

DYNAMICS OF CLOTHING I

UNIT III: *CONSTRUCTION PREPARATION*

TOPIC C: *CONSTRUCTION PRELIMINARIES*

OBJECTIVE: The student will be able to complete the necessary preliminary steps before he/she begins sewing on a project.

CONCEPT: There are a number of preliminary steps that are prerequisites for successful sewing. It is important that the seamster be cognizant of these steps and have the skills to complete them accurately and efficiently.

COMPETENCIES:

1. Define and use standard sewing terms.
2. Assess level of personal sewing skills.
3. Select pattern(s) for personal projects.
4. Utilize effective time-management techniques.
5. Adjust pattern for accurate fit.
6. Prepare fabric for cutting and construction.
7. Identify and interpret pattern symbols.
8. Follow correct layout techniques (e.g., use of grainline, matching plaids and/or stripes, one direction for napped fabrics, directional design, etc.).
9. Use established marking and cutting techniques.

ACTIVITIES/OPTIONS**SUPPLIES NEEDED**

- | | |
|--|---|
| 1. Button Bingo | Copies of sewing terms (I-III-114)
Copies of bingo sheets (I-III-115)
Bingo buttons, chips, or pieces |
| 2. Terminology Treadles | Copies of student activity guide (I-III-116) |
| 3. Sewing Terms Crossword Puzzle | Copies of student activity guide (I-III-118 and I-III-119) |
| 4. My Sewing Skills Are | Copies of student activity guide (I-III-121 and I-III-122)
Binder for student skill and project records |
| 5. Project Scoop Sheet | Copies of student activity guide (I-III-123) |
| 6. Construction Schedules | Copies of construction schedule (I-III-126 through I-III-128)
Overhead transparency of construction schedule |
| 7. For a Fabulous Fit | Classroom set of <u>THE PERFECT FIT</u>
Copies of student activity guide (I-III-131) |
| 8. More Precision Fitting | Student activity guides from Unit III, Topic A, Option 2, pages I-III-14 and I-III-15
Copies of ease chart (I-III-133) |
| 9. Symbol Syntax | Copies of student activity guide (I-III-134) |
| 10. Symbol Syntax Game | Game sets with keys (I-III-136 through I-III-141) |
| 11. Decode the Codes | Copies of student activity guide (I-III-142) |
| 12. <u>Layout, Cutting, and Marking</u>
Video | Video
Video player
Copies of student activity guide (I-III-144 and I-III-145) |
| 13. Layout Logistics | Copies of student activity guide (I-III-148 and I-III-149) |

ACTIVITIES/OPTIONS

SUPPLIES NEEDED

14. Perplexing Plaids

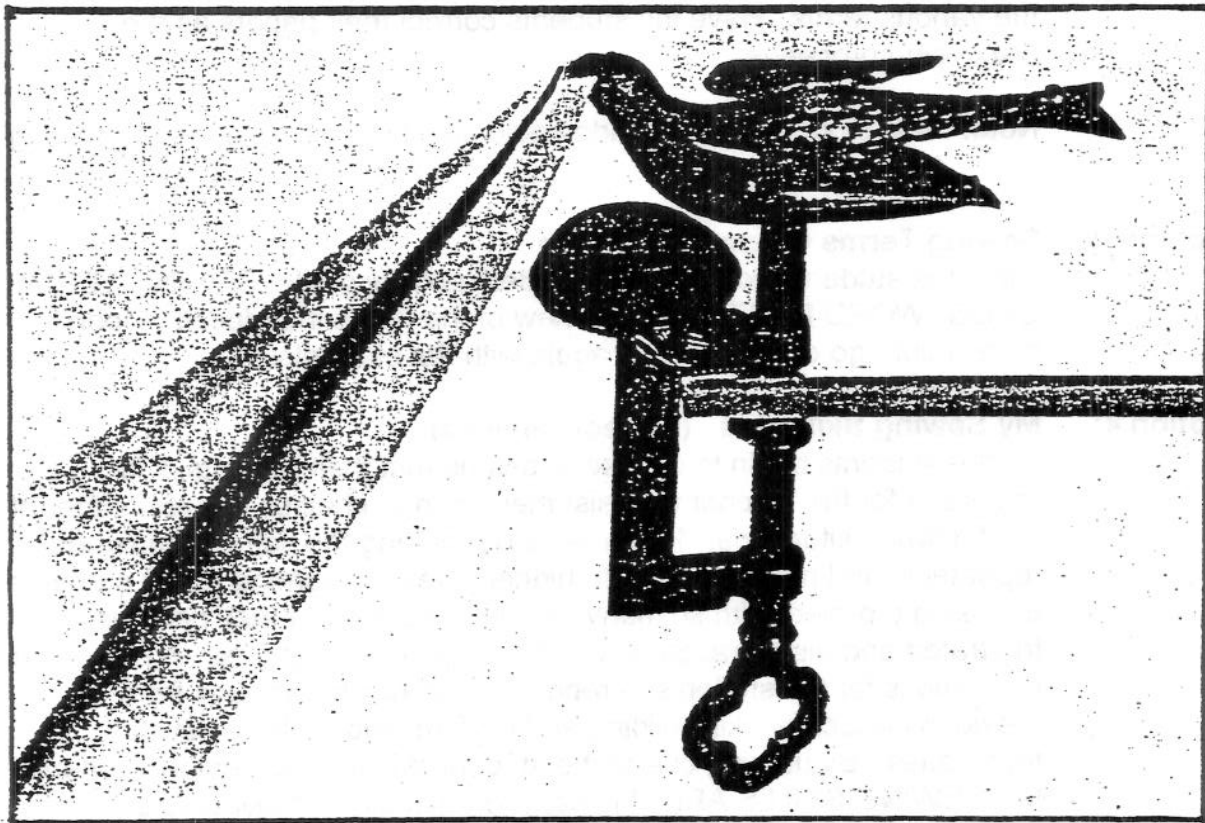
Copies of student activity guides
(I-III-150, and
I-III-152 to I-III-154)
Optional: Plain paper
Overhead transparencies
(I-III-153 and I-III-154)
Glue sticks

15. Magic Marks

Pattern pieces with markings for transfer
Various types of marking tools

16. Project Preparation Primer
(A Summary Activity)

Overhead transparency or
enlarged poster of I-III-157



This fanciful "hemming bird" was a sewing room aid in the first half of the 19th century. Clamped to a table, it held the end of a swath of fabric in its beak. The seamstress, by pulling the fabric taut with one hand, could sew a seam or hem swiftly with the other. In an age when layers of skirting billowed out to hemlines that ran 50 or even 100 inches in circumference, the hemming bird was an eminently practical device.



Give each student a copy of the SEWING TERMS list with the definitions, along with a blank BUTTON BINGO sheet. Have the students fill in their bingo sheets at random with the terms listed. Go over the terms with the students and acquaint them with any terms that may be new to them. Let the students use their list as a reference for the first few games, then pick up the lists and have them play from memory. Give a larger reward for those who "bingo" from memory. If possible, use buttons for bingo chips and/or use some novelty buttons for the bingo rewards.

Give each student a copy of the student activity guide, **TERMINOLOGY TREADLES**, and see if they can match the terms to the definition. When the students have finished, go over the terms with the class and explain the various terms. Have the students correct their papers as the discussion proceeds.

Have the students complete the student activity guide, SEWING TERMS CROSSWORD PUZZLE, as a review of the terms introduced. Upon completion, go over the terms again with the students.

As the students begin to choose and construct their projects, it is important for the teacher to assist them in their choices to avoid either of the following situations: 1) students performing the same techniques repeatedly and not advancing to higher levels of learning, or 2) students choosing a project with so many new techniques that they become frustrated and discouraged before the project is completed. A basic rule of thumb is for the students to repeat one or two techniques from the previous project for skill building and perform two or three new techniques. By utilizing one of the student skill assessment instruments, MY SEWING SKILLS ARE, it is easy to track student skill levels and assist them in their choices. (Keep the skill assessment sheets in a binder for ready reference throughout the course.)

I-III-103



ACTIVITIES/OPTIONS

current fads and fashions. Generally there are many options available that can accommodate the desired construction techniques, and to keep the students excited about sewing, the project selections must be up-to-date.

Patterns and instructions for a number of small, quick, sewing projects have been provided in the SEWING PROJECTS binder. Many of these can be made from scrap fabrics and do not require much in the way of supplies. These are particularly useful if a student is waiting to purchase his/her fabric and/or when a student has an extra day or so between projects. All of them incorporate several sewing techniques and most of them have some opportunity for creativity.

Option 5: Project Scoop Sheet

Have each student complete the student activity guide, PROJECT SCOOP SHEET, for the project he/she is about to sew. One of these sheets should be completed by the student for each project sewn throughout the course.

(It has been suggested that the teacher print the construction schedule on the back of the PROJECT SCOOP SHEET.)

Option 6: Construction Schedules

At the beginning of each project, have each student complete a construction schedule. Follow the CONSTRUCTION SCHEDULE GUIDELINES provided in the resources for this topic. Choose a schedule that best suits your needs and customize it for your school or class.

Option 7: For a Fabulous Fit

Have the students read pages 6-17 of THE PERFECT FIT, from the Singer Sewing Reference Library, and complete the student activity guide, FOR A FABULOUS FIT.

Refer to the teacher background information, FOR A FABULOUS FIT, and pages 14-16 in Guide to Fashion Sewing in the Management Strategies and Construction Techniques binder.

Option 8: More Precision Fitting

Have the students "precision fit" their patterns and make any necessary adjustments before layout using their student activity guides, PRECISION FITTING, from Unit III, Topic A, Option 2, and the ease chart. Have them determine what adjustments are needed and then implement them.

ACTIVITIES/OPTIONS**Option 9: Symbol Syntax**

Prepare a layout on a piece of fabric on a large cut-out table. Gather the students around the table and introduce the students to various pattern symbols, explaining the importance of each, and the meaning of each. Demonstrate how each one is handled as you address it. Regularly stop, review, and reinforce the material just covered, so the students hear about each symbol more than once, and begin to comprehend what each one means. Give each student a copy of the student activity guide, **PATTERN SYMBOLS**, to complete as the demonstration progresses.

See pages 14-16 in Guide to Fashion Sewing in the Management Strategies and Construction Techniques binder.

Option 10: Symbol Syntax Game

Prepare several sets of the **SYMBOL SYNTAX GAME** and store in zipper bags along with a game key. Have the students play in pairs. Directions for the game are in the resource section of this topic with the game patterns. This game can be used for learning the pattern symbols, as well as a quick quiz on same.

Note: It is suggested that each set be made on different colors of paper to eliminate mix-ups and the potential for a sorting nightmare.

See page 13 in Guide to Fashion Sewing in the Management Strategies and Construction Techniques binder.

Option 11: Decode the Codes

Use the student activity guide, **DECODE THE CODES**, as a review of pattern symbols, as a quiz, for make-up work, or for extra credit.

Option 12: Layout, Cutting, and Marking Video

Have students watch the video, LAYOUT, CUTTING, AND MARKING, and complete the corresponding student activity guide. Upon completion, the students should be ready to begin working with their own layouts and prepare for cutting and marking. This video covers the information gained by completing Options 13, 14, and 15, and also some on pattern symbols. (This video is available from Meridian Education Corporation.)

Option 13: Layout Logistics

Give each student a copy of the student activity, **LAYOUT LOGISTICS**, and have them complete the assignment. Check their work to be sure they can follow the pattern instructions and markings for proper layout.

See pages 29-33 in Guide to Fashion Sewing in the Management Strategies and Construction Techniques binder.



ACTIVITIES/OPTIONS

Option 14: Perplexing Plaids

Give each student a set of the student activity guides, PERPLEXING PLAIDS, PATTERN PIECES, EVEN PLAID, and UNEVEN PLAID.

Explain and show the difference between even and uneven plaids, and go through the guidelines provided on the student activity guide. Have the students cut out the pattern pieces, prepare their plaid "fabrics," and layout a set of pieces on each plaid. It is best if the students use their pins to place the pieces first, and then, when they have finished placing, glue the pieces to the sheets. For extra credit or additional learning, give each student a plain piece of paper for "napped fabric" and an extra set of pattern pieces.

When the students have completed their layouts, use overhead transparencies of the plaid sheets with the pieces on them to show the correct layouts and review the guidelines used as each piece has been placed.

See page 31 in Guide to Fashion Sewing in the Management Strategies and Construction Techniques binder.

Option 15: Magic Marks

Use the teacher background information, MAGIC MARKS, as a guide for demonstrating the various kinds of markings used in garment construction. Point out the marks that need to be transferred to the fabric pieces, and then cover which types of marking tools are appropriate for particular fabrics and/or particular markings. Also explain the advantages and disadvantages of using each type or marking mechanism. Have a variety of marking tools ready to use during the demonstration.

See pages 34-35 in Guide to Fashion Sewing in the Management Strategies and Construction Techniques binder, and pages 117-121 in Successful Sewing.

Option 16: Project Preparation Primer: A Summary Activity

Put the PROJECT PREPARATION PRIMER on an overhead transparency or enlarge it to poster size to be hung in the classroom to serve as a reminder of the steps required in project preparation. This could also be used as a handout. Whatever the medium, it will serve as a quick review/overview of the steps covered in the previous options.

RESOURCES**Books**

Singer Sewing Reference Library, THE PERFECT FIT. (Can be purchased at most local fabric stores.)

Rasband, Judith, FABULOUS FIT, Fairchild Publications, 7 West 34th Street, New York, NY 10001, ISBN: 87005-739-17.

Westfall, Mary G., SUCCESSFUL SEWING, Goodheart-Willcox Company, Inc., 123 W. Taft Drive, South Holland, IL 60473-2089. 1-800-323-0440.

Videos

Layout, Cutting, and Marking, by Meridian Education Corporation, Dept. H-92, 236 E. Front Street, Bloomington, IL 61701. 1-800-727-5507. Item No. 2104.

Filmstrip

Plaids, McCalls Pattern Company.





ASSESSMENT/EVALUATION QUESTIONS

1. Define and use standard sewing terms.

1. The grainline is:
A. The straight up-and-down of the fabric
B. Parallel with the salvage edge of the fabric
C. The diagonal across the fabric
D.* Both A and B
2. To place a pattern on the straight of grain means to place it straight with the filling yarns.
A. True
B.* False
3. When you place a pattern on a fold of fabric, you can disregard the grainline.
A. True
B.* False
4. Fabrics cut on a bias provide stretch for ease in fitting.
A.* True
B. False
5. Matching:

<u>F</u> CUTTING LINE	A. A double line on a pattern to indicate where alterations may be made.
<u>E</u> CROSSWISE GRAINLINE	B. Long stitches used to hold Fabric pieces together temporarily.
<u>D</u> CLIP	C. A line diagonally across the grain of the fabric at a 45-degree angle.
<u>C</u> BIAS	D. A small cut into the seam allowance almost to the stitch line.
<u>B</u> BASTE	E. Threads that run across the fabric and are perpendicular to the selvage.
<u>A</u> ADJUSTMENT LINE	F. A heavy, unbroken line to indicate where the pattern must be cut.

ASSESSMENT/EVALUATION QUESTIONS

<u>H</u>	DIRECTIONAL PRINT	G.	A fold of material stitched together to give shape to a garment.
<u>G</u>	DART	H.	A fabric with the print going all the same direction.
<u>K</u>	FOLD LINE	I.	Evenly distributing some fullness when joining two pieces of different sizes.
<u>J</u>	FACING	J.	A piece of fabric used to finish edges such as necklines.
<u>I</u>	EASE	K.	The marking in the center of a dart where the material is folded.
<u>L</u>	GRADE	L.	Trimming each layer of a seam allowance in varying amounts to reduce bulk.
<u>O</u>	LAYOUT	M.	An extra thickness of fabric used to provide shape.
<u>Q</u>	MARK	N.	Sliding a heated iron in a gliding motion to smooth or stabilize fabric.
<u>R</u>	MATCH	O.	Placing the pattern pieces on the fabric for cutting.
<u>P</u>	LENGTHWISE GRAINLINE	P.	Threads that run up and down the fabric, parallel to the selvage.
<u>M</u>	INTERFACING	Q.	To transfer pattern instructions to the fabric.
<u>N</u>	IRON	R.	To bring notches or other marks on two pieces together.
<u>W</u>	RAW EDGE	S.	Fabric with a raised surface.
<u>V</u>	PRESS	T.	V-shaped or diamond-shaped markings on a pattern.
<u>T</u>	NOTCHES	U.	The symbols for construction printed on the pattern.
<u>U</u>	PATTERN MARKINGS	V.	Lifting and placing the iron in an up-and-down motion.
<u>S</u>	NAPPED FABRIC	W.	The cut edge of the fabric pieces.

ASSESSMENT/EVALUATION QUESTIONS

<u>_CC_</u> TRIM	X.	The line designated for stitching the seam. Generally 5/8 inch from the edge.
<u>_X_</u> SEAMLINE	Y.	The distance from the cut edge to the stitch line.
<u>_Z_</u> SEAM FINISH	Z.	Any method of finishing raw edges of seam allowances.
<u>_AA_</u> SEAMSTER	AA.	A person who enjoys sewing.
<u>_BB_</u> SELVAGE	BB.	The narrow, firmly woven finish along both lengthwise edges of the fabric.
<u>_Y_</u> SEAM ALLOWANCE	CC.	To cut away excess fabric on seam allowance after the seam is stitched.

4. Utilize effective time-management techniques.

- Learning to develop an accurate construction schedule is one way to maximize the time one has to sew.
A.* True
B. False
- It doesn't matter how long a student works on a project just as long as he/she stays busy.
A. True
B.* False
- Give two (2) reasons for using a construction schedule:
 - Gives you a plan of what to do
 - Helps you make better use of your time
 - Assists the teacher in tracking your work

5. Adjust pattern for accurate fit.

- The difference between body measurements and garment measurements is called:
A.* Ease
B. Grain
C. Line
D. Set
- When changes are needed on a pattern:
A.* The tissue pattern should remain flat
B. The tissue pattern should be covered to fit the body
C. The tissue pattern should be altered after the fabric is cut.







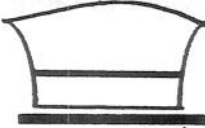






ASSESSMENT/EVALUATION QUESTIONS

3. To lengthen a garment, the pattern is usually:
 - A. Cut just above the adjustment line
 - B. Cut just below the adjustment line
 - C.* Cut on the adjustment line
6. **Prepare fabric for cutting and construction.**
 1. When should fabric be preshrunk before cutting?
 - A.* Always
 - B. Sometimes
 - C. Never
 2. It is more important for the raw edges to be matched than the selvages.
 - A. True
 - B.* False
 3. If the fabric is wrinkled, it is best to press the fabric before you begin the layout.
 - A.* True
 - B. False
7. **Identify and interpret pattern symbols.**
 1. A long, straight arrow on a pattern is the marking for:
 - A. Placing on the fold
 - B. The cutting line
 - C.* The straight of grain
 - D. The zipper
 2. A broken line on a pattern is the marking for:
 - A. Straight of grain
 - B.* A stitching line
 - C. Placing the pattern on a fold
 - D. A cutting line
 3. Small diamond-shaped or triangle markings along the cutting line of the pattern piece are:
 - A. Where the zipper goes
 - B.* Notches that are used for matching
 - C. Pattern decorations
 - D. Used for shortening or lengthening

ASSESSMENT/EVALUATION QUESTIONS

4. A double solid line or a broken line that goes horizontally across a pattern piece with a short, rectangular box on top of it is the pattern marking for:
- A. Straight of grain
 - B. Placing on the fold
 - C.* Shortening/lengthening the pattern
 - D. Putting in a zipper

Directions: On the lines below, write the meaning of the pattern symbols used for laying out, cutting, and marking fabric.

5.  __straight of grain__
6.  __place arrows on fold of fabric__
7.  __cutting line__
8.  __button and buttonhole__
9.  __double notch__
10.  __pattern markings__
11.  __lengthen or shorten here__
12.  __lengthen or shorten here__
13.  __place pattern piece on fabric with wrong side up__
14.  __single dart__
15.  __double dart__
16.  __pleat or tuck__
17.  __directional stitching__

ASSESSMENT/EVALUATION QUESTIONS

8. Follow correct layout techniques (e.g., use of grainline, matching plaids and/or stripes, one direction for napped fabrics and directional designs, etc.).

1. When laying out the pattern, one should use the "with nap" pattern key for:
 - A. Napped fabrics
 - B. Plaids
 - C. Directional designs
 - D.* All of the above
 - E. None of the above
2. If you do not have enough fabric to make the garment desired:
 - A. Cut the garment a little off grain.
 - B. Sew smaller silhouette seams.
 - C.* Supplement the fabric by using other fabric.

9. Use established marking and cutting techniques.

1. Waxy types of tailor's chalk can be used on which kind of fabric?
 - A. Wool
 - B. Cotton
 - C. Synthetic
 - D.* All of the above
 - E. Silk only
2. When using a tracing wheel and tracing paper, the waxy side of the paper should be facing:
 - A. The right side of the fabric
 - B.* The wrong side of the fabric
 - C. Either side is fine
3. Water-soluble marking pens can be used on:
 - A. Washable fabrics
 - B. Dry-cleanable fabrics
 - C.* Either one
4. The saw-toothed tracing wheel should not be used on:
 - A. Heavy fabrics
 - B. Medium weight fabrics
 - C.* Very light weight fabrics