillow, wreath, pillow shams, wall hanging, window treatment or furniture covering.

MODULE FAS2110: CREATING HOME DECOR (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	<i>The student should:</i> <ul style="list-style-type: none">• describe the sewing and assembly techniques required for the selected project• demonstrate competency in a minimum of five techniques at the intermediate competency level or higher not previously demonstrated.	
Portfolio/Career Exploration	<ul style="list-style-type: none">• produce a portfolio of ongoing work• identify and describe related careers and opportunities.	

MODULE FAS2120: SURFACE EMBELLISHMENT

Level: Intermediate

Theme: Production

Prerequisite: None

Module Description: Students use the skills from this module to embellish a wardrobe or home decor.

Module Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">demonstrate various types of surface embellishment techniquesdemonstrate and apply specific techniques to a project	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">practical lab experience in which the student, with teacher approval, experiments with existing designs or creates unique designs that include a minimum of four different embellishment techniques. This experimentation is to be followed by completion of a project. <i>Assessment Tool</i> <i>Practical Lab Experiences: Surface Embellishment, FAS2120-1</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i>	30
	<ul style="list-style-type: none">project assessment in which the project is evaluated for appearance, preparation, construction, design, technique, finishing and cost. <i>Assessment Tool</i> <i>Fashion Project: Surface Embellishment, FAS2120-2</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i>	60

MODULE FAS2120: SURFACE EMBELLISHMENT (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> select and present a project from this module describe the personal or career relevance of the competencies developed within this module demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> portfolio—including: <ul style="list-style-type: none"> project representation (actual, article, photograph, slide, video, etc.) project evaluation career research. <p><i>Assessment Tool</i> <i>Portfolio Checklist–Intermediate, FASPF2C–2</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT–2</i> <i>Career Research–Intermediate Level, FASCAR–2</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student should:</i></p> <ul style="list-style-type: none"> identify and describe various forms of fabric design and embellishment. 	
Skills, Techniques and Applications	<ul style="list-style-type: none"> demonstrate at least four embellishment techniques complete one or more projects involving embellishment techniques. 	<p>Possible projects:</p> <ul style="list-style-type: none"> use created yardage to make a vest, bag, evening bag, cushion apply created work on readymade item use created yardage in a project already under construction.
Portfolio/Career Exploration	<ul style="list-style-type: none"> produce a portfolio of ongoing work identify and describe related careers and opportunities. 	

MODULE FAS2140: FASHION MERCHANDISING

Level: Intermediate

Theme: Merchandising

Prerequisite: None

Module Description: Students learn policies and techniques used by retail operations to sell fashion.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe key terms as they relate to the merchandising of fashion 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of terms used in merchandising of fashion. <i>Assessment Tool</i> <i>Sample Test: Fashion Merchandising, FAS2140–1</i> <i>Standard</i> <i>50% answered correctly</i> 	15
<ul style="list-style-type: none"> explain advantages and disadvantages of current fabrics/textiles 	<ul style="list-style-type: none"> textile research in which the student compares a minimum of five current fabrics/textiles in terms of: <ul style="list-style-type: none"> – fibre content – cost – comfort – resiliency. – durability – care – uses <p><i>Assessment Tool</i> <i>Textile Research, FAS2140–2</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	20
<ul style="list-style-type: none"> identify merchandising policies used by retailers to attract specific customers identify specific “auxiliary services” tailored for the fashion business 	<ul style="list-style-type: none"> merchandising policy project in which the student outlines the merchandising policy for a specific target market. <i>Assessment Tool</i> <i>Fashion Merchandising: Policy and Auxiliary Services, FAS2140–3</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i> 	55

MODULE FAS2140: FASHION MERCHANDISING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • portfolio—including: <ul style="list-style-type: none"> – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. <p><i>Assessment Tool</i> <i>Portfolio Checklist–Intermediate, FASPPFC–2</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT–2</i> <i>Career Research—Intermediate Level, FASCAR–2</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Nature of Fabric</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify various categories of merchandise • identify the fibre content • describe the advantages and disadvantages of various fabrics • evaluate the characteristics of the product in terms of customer’s needs. 	<p>Sportswear, bridal wear, home fashions.</p> <p>Care and use.</p>

MODULE FAS2140: FASHION MERCHANDISING (continued)

Concept	Specific Learner Expectations	Notes
Elements and Principles	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define merchandising and its application to the fashion industry • explain target market and describe in terms of demographics and psychographics • describe merchandising policies according to: <ul style="list-style-type: none"> – fashion cycle – quality – price – depth and breadth – brand. 	Refer to Management and Marketing strand for definitions of merchandising, demographics, psychographics and merchandising policies.
Planning and Preparation	<ul style="list-style-type: none"> • describe a specific target market • outline and plan a merchandising policy for the target market. 	
Portfolio/Career Exploration	<ul style="list-style-type: none"> • produce a portfolio of ongoing work • identify and describe related careers and opportunities. 	Fashion merchandising services, fashion magazines, broadcast media, trade publications, advertising and public relations agencies, consultant and market research groups.

MODULE FAS2150: UPHOLSTERY**Level:** Intermediate**Theme:** Production**Prerequisite:** None**Module Description:** Students innovate and create, or remove and re-cover, an upholstery item.**Module Parameters:** Equipment variable according to project.**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify criteria required to upholster an item 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • project plan including: <ul style="list-style-type: none"> – project description – cost projection <ul style="list-style-type: none"> • to re-upholster • to purchase • to have professionally upholstered – fabric notions and tools required – time estimate – identify skills, resources and techniques necessary. <p><i>Assessment Tool</i> <i>Project Plan: Upholstery, FAS2150–1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	15
<ul style="list-style-type: none"> • demonstrate techniques required to create or replace a desired upholstered project 	<ul style="list-style-type: none"> • project in which the student upholsters an item. <p><i>Assessment Tool</i> <i>Practical Lab Experiences: Upholstery, FAS2150–2</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	75

MODULE FAS2150: UPHOLSTERY (continued)

Concept	Specific Learner Expectations	Notes
<p>Planning and Preparation</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • estimate the cost of materials • estimate the time required to create or, if necessary, to remove and replace existing cover • outline the steps to follow in layout, cutting and assembly • draft a pattern (either new or use existing cover if replacing) • describe the actual fabric detailing requirements. 	<p>Piping, stuffing, buttons.</p>
<p>Skills, Techniques and Applications</p>	<ul style="list-style-type: none"> • investigate various techniques for assembly • describe types of seams and stitches using hand and machine processes • inspect and repair inner padding or structure • describe appropriate fasteners to secure the covering • complete an upholstered project. 	<p>Stitching, sculpting, tufting, gathering, draping, piping, buttoning, zipper applications.</p>
<p>Portfolio/Career Exploration</p>	<ul style="list-style-type: none"> • produce a portfolio of ongoing work • identify and describe related careers and opportunities. 	<p>Possible projects: box, trunk exteriors, custom seat cushions, upholstered curtain valence, patio or RV seat covers.</p>

MODULE FAS2160: CREATING ACCESSORIES 2

Level: Intermediate

Theme: Production

Prerequisite: None

Module Description: Students study accessories related to fashion, and produce a fashion accessory. Possibilities include belts, gloves, neckwear, footwear, jewellery and bags.

Module Parameters: Equipment variable according to project.

Supporting Module: FAS1030 Ready, Set, Sew! (according to project selection)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• identify criteria required to produce a fashion accessory	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• project proposal on a specific accessory in which the student includes:<ul style="list-style-type: none">– terms– project description– skills, resources and techniques necessary– cost estimate– target market– marketing strategy. <p><i>Assessment Tool</i> <i>Project Plan: Creating Accessories, FAS2160–1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	15
<ul style="list-style-type: none">• demonstrate techniques and apply design elements to create a fashion accessory• describe the creativity, wearability and marketability of the constructed accessory	<ul style="list-style-type: none">• project in which the student constructs the accessory and assesses its design elements, creativity and wearability. <p><i>Assessment Tool</i> <i>Practical Lab Experiences: Creating Accessories, FAS2160–2</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	75

MODULE FAS2160: CREATING ACCESSORIES 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> select and present a project from this module describe the personal or career relevance of the competencies developed within this module demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> portfolio—including: <ul style="list-style-type: none"> project representation (actual, article, photograph, slide, video, etc.) project evaluation career research. <p><i>Assessment Tool</i> <i>Portfolio Checklist–Intermediate, FASPPFC–2</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT–2</i> <i>Career Research—Intermediate Level, FASCAR–2</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Nature of Fashion</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> identify major areas in the accessory industry describe the results of exploration of various sources of inspiration explain how accessories enhance current styles, trends, colours, textures and silhouettes. 	<p>Shoes, hosiery, belts, handbags, gloves, millinery, jewellery, perfume, neckwear (scarves and ties), bodywear, intimate apparel, sunglasses.</p> <p>Fashion magazines, objects in nature, street trends, historical trends, museums, famous personalities.</p>

MODULE FAS2160: CREATING ACCESSORIES 2 (continued)

Concept	Specific Learner Expectations	Notes
Elements and Principles	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain terms related to a specific accessory. 	<p>Possible terms may include:</p> <ul style="list-style-type: none"> • shoes—upper, last, vamp, shank, loafer, gillie, espadrille, pump, sling back • jewellery—costume, fine, bridge, gemstones, 24K, carat • handbags—shoulder, envelop.
Planning and Preparation	<ul style="list-style-type: none"> • select a creative accessory to produce and possibly market. 	<p>Accessory may be designed with a step-by-step list of instructions to produce it.</p> <p>Consider as a guest speaker someone in community who creates and sells accessories.</p>
Skills, Techniques and Applications	<ul style="list-style-type: none"> • produce the selected accessory. 	
Portfolio/Career Exploration	<ul style="list-style-type: none"> • produce a portfolio of ongoing work • identify and describe related careers and opportunities. 	

