



Government  
of  
Newfoundland  
and  
Labrador

# ***Course Description***

# ***Clothing 1101***

**Department Of Education**  
**Division of Instruction**  
**Authorized by the Minister**



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## INTRODUCTION

In order to make it easier for all high schools in Newfoundland and Labrador to offer basic life skills to all students, the present Home Economics program has been divided into Foods 1100, Clothing 1101, Family Living 2202, Nutrition 3100, Textiles 3101, and Interior Decorating 3102. Since Foods and Clothing are two separate courses it is hoped that if schools cannot afford both laboratories, consideration will be given to offering one lab oriented subject this year and the other in the future when it can be financially arranged. If schools cannot afford to equip a sewing lab, it may be feasible to have students bring portable sewing machines from home. Perhaps food classes could be organized around a school cafeteria or a church hall. Leaders from church groups, youth clubs and the Woman's Institute may be able to assist with equipment and instruction. Every attempt should be made to provide all students with some opportunities to learn basic food and clothing skills even if it means starting with very basic equipment. Hopefully the facility situation will improve in the future so that all schools will have fully equipped laboratories and qualified teachers that will provide all students with equal opportunities.

Family Living 2200 and Interior Decorating 3102 do not require special facilities so they can be offered wherever a qualified teacher may be found.

Clothing 1101 is a lab oriented program designed for all students who want to develop basic sewing skills, learn to be wise consumers, and want to develop an aesthetic appreciation for their personal appearance. Emphasis is on personality development - helping students discover their abilities and develop their interests so they can make a worthwhile contribution to family and community life. Besides developing hobbies to occupy leisure time it may also lead to careers in the field of Home Economics or a related area. Since lab work involves students working together, a very positive social experience can result from students learning of the privileges, responsibilities, individual differences and values of others. These fundamental skills should be valuable in improving personal, family, and community living.

PLEASE NOTE:

This course has been designed for all students - those who have taken Home Economics in Junior High and those who have no previous Home Economics experience. Students who have completed Junior High Home Economics will review the designated underlying topics, do the new topics, and complete as much of enrichment as possible. Students with no previous Home Economics experience will begin by covering in detail the underlying topics which are designated review and required. Enrichment topics may be introduced to those students if time permits.

## GENERAL OBJECTIVES

1. To provide lab experiences which allow the students to learn to work with others, to respect individual differences and learn to value the work of others.
2. To allow for personal satisfaction by having the student complete a sewing project.
3. To develop basic sewing skills.
4. To develop skill in managing the clothing budget wisely.
5. To learn to care for one's self/and one's belongings.
6. To gain knowledge of basic textile terminology, construction and characteristics.
7. To promote aesthetic development by enabling the student to learn to use the elements and principles of design to enhance one's appearance.
8. To learn to assess strengths and weaknesses and in this way assist with career selection and/or the development of hobbies.

## COURSE OUTLINE

### Unit Concept I: SELECTING, PURCHASING, AND CARING FOR A WARDROBE

#### Purposes:

1. To learn how to develop good habits in caring for clothing and self
2. To compile guidelines for purchasing ready-made garments.
3. To analyze the advantages and disadvantages of the various ways of paying for clothing purchases.
4. To recognize clothing needs of the family members.
5. To show how to preserve and increase the utility of clothing.

#### Underlying Topics:

##### Review:

1. Care of body, skin, and hair
2. Daily, weekly, and seasonal care of clothing
3. Stain removal
4. a) Select clothing according to:
  - i) individual needs, goals, values, lifestyle, age, and location
  - ii) label information - fibre content, size, brand name, shrinkage expectancy, special finishes, care suggestions
  - iii.) clothing budget
  - iv.) workmanship and fit
  - v) types of stores available and service provided by each - specialty, department, neighbourhood, variety and discount stores, factory outlet, clothing exchange, mail order.

b) Ways of paying:

- i) cash or cheque
- ii) credit - charge account  
- revolving charge account
- iii) layaway

New Topics:

- 1. Buying guides for
  - a) children's and infants' clothing
  - b) men's and boys' clothing
  - c) the aged
- 2. Organizing and packing for travel

Enrichment:

- 1. Repairing and renovating garments

Learning Experiences:

- 1. Invite a hairdresser or beautician to discuss hair and skin care
- 2. Make a bulletin board display of labels and hang tags.
- 3. Analyze the workmanship of a ready-made garment.
- 4. Have students do a comparative shopping assignment on a certain item, eg. Levi's Jeans. Compare the price in a specialty shop, mail order, department store, etc. Discuss paying by cash, credit, and layaway.
- 5. Visit the children's section of a store to analyze the clothing.
- 6. Bring in samples of clothing. Discuss availability of clothing for various groups and occasions (aged, handicapped, infants, etc.)

7. Pack a suitcase for a planned trip.
8. Bring in a shirt or a pair of jeans and show how to alter them.
9. Plan a basic wardrobe of what you would like to have. Discuss adapting this to what you can afford.
10. Try to remedy or change some item of clothing which doesn't suit you, was a "wrong buy", or was a hand-me-down.

Teacher References:

1. Clothing: A Comprehensive Study - Ch. 16, 17, 18
2. Guide to Modern Clothing - Ch. 4, 5
3. Dollars and Sense - Ch. 3

Free Publications:

1. Stain Removal Guide - Lever Brothers
2. Information Sheets - Washday Advice Bureau
3. Consumer Credit }  
Label Symbols } Consumer and Corporate Affairs

UNIT CONCEPT II - SELECTING FABRIC AND PATTERNS SO THAT THE  
PRINCIPLES OF ART AND DESIGN ARE RELATED TO  
PERSONAL APPEARANCE

Purposes:

1. To understand basic textile terminology.
2. To learn basic fabric construction methods.
3. To understand fabric characteristics.
4. To recognize physical assets and defects in body contours and proportions.
5. To learn to use the elements of design to create optical illusions to enhance the individual's figure and fall.

6. To develop colour schemes in relation to the colour wheel.
7. To study principles of design as they occur in clothing.

Underlying Topics:

Review:

1. Terms - fibres, yarns, fabrics, warp, weft, blends.
2. Woven versus knitted fabric.
3. Characteristics of fabrics - texture, beauty, weight, comfort, performance.
4. Body proportions and figure types.
5. Optical illusions through the elements of design (line, shape, texture, colour).

Enrichment:

1. Principles of Design:
  - a) Symmetrical and asymmetrical balance
  - b) Rhythm - repetition, opposition, graduation, transition, radiation.
  - c) Proportion
  - d) What and how to emphasize
  - e) The importance of unity

New Topics:

1. Colour terms - hue, intensity, value, tints, and shades
2. The colour wheel - primary, secondary, and intermediate colours.
3. Colour schemes
  - a) related - monochromatic, analogous
  - b) contrasting - complimentary, split complimentary, triad
  - c) accented neutral

Learning Experiences:

1. Using a cotton ball, separate fibres and roll fibres between hands to form yarns and then show cotton fabric to illustrate fibre - yarn - fabric
2. "The Story of Cotton" - film
3. With the aid of woven and knitted fabrics illustrate the construction and characteristics of each.
4. Have students guess figure types, then with actual measurement determine the true figure type and compare.
5. Mount various colors on black paper and discuss effect.
6. Mount a picture of a garment on a background of warm coloured construction paper and then cool coloured construction paper - discuss the effect of each on the garment.
7. Mix paints, food colouring, crayons or coloured lead pencils to show primary, secondary and intermediate colours.
8. Collect various shades and tints of particular hues and mount to show degree of intensity and value.
9. Use crayons, construction paper, fabric samples, pictures (wardrobe or rooms) to develop various colour schemes.
10. Give students pictures of clothing and have them analyze the elements and principles of design and the effects of each on the wearer.
11. Make a bulletin board display of labels and hang tags. Analyze given information.

Teacher Reference:

1. Clothing: A Comprehensive Study Ch. 13
2. Try This on For Size Ch. 3
3. Dress Ch. 2 & 7
4. Clothes, Clues, and Careers Units 5 and 7

5. Teen Guide to Homemaking Ch. 13 - 17

Free Publications:

1. Consumer & Corporate Affairs - Care label symbols  
- Pamphlets
2. Wall Charts - body proportions - simplicity  
figure types
3. Colour - Texture - Design in space - Sperry & Hutchinson  
Company
4. Stain Removal Charts - Javex  
- Lever Brothers
5. Information Sheets - Washday Advice Bureau
6. Booklets (i.e., The Story of Cotton) Wabasso Limited  
&  
Sewing Projects

UNIT CONCEPT III - CLOTHING CONSTRUCTION

Purposes:

1. To provide practical experiences in pattern alterations to suit personal body measurements.
2. To show preparation of fabric for cutting out.
3. To teach placing, pinning, and cutting pattern pieces from prepared fabric.
4. To show various methods by which pattern pieces may be marked.
5. To understand the unit method of clothing construction.
6. To create a simple garment from a commercial pattern.

Underlying Topics:

Review:

1. Individual measurements
2. Standard commercial sizes
3. Pattern envelope, instruction sheet, and pattern symbols.
4. Straightening fabric:
  - (a) Meaning of: grain, off-grain, bias, selvage, and nap
  - (b) Straightening by pulling thread and cutting or tearing and then folding and pulling, if necessary.
5. Pattern alteration techniques
6. Placing, pinning, and cutting of pattern
7. Marking - basting, wheel and carbon, pin and chalk, tailor's tacks.

New Topics:

1. Use of interfacing - woven and fusible.
2. Sew a garment with some of the following techniques: stay stitching, ease stitching, gathering, under stitching, darts, hem, waistband, zipper, set-in sleeves, facing, simple collar, patch pockets, grading, and clipping seams.
3. Machine button holes and other fasteners.
4. Seam finishes: pinked, zigzagged, overcast, bound, turned and stitched, french, flat-fell, and stitched and pinked.

Learning Experiences:

1. Students having no previous Home Economics experience may complete one project from each of Category A and B. If only one project is selected, it must be from Category B.

2. Students with previous Home Economics experience may select projects from categories B and C. If only one project is selected, it must be from Category C.

Category A:

- (1) Carry-all bag (shoe bag, gym bag, hiker's pack, book bag)
- (2) Carpenter's apron
- (3) Chef's apron, tea apron

Category B:

- (1) Jiffy pattern - 3 piece pattern  
E.S.P. fast and easy
- (2) Lined vest
- (3) Skirt or slacks with waistband and zipper

Category C:

- |                         |   |                  |                  |
|-------------------------|---|------------------|------------------|
| (1) Shirt               | } | include - collar |                  |
| (2) Bath robe           |   |                  | - set in sleeves |
| (3) Tailored jacket     |   |                  | - facing         |
| (4) More advanced dress |   |                  | - interfacing    |
|                         |   | - patch pockets  |                  |

Minimum Requirements:

Two projects are recommended but depending on previous Home Economics experience and the complexity of the project, students are only required to complete one project to meet minimum requirements.

Enrichment:

- 1. A scrapbook of sewing techniques not completed in previous sewing projects.
- 2. A bulletin board of seam finishes.

3. Sew a project with a fabric that requires special techniques (e.g. plaids, satin, velour, velvet, etc.)

Teacher References:

1. Butterick - See and Sew Series
2. Dress - Ch. 14, 16
3. How you Look and Dress - Ch. 11 - 20
4. Clothing: A Comprehensive Study - Ch. 20, 21
5. Teen Guide to Homemaking - Ch. 13 - 17
6. Clothes, Clues, and Careers - Unit 8
7. Guide to Modern Clothing
8. Pattern Companies

Free Publications:

1. Simplicity: Simplicity Sewing Books  
Simplicity Kit: "Test your Pattern Knowledge"  
"What Pattern Size Am I?"  
"Know Your Pattern Envelope"
2. Pellon Corporation } interfacing samples  
Stacy Fabrics Corporation }
3. PFAFF - Sewing practice sheets
4. Lightening - zipper kit  
unique - zipper kit

## EVALUATION

Students who have completed Clothing 1101 should have developed certain skills and attitudes, and acquired and learned to apply some basic knowledge.

### 1. Knowledge:

- of the basic textile terminology
- of the methods of fabric construction
- of the basic fabric characteristics
- of the principles and elements of design

### 2. Skills:

- to learn to spend one's clothing budget wisely
- to learn to use optical illusions to enhance the human body
- to learn to care for clothing
- to learn to construct a garment using a commercial pattern

### 3. Attitudes:

- to develop confidence in one's work
- to develop an aesthetic appreciation for the work of others
- to assess one's abilities and develop one's interests

Evaluation should be a continuous process based on student projects, assignments, laboratory assignments, tests, and self-evaluation experiences. The allocation of marks should be done in consultation with the principal in accordance with the school board policy.

FACILITIES FOR A CLOTHING LAB

Ideal:

One sewing machine for every two students  
two electric irons  
two ironing boards  
cutting tables  
10 pairs of shears  
sewing equipment such as measuring tapes, tracing paper,  
seam rippers, skirt marker  
sleeve board  
press mitt

Minimum:

One sewing machine for every three students  
One electric iron  
One ironing board  
Cutting tables

ADDRESSES FOR FREE PUBLICATIONS

Calgon  
Calgon Centre  
Pittsburgh, Pennsylvania  
15230

Canadian Cotton Council  
1466 Crescent Street  
Montreal 107, Quebec

Celanese Canada Limited  
Fibres Dominion  
900 Dorchester Boulevard West  
Montreal 101, Quebec

Consumers' Association of Canada  
100 Gloucester Street  
Ottawa 4, Ontario

Department of Consumer Affairs and The Environment  
Elizabeth Towers  
St. John's, Newfoundland

Department of Consumer and Corporate Affairs  
Ottawa, Ontario

Dominion Textile Company Limited  
Montreal  
Quebec

DuPont of Canada Limited  
Box 660  
Montreal 3, Quebec

Level Brothers Limited  
1 Suxlight Park Road  
Toronto 8, Ontario

Lightning Educational Service  
50 Niagara Street  
St. Catherines, Ontario

Pellon Corporation  
1120 Avenue of the Americans  
New York, N.Y.  
10036

PFAFF  
26 Brookland Street  
Sydney, Nova Scotia

Sperry & Hutchinson Co.  
3003 East Kempes Road  
Cincinnati, Ohio  
45241

Stacy Fabrics Corporation  
469 Seventh Avenue  
New York, New York  
10018

Wabasso Cotton Company Limited  
1825 Graham Boulevard  
Montreal, Quebec  
H3R 1H2

Washday Advice Bureau  
151 Bloor Street West  
Suite 1100  
Toronto, Ontario  
M5S 1S8

Union Label Department  
International Ladies' Garment Worker's Union  
22 West 38 Street  
New York, N.Y. 10018

Unique Zipper Company of Canada Limited  
1554 Yonge Street  
Toronto, Ontario