



Ministry of Education and Training



Mohloli oa Thuto

**GRADE 10 AND 11
FASHION AND TEXTILES
SYLLABUS
PILOT 2020**

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1. INTRODUCTION

Fashion and Textiles is one of the syllabi is for grade 10 and 11 which the learners are expected to acquire and apply scientific, creative and entrepreneurial skills to address day to day challenges. It assists learners to be work related competent in dealing with rapid changing trends in fashion globally.

The aim of the syllabus is to equip learners at this level with necessary knowledge, skills and attitudes and values which will help them to be responsible citizen in the social, economic and physical environment. Learners with the guidance of a teacher are to carry out multiple of tasks, assignments and researches in achieving different learning comes.

The Lesotho General Certificate of Secondary Education (LGCSE) Fashion and Textiles Syllabus introduces both theoretical and practical aspects of textiles, aesthetic, design and environmental issues in the production and use of textiles. By following this theoretical and practical syllabus, candidates cover a range of topics including:

- Use of fabrics, style and choice of clothing
- Use commercial and drafted patterns, fitting and assembling garments
- How to care for clothing
- Environmental issues and use of technology
- Manufacturing of quality textile items
- Entrepreneurial skills and become a critical consumer
- Manipulate small and large equipment safely.

2. AIMS OF THE FASHION AND FABRICS GRADE 10 and 11 SYLLABUS.

The aim of the syllabus is to develop candidates' innovative, creative and aesthetic awareness, stimulating an enjoyment in the creative use of textiles and fashion. Candidates develop the practical skills essential for daily challenges and further study, which also last a lifetime. Through their studies, candidates also develop discriminating and informed approach to the making of clothes, learning how to assess suitability and recognize quality, in the context of fashion and textiles. Furthermore the aim of the syllabus is to equip learners at this level with necessary knowledge, skills and attitudes and values which will help them to be responsible citizen in the social, economic and physical environment. Learners with the guidance of a teacher are to carry out multiple of tasks, assignments and researches in achieving different learning comes.

Lesotho General Certificate of Secondary Education (LGCSE) qualification helps learners to become:

- Confident in working with information and ideas- their own and those of others.
- Responsible for themselves, responsive to and respectful of others.
- Innovative and equipped for new and future challenges.
- Manipulative and creative in making of variety of fashion items of high quality.
- Engaged intellectually, economically and socially, ready to make a difference.

The syllabus has been designed to provide content, skills and values and attitudes which progress from grades 1-8 which was introduced in schools in 2012. All areas of the syllabus except use of information technology (IT) and Laundry part were treated on previous syllabus prior to localization of the Fashion and Textiles which was in 2014. The new teaching syllabus brings changes in the structure and format as well as the approach.

3. INTEGRATION

As some of the elements of fashion and textiles are interrelated with other subject areas, it is recommended that the subject be taught within a framework that integrates the related elements and processes. It is important to make possible connections between the elective and core subjects. The teacher's guide will assist teachers in achieving the integration in different subject areas.

4. METHODOLOGY

The underlying for the teaching of the content in this syllabus is learner centered and competence based approaches. There is a large emphasis on the practical elements of the syllabus, and this should be reflected in the way the syllabus is taught. These approaches should take in to consideration different learning styles of individual learner while developing a wide range of skills and values and attitudes. Learner centered and demonstration should play a major in this syllabus.

5. INCLUSION

Fashion and textiles is available and accessible to learners of all ages, sex and gender as well as learners with different disabilities. It is therefore to the teacher to and the ministry to provide with necessary assistance of human and material resources.

6. AIMS AND OBJECTIVES.

The aim of the syllabus is to develop candidates' innovative, creative and aesthetic awareness, stimulating an enjoyment in the creative use of textiles and fashion. Candidates develop the practical skills essential for daily challenges and further study, which also last a lifetime. Through their studies, candidates also develop discriminating and informed approach to the making of clothes, learning how to assess suitability and recognize quality, in the context of fashion and textiles.

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7. ASSESSMENT AT GLANCE.

Weighing and nature of assessment for the two components.

For the LGCSE Fashion and Textiles, candidates take two compulsory components: written paper and coursework. Candidates are eligible for Grade A* to G.

The assessment should promote varied and flexible learning materials or tools; thus include all learning styles and abilities.

Component	Weighting	Raw mark	Nature of assessment
<p>1 Written Paper 2 hours</p> <p>The written paper is divided into two sections. Some of the questions are based on source materials provided in the paper.</p> <p>Section A consists of a range of short- answer questions some of which can be based on the source materials provided in the paper. Candidates answer all the questions in this section in the spaces provided on the paper.</p> <p>Section B consists of structures questions, some of which may be based on the source material provided in the paper. Candidates answer three question.</p>	50%	100	Externally marked

<p>1 Written Paper 2 hours</p> <p>The written paper is divided into two sections. Some of the questions are based on source materials provided in the paper.</p> <p>Section A consists of a range of short- answer questions some of which can be based on the source materials provided in the paper. Candidates answer all the questions in this section in the spaces provided on the paper.</p>	50%	100	Externally marked
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<p>Section B consists of structures questions, some of which may be based on the source material provided in the paper. Candidates answer three questions.</p>			
<p>2 Coursework Candidates submit two fashion items and accompanying folders containing a range of supporting evidence.</p> <p>Item 1: Candidates submit one fashion garment and accompanying folder.</p> <p>Item 2: Candidates submit one fashion accessory and accompanying folder.</p>	50%	80	Internally marked Externally moderated

8. Grade descriptors

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been demonstrated by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which candidates have achieved objectives overall. ECoL provides grade descriptions to give a general indication of what a candidate must achieve for a particular grade.

Grade A

To achieve an A grade, a candidate must demonstrate:

Critical awareness and intelligent understanding of scientific and practical concepts in the syllabus;

Excellent ability to select appropriate textiles for different uses.

A good variety of skills needed for textile items construction.

Grade C

To achieve a C grade, a candidate must demonstrate:

Some critical awareness and intelligent understanding of scientific and practical concepts in the syllabus;

Reasonable ability to select appropriate textiles for different uses.

Some skills needed for textile items construction.

Grade F

To achieve an F grade, a candidate must demonstrate:

Some theoretical and practical understanding of scientific and practical concepts in the syllabus;

Some ability to select appropriate textiles for different uses.

Some knowledge and skills needed for textiles construction.

Reasonable ability to select appropriate textiles for different uses.

Some skills needed for textile items construction.

ASSESSMENT OBJECTIVES (AO)

Candidates should be able to:

AO 1 Identify the varying human needs and factors in situations involving the use of Fashion and Textiles.

AO 2 Recall, interpret, select and apply knowledge relevant to the areas of study identified in the syllabus.

AO 3 Identify and justify priorities within a given situation, and communicate ideas accurately, systematically, and use specialist knowledge.

AO 4 Interpret written and visual instructions.

AO 5 Demonstrate manipulative skills in machine and hand work, using appropriate equipment and working safely.

AO 6 Plan and organise an area of study, using time/resources appropriately.

AO 7 Carry out planned study, using appropriate materials, processes and skills.

AO8 Design and sketch textile items.

AO9 Make quality products.

AO10 Develop decision making and creative skills.

AO11 Develop critical analysis and evaluation skills.

RELATIONSHIP BETWEEN ASSESSMENT OBJECTIVES AND COMPONENTS

AO 5 Demonstrate manipulative skills in machine and hand work, using appropriate equipment and working safely.

AO 6 Plan and organise an area of study, using time/resources appropriately.

AO 7 Carry out planned study, using appropriate materials, processes and skills.

AO 8 Design and sketch textile items.

AO 9 Make quality products.

AO 10 Develop decision making and creative skills.

AO11 Develop critical analysis and evaluation skills.

RELATIONSHIP BETWEEN ASSESSMENT OBJECTIVES AND COMPONENTS

Assessment objectives		Component 1 Written	Component 2 Coursework
AO 1	Identify the varying human needs and factors in situations involving the use of Fashion and Textiles.	✓	✓
AO 2	Recall, interpret, select and apply knowledge relevant to the areas of study identified in the syllabus.	✓	✓
AO 3	Identify and justify priorities within a given situation, and communicate ideas accurately, systematically, and use specialist knowledge	✓	✓

AO 4	Interpret written and visual instructions.	✓	✓
AO 5	Demonstrate manipulative skills in machine and hand work, using appropriate equipment and working safely.	-	✓
AO 6	Plan and organise an area of study, using time/resources appropriately.	-	✓
AO 7	Carry out planned study, using appropriate materials, processes and skills.	✓	✓
AO 8	Design and sketch textile items.	✓	✓
AO 9	Make quality products.	✓	✓
AO 10	Develop decision making and creative skills.	✓	✓
AO 11	Develop critical analysis and evaluation skills.	✓	✓
TOTAL		50%	50%

THE LAYOUT AND PRESENTATION OF THE SYLLABUS.

The syllabus is presented by topics, which learning outcomes are derived from. The terms "learning objectives" or "learning intentions" are often used in other contexts; learning outcome has been retained here since teachers are familiar with the usage from previous grades.

For each targeted learning outcome, details are given of:

- The key concepts, skills values and attitudes which underpin its successful attainment.

Concept: a general idea which emerges from a specific situation; once understood it can be applied to different contexts to promote understanding.

Skills: abilities which every learner is expected to acquire to help them learn and live well in society; they can be mental, social or physical.

Values: qualities which are considered to be important, worth preserving and transmitting to the young generation.

Attitudes: positions or opinions, what is appreciated or disliked by an individual.

A list of **suggested learning experiences:** teaching and learning activities designed to enable learners to achieve a given learning outcome. It is advisable for teachers to use other complementary activities to suit their diverse contexts.

What to assess: in this column, the learning outcome is broken down into several specific, measurable and observable points, against which the teacher can check learner's progress. These focus on the process and characteristics of learning rather than final outcome.

Suggested resources: this is the list of possible items, materials, persons etc. This may be useful to achieve a given learning outcome. It is designed to help all teachers, however many resources may be available in their schools and communities. Teacher may include more to use in their respective schools or immediate environment.

GRADE 10 FASHION AND TEXTILES SYLLABUS OVERVIEW.

At the end of grade 10, learners will be able to:

1. create an informative folder for textile items.
2. construct fashion garment.
3. apply colour on textiles using different techniques.
4. apply colour on textiles using different techniques.
5. explain different fabric construction methods.
6. describe different textiles and non-textiles based on appearance and handling.
7. apply entrepreneurial.
8. explore types of shopping outlets where clothing can be purchased.
9. explore fashion trends.
10. select and apply appropriate components for different fashion items.
11. enhance clothing using embellishments.
12. explain the use of IT in designing textile items.
13. explore factors that influence people in buying ready-made clothes.
14. apply hem finishes in garment construction.
15. differentiate pressing and ironing.
16. apply variety of finishes in garment construction.

17.draft, alter and adapt patterns.

**GRADE 10 FASHION AND TEXTILES SYLLABUS
ACTIVITY PLAN.**

At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
<p>1. create an informative folder for textile items</p>	<p>Concepts</p> <p>Design brief/ task Design processes: Investigation of task (includes research)</p> <p>Development of design proposal for item and decision for final idea</p> <p>Fashion designers</p> <p>Plan of work/budget for final idea including decisions of resources to be used</p> <p>Evaluation of finished item</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Sketch and colour any fashion item or cut pictures of the fashion item they intended to make. • present sketches / pictures <p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss sketch presentations <p>Teacher:</p> <ul style="list-style-type: none"> • introduces design brief/ task <p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss design brief/task • Explore local and international 	<p>select fashion designers from various sources.</p>	<p>Books.</p> <p>TV shows.</p> <p>Internet.</p>

	<p>Communication and presentation (use of subject specific terminology).</p> <p>Skills Critical thinking Logical thinking Communication Decision making Creativity Exploration</p> <p>Values and attitudes Appreciation Awareness Responsibility Patience.</p>	<p>designers.</p> <p>Learners:</p> <ul style="list-style-type: none"> • Select fashion designers from various sources such as internet. And find out the designers suitable for the fashion items chosen. • investigate fashion item of their choice • develop their fashion items including experimental work • budget for all resources to be used towards completing fashion item • Report the steps logically in the manufacturing of fashion items including successes and challenges. • Cost and price their fashion items 		
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At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
2. construct fashion garment.	<p>Concepts</p> <p>Fashion styles:</p> <p>Figure types and figure irregularities</p> <p>Pattern markings</p> <p>Methods of transferring pattern markings</p> <p>Pattern lay out and cutting</p> <p>Assembling of the garment pieces</p> <p>Storing of different garments</p> <p>Fashion designers</p> <p>Skills</p> <p>Measuring</p> <p>Accuracy</p> <p>Drawing</p> <p>Creative</p>	<p>Teacher and Learners:</p> <ul style="list-style-type: none"> • Discuss different figure types and ways of camouflage their irregularities. • Discuss patterns, components and types of fabrics they will use. <p>Learners:</p> <ul style="list-style-type: none"> • Label style features on the diagrams • Describe style features • Design the fashion garment following logical steps. <p>Teacher:</p> <ul style="list-style-type: none"> • Guides learners in placing and cutting out pattern pieces. <p>Learners:</p> <ul style="list-style-type: none"> • Interpret pattern markings 	<p>list figure types.</p> <p>identify their figure types.</p> <p>name their figure irregularities and identify ways of hiding them.</p> <p>practise pattern layout and cutting.</p> <p>sew different pieces.</p> <p>assemble the pieces logically.</p> <p>construct different garments.</p>	<p>Storing equipment.</p> <p>Books.</p> <p>Resource persons.</p> <p>Internet.</p> <p>Sewing equipment.</p>

	<p>Communication Decision making Logical thinking Calculation.</p> <p>Values and attitudes. Tolerance Patience Cooperation Caring.</p>	<p>correctly.</p> <ul style="list-style-type: none"> • Show skill in pattern placing, cutting out and sewing. • Assemble the pieces logically. • Fold and or hang finished garments appropriately. • Assess finish products workmanship and fitting. 		
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At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
3. apply colour on textiles using different techniques.	<p>Concepts Colouring Techniques/methods: Commercial and natural Natural/homemade: Dyeing and tie and dyeing, Batik, fabric spraying and</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • revise classes of colours and absorbency, colour resistance done previously. <p>Learners bring different pieces of textiles with different colours and designs.</p> <ul style="list-style-type: none"> • brainstorm ways and techniques in 	<p>state different techniques in which colour is applied onto textiles.</p> <p>explain different techniques in which colour is added to textiles.</p>	<p>Textbooks. Wooden blocks. Fabric paints. Fabric dyes. Rags and fabrics. Colour wheel chart</p>

	<p>painting</p> <p>Commercial:</p> <p>screen and roller printing</p> <p>Disposal of dyes and paints</p> <p>Budgeting</p> <p>Costing and pricing</p> <p>Skills</p> <p>Communication</p> <p>Determination</p> <p>Dyeing</p> <p>Painting</p> <p>Creativity</p> <p>Manipulation</p> <p>Decision making</p> <p>Critical thinking</p> <p>Accuracy</p> <p>Drawing</p> <p>Experimentation.</p> <p>Values and attitudes</p> <p>Appreciation</p> <p>Passion</p> <p>Cooperation</p>	<p>which colour has been added to textiles.</p> <ul style="list-style-type: none"> investigate availability and cost effectiveness of commercial and natural dyeing techniques used in their immediate communities. practise different homemade techniques in which colour are applied to textiles. I.e. dyeing, tie and dyeing, batik, printing fabric printing and spraying. experiment absorbency of natural and manmade fibres and fabrics. discuss commercial methods of printing textiles. practise safety precautions in handling paints and dyes in applying colour to textiles. interpret and follow instructions and safety symbols on sachets, leaflets or containers. draw safety symbols found on containers of dyes and paints. debate on impact of natural and 	<p>compare colour application techniques.</p> <p>outline procedures of colouring textiles.</p> <p>produce an artefact using different colouring techniques.</p> <p>draw safety symbols found on containers of dyes and paints.</p> <p>interpret the meaning of the symbols.</p> <p>discuss safe precautions in handling dyes and paints.</p> <p>dispose dyes and paints appropriately to save the environment.</p> <p>compare the absorbency of natural and manmade fibres.</p>	<p>Internet magazines dyeing and painting equipment and materials</p>
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	<p>Tolerance Patience Commitment Efficiency Open mindedness.</p>	<p>commercial dyes and paints on the environment.</p> <ul style="list-style-type: none"> Learners construct items using different methods or techniques of applying colours in textiles. evaluate their items. cost and price their items for display and sale. 		
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At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
4. apply colour on textiles using different techniques.	<p>Concepts Colouring Techniques/methods: Commercial and natural</p> <p>Natural/homemade Dyeing and tie and dyeing, Batik, fabric spraying and</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> Revise classes of colours and absorbency, colour resistance done previously. <p>Learners bring different pieces of textiles with different colours and designs.</p> <ul style="list-style-type: none"> Brainstorm ways and techniques in which colour has been added to 	<p>state different techniques in which colour is applied onto textiles.</p> <p>explain different techniques in which colour is added to textiles.</p>	<p>Textbooks. Wooden blocks. Fabric paints. Fabric dyes. Rags and fabrics. Colour wheel chart.</p>

	<p>painting.</p> <p>Commercial screen and roller printing Disposal of dyes and paints Budgeting Costing and pricing.</p> <p>Skills Communication Determination Dyeing Painting Creativity Manipulation Decision making Critical thinking Accuracy Drawing Experimentation.</p> <p>Values and attitudes Appreciation Passion Cooperation Tolerance Patience</p>	<p>textiles.</p> <ul style="list-style-type: none"> Investigate availability and cost effectiveness of commercial and natural dyeing techniques used in their immediate communities. Practise different homemade techniques in which colour are applied to textiles. I.e. dyeing, tie and dyeing, batik, printing fabric printing and spraying. Experiment absorbency of natural and manmade fibres and fabrics. Discuss commercial methods of printing textiles. Practise safety precautions in handling paints and dyes in applying colour to textiles. Interpret and follow instructions and safety symbols on sachets, leaflets or containers. Draw safety symbols found on containers of dyes and paints. Debate on impact of natural and commercial dyes and paints on the 	<p>compare colour application techniques.</p> <p>outline procedures of colouring textiles.</p> <p>produce an artefact using different colouring techniques.</p> <p>draw safety symbols found on containers of dyes and paints.</p> <p>Interpret the meaning of the symbols.</p> <p>discuss safe precautions in handling dyes and paints.</p> <p>dispose dyes and paints appropriately to save the environment.</p> <p>compare the absorbency of natural and manmade fibres.</p>	<p>Internet. Magazines. Dyeing and painting equipment and materials.</p>
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	Commitment Efficiency Open mindedness.	environment. <ul style="list-style-type: none">• Learners construct items using different methods or techniques of applying colours in textiles.• Evaluate their items.• Cost and price their items for display and sale.		
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At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
5. explain different fabric construction methods.	<p>Concepts</p> <p>Woven fabrics:</p> <p>Different types of weaves and their variations:</p> <p>Plain, Twill, Satin and pile weaves</p> <p>Non-woven fabrics:</p> <p>Wool felt, braid, knitting</p> <p>Performance characteristics:</p> <p>Strength</p> <p>Elasticity</p> <p>Resilience Lustre</p> <p>Drape.</p> <p>Skills</p> <p>Observation</p> <p>Manipulation</p>	<p>Learners</p> <ul style="list-style-type: none"> Collect samples of fabric swatches and garments. Relate knitted items done previously with fabric construction. Teacher demonstrates basic fabric construction methods Learners: Observe the difference between natural and manmade fibres or fabrics. Identify the structure of woven and nonwoven fabrics from garments or swatches. Differentiate non-woven and woven fabrics. <p>Teacher and learners</p> <ul style="list-style-type: none"> Discuss performance characteristics of woven and non-woven fabrics. Compare prices and availability of natural and manmade fabrics. 	<p>define fabric construction terms.</p> <p>differentiate between woven and non-woven fabrics.</p> <p>explain different processes of fabric construction.</p> <p>identify performance characteristics of woven and nonwoven fabrics.</p>	<p>Text books.</p> <p>Internet.</p> <p>Fabrics.</p> <p>Fashion items.</p> <p>Yarns.</p> <p>Charts.</p> <p>Loom(s).</p>

	<p>Exploration Creativity Logical thinking Decision making</p> <p>Values and Attitudes Determination Appreciation Tolerance Communication Efficiency.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Construct basic weaves • Analysis of different fabric construction methods 		
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At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
6. describe different textiles and non-textiles based on appearance and handling.	<p>Concepts</p> <p>Textiles : Calico, Seshoeshoe, denim corduroy, cambric, crepe, felt, gabardine, gingham,</p>	<p>Learners:</p> <ul style="list-style-type: none"> • brainstorm fabrics made from different natural fibres • Collect different types of fabrics • In groups identify various types of 	<p>name fabrics from different natural fibres.</p> <p>list non-textiles in their locality.</p> <p>explain the appearance and handling of fabrics</p>	<p>Textbooks.</p> <p>Internet.</p>

	<p>flannel, lawn, muslin.</p> <p>Non- fibre textiles:</p> <p>Hides and skins, lesika, animal bones, horns, fur.</p> <p>Handling and appearance of textiles and non-textiles</p> <p>Skills</p> <p>Communication Analysis Observation Critical thinking Exploration.</p> <p>Values and attitudes</p> <p>Appreciation Caring Co-operation.</p>	<p>fabrics based on appearance and handling /feel</p> <ul style="list-style-type: none"> • Write down the results. • Give the characteristics of different fabrics as the examination is done. • Compile a file of various fabrics • Identify non-fibre textile in their local environment. • Explain the feeling and appearance of them. • Report their findings. • Make an investigation on the use of non-textiles in garment and accessory construction. 	<p>made from natural fibres.</p> <p>describe the appearance and handling of non-textiles.</p>	<p>Fabric swatches.</p>
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At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
7. apply entrepreneurial.	<p>Concepts</p> <p>Qualities of an entrepreneur:</p> <p>Functions of an entrepreneur</p> <p>budgeting</p> <p>Costing and pricing</p> <p>Marketing</p> <p>Quality control</p> <p>Needs of consumers</p> <p>Consumer awareness</p> <p>Importance of designing original textile items in business</p> <p>Consumer rights and responsibilities</p> <p>Ways of advertising products and services</p>	<ul style="list-style-type: none"> • With guidance of the teacher learners identify qualities of an entrepreneur. • Conduct market research. • Discuss their findings. • Cost and price items • Advertise the products using various ways including social media and online. • Debate on importance of quality control and quality assurance in the manufacturing of garments. • Discuss consumer rights and responsibilities in relation to services and goods. • Teacher and learners take a field trip to visit different retail outlets to bring awareness. • Learners Role-play buying and selling fashion items. • Design different advertising posters for 	<p>define the terms List qualities of an entrepreneur</p> <p>explain the functions an entrepreneur.</p> <p>discuss marketing in relation to garment production.</p> <p>cost and price textile items.</p>	<p>Books.</p> <p>Magazines.</p> <p>TV.</p> <p>Internet.</p> <p>Resource persons.</p>

	<ul style="list-style-type: none"> • Cooperatives • Domestic and international dynamics and agreements <p>Skills Communication Decision making Computing Marketing Designing Analysis Exploration Creativity/innovation.</p> <p>Values and Attitudes Passion Motivation Appreciation Determination Respect Patience.</p>	<p>their products.</p> <ul style="list-style-type: none"> • Explore jobs and careers in fashion industry. 		
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At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
<p>8. explore types of shopping outlets where clothing can be purchased.</p>	<p>Concepts</p> <p>Types clothing shops outlets:</p> <p>Retailer</p> <p>Department</p> <p>High street</p> <p>Designer</p> <p>Factories: second hand and discount</p> <p>Budget</p> <p>Methods of buying clothes:</p> <p>Mail order</p> <p>Online shopping</p> <p>Internet shopping</p> <p>Credit- lay bye</p> <p>Cash</p>	<ul style="list-style-type: none"> • Teacher and learners visit a shopping centres and malls to identify the different clothes shops in their immediate environment. • Learners identify different clothes shops and explain their types. • Teacher and learners discuss the types of shops. • Learners compare type of clothes sold in different shops. • State advantages and disadvantages of each method of buying. • Explore merchandising locally and internationally. • Teacher and learners discuss ways of advertisements. • Make a mini research on family budget on clothing and outlets they use in their local environment. 	<p>list types of clothes shops.</p> <p>explain types of clothes shops.</p> <p>state advantages and disadvantages of each type.</p>	<p>Shops</p> <p>Magazines</p> <p>Internet</p> <p>Magazines</p> <p>Resource persons</p>

	<p>Merchandising- local and international</p> <p>Advertisement</p> <p>Advantages and disadvantages of shops</p> <p>Skills Exploration Decision-making Observation Investigation.</p> <p>Values and Attitudes Awareness Appreciation.</p>			
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At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
9. explore fashion trends.	<p>Concepts</p> <p>Trends: Contemporary/Modern traditional</p> <p>Terms: Classic Fad Couture Absolent budget saving money</p> <p>Skills Discovery Investigation Communication Manipulation Decision making.</p>	<ul style="list-style-type: none"> Learners collect fashion magazines and cut out pictures of fashion. In groups learners sort out pictures into modern and contemporary. Visit different clothes shops to find the recent fashion. Conduct fashion shows on different trends from 1980s. Present their work to the rest of the class. Paste on chart and keep them for future use. Define the terms used in fashion 	<p>define terms used fashion.</p> <p>identify fashion trends in different eras.</p> <p>explain different trends in fashion.</p>	<p>Textbooks.</p> <p>Magazine.</p> <p>Internet.</p> <p>TV Fashion programmes.</p>

	Value and attitudes Appreciation Cooperation.			
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At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
10. select and apply appropriate components for different fashion items.	<p>Concepts</p> <p>Classification of Components:</p> <p>Fastenings:</p> <p> Button and buttonhole</p> <p> Button and loops</p> <p> Zippers</p> <p> Press studs</p> <p> Eyes and hooks</p> <p>Interfacings</p> <p>Lining</p> <p>Interlining</p>	<p>Learners:</p> <ul style="list-style-type: none"> • collect clothes and identify different components used on them. • classify components. <p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss points considered on the choice of components. • state the suitable components for different fashion items • describe materials that make components. 	<p>list and classify various components.</p> <p>discuss points to consider in the choice of different components.</p> <p>describe some components.</p> <p>sketch /illustrate components used in the textile items.</p> <p>assess components in terms of materials, attachment and</p>	<p>Different clothes.</p> <p>Internet.</p> <p>Posters.</p> <p>Charts.</p> <p>Textbooks.</p>

	<p>Choice and importance of components</p> <p>Rules in choosing and making openings</p> <p>Qualities of components and their attachment or insertion.</p> <p>Skills Selection Exploration Communication Application Decision making Analysis Manipulation Drawing.</p> <p>Values and Attitudes Appreciation Aesthetic.</p>	<p>Teacher :</p> <ul style="list-style-type: none"> • demonstrates attachment of different components. <p>Learners:</p> <ul style="list-style-type: none"> • practise attaching different components. • assess qualities in terms of construction and materials they are made up. • draw components used in textile items. • apply components on various fashion items. 	<p>insertion.</p>	
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At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
11. enhance clothing using embellishments.	<p>Concepts Embellishments and decorations:</p> <p>Frindge Beads Lace Batik Piping Bones Trimmings Stones Shells and feather</p> <p>Decorative techniques:</p> <p>Applique Quilting Embroidery /decorative stitches Free machining</p> <p>Budgeting savings and investment</p>	<p>Learners:</p> <ul style="list-style-type: none"> investigate different ways of decorating clothes in various cultures. identify traditional and modern ways of decorating clothes. identify textile and non -textile materials in their local environment that are used in decorating clothes. cut pictures of different materials. compare prices and materials of different decorated clothes and ones without decorations. practice different techniques in improving the appearance of clothes. learners decide which materials they will use to decorate their fashion items. give valid reasons for their choices. apply decorations in garment construction. 	<p>list materials used for decorating clothes.</p> <p>identify materials in different environments.</p> <p>match decorations with suitable materials.</p> <p>practice different techniques in decorating clothes.</p>	<p>Textbooks.</p> <p>Magazines.</p> <p>Different clothes.</p> <p>Environments.</p> <p>Internet.</p> <p>Shops.</p>

	Advertising Sales and profits. Skills Creativity Critical thinking Manipulation Decision making. Values and Attitudes Patience Awareness Appreciation.			
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At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
12. explain the use of IT in designing textile items.	Concepts Computer design(CAD) Computer Aided Aided	Learners: <ul style="list-style-type: none"> • define of CAD, CIM, CNC and CAM. • investigate about CAD, CAM, CIM, and CNC in textile production. 	list uses of IT in the textile production.	Books. Computer.

	<p>manufacture(CAM) Computer numerical control(CNC) Computer Integrated Manufacturing (CIM)</p> <p>Advantages and disadvantages of using Information technology Consultancy Sales and profits Exchange rates Insurance Warranties</p> <p>Skills Communication Exploration Discovery Manipulation Computer literacy Decision making Analysis Critical thinking.</p> <p>Values and attitudes</p>	<ul style="list-style-type: none"> • list advantages and disadvantages of using IT in the textile production. • practice operating computer to assist with design work. • explanation of the use of IT in producing textile items. 	<p>write the abbreviations in full.</p> <p>state advantages and disadvantages of IT in the textile production.</p> <p>explain how to produce certain items using IT.</p>	<p>Camera.</p> <p>Printer.</p> <p>Internet.</p> <p>Cellular phones.</p> <p>Scanners.</p>
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	Competence Interaction Discipline Focus Cooperation.			
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At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
13. explore factors that influence people in buying ready-made clothes.	<p>Concepts</p> <p>Body measurements.</p> <p>Factors affecting choice of readymade clothes:</p> <p>Price Cost Age Style Fashion Brand name Type of shop Figure type</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • Take their body measurements accurately. And keep record of the measurements. • Compare the measurements with the ones in the shops. • Visit shops and compare prices, brand names, and fashion trends available. • In groups, collect data of different sizes available for different fashion. • Analyze and present it using graphs or bar charts. 	<p>list steps in taking the body measurements.</p> <p>state factors influencing choice and buying of readymade clothes.</p> <p>explain factors influencing choice and buying of readymade clothes.</p> <p>compare methods of</p>	<p>Shops.</p> <p>Internet.</p> <p>Books.</p> <p>Magazines.</p>

	<p>Peer/friends/colleagues.</p> <p>Methods of buying clothes: Mail order Internet shopping Credit- lay bye Cash Merchandising- local and international Advertisement.</p> <p>Skills Communication Investigation Observation Logical thinking Critical thinking Comparison Decision making.</p> <p>Values and Attitudes Awareness Appreciation.</p>	<ul style="list-style-type: none"> • Present their findings • Investigate different methods of buying clothes in different shops. And which one is mostly used. • Decide which method they can use and why. • Dramatize teenagers going for shopping and following the expected principles. • Investigate from their respective families about the budget for clothing. How much money is spent on clothing monthly, quarterly, or annually? • Keep records of slips used for buying clothes and accessories. 	<p>purchasing clothes from different shops.</p> <p>calculate money spent on clothing and accessories for the family.</p>	
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At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
<p>14. apply hem finishes in garment construction.</p>	<p>Concepts:</p> <p>Types of hems: single folded, double folded, blind stitched.</p> <p>Types of hem finishes: narrow, straight, shaped, web finish and hand and machine stitch.</p> <p>Skills Manipulation Measurement Decision making Creativity Identification.</p> <p>Values and attitudes Appreciation Aesthetic</p>	<p>Learners:</p> <ul style="list-style-type: none"> collect different articles to identify different types of hems and hem finishes <p>Teacher and learners:</p> <ul style="list-style-type: none"> discuss types of hem finishes determine suitable hem finishes for various garments <p>Teacher:</p> <ul style="list-style-type: none"> demonstrate making of different hem finishes <p>Learners:</p> <ul style="list-style-type: none"> Practice different hem finishes apply hem finishes in garment construction 	<p>name hem finishes that are applied in garments.</p> <p>list types of hems.</p> <p>identify different hem finishes for different clothes.</p> <p>apply hem finishes in garment construction.</p>	<p>Books.</p> <p>Internet.</p> <p>Garments.</p>

	Tolerance.			
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At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
15. differentiate pressing and ironing.	<p>Concepts</p> <p>Equipment and tools: Care, cleaning and storage Ironing techniques Pressing techniques Care labels-ironing symbols Legal and licensed dry cleaning and laundry facilities Reliable brands Methods of payments Insurance Sales and profits</p> <p>Importance of ironing and pressing clothes. Methods of ironing and</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Brainstorm how they usually iron and press clothes at home. • Identify clothes which need to be ironed and not to be ironed by checking care labels on garments. • Draw and interpret different ironing symbols found care labels. • Learners investigate on equipment and tools used for pressing and ironing of clothes. And find out the functions of each. • Read leaflets/manuals in the cleaning, caring and storing different equipment and tools. • Discuss problems they usually face during pressing and ironing of 	<p>name pressing and ironing equipment and tools.</p> <p>give functions of the tools and equipment.</p> <p>define ironing and pressing.</p> <p>explain caring, cleaning and storing of the equipment.</p>	<p>Text books.</p> <p>Ironing equipment.</p> <p>Clothes.</p> <p>Fabrics.</p> <p>Internet.</p>

	pressing: Under pressing. Skills Effective communication Exploration Investigation Decision making Observation. Values and Attitudes Caring Tidiness Awareness.	different clothes. Importance of ironing and pressing clothes during and after sewing the garments. <ul style="list-style-type: none"> • Teachers show learners the proper way of ironing and pressing different fabrics or clothes. • Learner practice pressing and ironing of different clothes. • Learners define ironing and pressing. • Learners learn to save energy during ironing and pressing. • Learners differentiate between ironing and pressing. 	differentiate pressing and ironing.	
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At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
16. apply variety of finishes in garment construction.	Concepts Neckline finishes:	Learners: <ul style="list-style-type: none"> • explore various neckline finished applied to garments. 	list ways of finishing a neckline.	Sewing tools and equipment.

	<p>Facings: shapes and extended: Collars: reverse, standing, and flat collars</p> <p>Bindings</p> <p>Neckline and collar techniques: Clipping, notching sniping, under-stitching and edge-stitching.</p> <p>Seam finishes: over locking binding.</p> <p>Skills drawing decision making manipulation creative Observation.</p> <p>Values and attitudes Patience Workmanship.</p>	<ul style="list-style-type: none"> draw different neckline and seam finishes. <p>Teacher:</p> <ul style="list-style-type: none"> demonstrate construction of different neckline and seam finishes. guides learners in making samples of different finishes. assist learners to attach different collars and facings. <p>Learners:</p> <ul style="list-style-type: none"> make specimen of different finishes apply these finishes when sewing clothes. assess their specimen and make a folder. 	<p>draw different collars. match garments with suitable finishes. identify seam finishes. finish seams using over locking and binding. apply neckline and seam finishes on garment construction.</p>	<p>Textbooks.</p> <p>Internet.</p> <p>Charts.</p> <p>Magazines.</p>
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At the end of grade 10. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
17. draft, alter and adapt patterns.	<p>Concepts Drafting necklines and collars patterns. Altering patterns Adapting drafted and commercial patterns. Assessment of the necklines and neckline finishes Use of commercial pattern Taking body Measurements.</p> <p>Skills Pattern drafting. Pattern altering Manipulation Decision-making Critical thinking Accuracy Measuring Drawing Creativity.</p>	<ul style="list-style-type: none"> • Teacher and learners discuss different necklines and neckline finishes. • Learners explore different types of collars from pictures and clothes. • Discuss the suitable collars for different styles and types of necks. • Learners and teachers revise taking body measurements. • Calculating body measurements for pattern drafting. • Teacher demonstrates drafting adapting and altering commercial and drafted patterns of different collars to suit individual's sizes or body. • Learners investigate different brands of commercial patterns. • Learners explore components of the commercial envelope and convert different measurements. • Learners decide which patterns would 	<p>adapt and alter necklines and collar patterns.</p> <p>draft of patterns for necklines, facings and collars.</p> <p>attach bindings, facings and collars.</p> <p>assess the qualities in terms of accuracy, workmanship and suitability.</p>	<p>Books.</p> <p>Magazines.</p> <p>T.V. programmes</p> <p>Internet.</p> <p>Measuring equipment.</p>

	<p>Values and Attitudes Appreciation Positivity Open-minded Passion.</p>	<p>be convenient to use in garment construction.</p> <ul style="list-style-type: none"> • Learners make specimens of drafted, altered and adapted necklines facings and collars. • Learners assess the qualities in terms of accuracy, workmanship and suitability. 		
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GRADE 11 FASHION AND TEXTILES SYLLABUS

OVERVIEW.

At the end of Grade 11, learners will be able to:

1. construct the fashion accessory.
2. control fullness in garment construction.
3. explore proper use of care labels.
4. explain eco- labels and their importance.
5. explain the development and use of smart and modern fabrics.
6. apply waist finishes in garment construction.

GRADE 11 FASHION AND TEXTILES SYLLABUS

ACTIVITY PLAN.

At the end of Grade 11. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
1. construct the fashion accessory.	<p>Concepts</p> <p>Types of fashion accessories:</p> <p style="padding-left: 40px;">Carried</p> <p style="padding-left: 40px;">worn</p> <p>Sketches of the fashion accessory.</p> <p>Style features Construction of the accessory.</p> <p>Accessory designers.</p> <p>Budget.</p> <p>Costing and pricing.</p> <p>Sales and profits.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • identify carried and worn accessories. • draw different fashion accessory showing back and front view, colour design and show embellishment • label style features on the diagrams • describe style features • design the fashion accessory following logical steps/ assembling. <p>Teacher:</p> <ul style="list-style-type: none"> • guides learners in the construction of different accessories. • Teacher and learners assess the qualities of accessories in 	<p>list types of fashion accessories.</p> <p>describe style features of different accessories.</p> <p>Sketch different accessories.</p> <p>assess the sketches and style features.</p> <p>assess the qualities of accessories in terms of workmanship and suitability.</p> <p>construct different accessories.</p>	<p>Books.</p> <p>Ready-made accessories.</p> <p>Magazines.</p> <p>Catalogues.</p> <p>Internet.</p> <p>Clothes and accessory shops.</p> <p>Resource persons.</p>

	<p>Skills Creativity Designing Sketching Observation Brainstorming.</p> <p>Values and attitudes Commitment Tidiness Competence.</p>	<p>terms of workmanship and suitability.</p> <p>Learners:</p> <ul style="list-style-type: none"> • explore the local and international accessory designers. • use secondary information on different accessory designers to respond to their fashion portfolio. • investigate the traditional and modern accessories from different tribes in their locality. • present the information to the class. • investigate the family budgets monthly or annually on different accessories. • compare prices of different accessories and compile their findings. 		
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At the end of Grade 11. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
<p>2. control fullness in garment construction.</p>	<p>Concepts Methods of controlling fullness: Darts Tucks Pleats Easing Gathers.</p> <p>Reasons for controlling fullness.</p> <p>Factors to consider when controlling fullness.</p> <p>Skills Manipulation Communication Drawing Problem solving Decision making Creativity.</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> State the reasons for controlling fullness Factors to consider when controlling fullness <p>Learners:</p> <ul style="list-style-type: none"> Collect clothes and identify different methods of controlling fullness applied. Identify different positions in which, each control of fullness has been used. State different types of each method of controlling fullness. Draw different methods of fullness. Make specimens showing different methods of controlling fullness Discuss the differences among the following control of fullness. Pleats, tucks, darts Compare types of each 	<p>list methods of controlling fullness.</p> <p>state positions of the textile item where each method can be used.</p> <p>outline the procedure of making pleats, darts, tucks.</p> <p>illustrate each method with a sketch and indicate where it might be used.</p>	<p>Fabric.</p> <p>Paper.</p> <p>Equipment.</p> <p>Text books.</p> <p>Textile items.</p> <p>Specimen file.</p>

	Values and Attitudes Fulfillment Tolerance Aesthetic.	method of controlling fullness. <ul style="list-style-type: none"> Apply control of fullness on finished and unfinished textile items. 		
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At the end of Grade 11. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
3. explore proper use of care labels	Concepts Types of care labels care symbols Importance of care labels Skills Communication Identification Discovery	Learners: <ul style="list-style-type: none"> collect items with care labels study different types of care labels relate care labels with fibre content 	label the care symbols. outline the importance of care labels. draw and explain the meaning of the care symbols.	Clothes. Textbooks. Internet.

	<p>Drawing Decision making Exploration</p> <p>Values and attitudes: Appreciation Aesthetic Caring</p>	<p>Teacher and learners: discuss the importance of care labels</p> <p>Learners:</p> <ul style="list-style-type: none"> • find other information on textile items other than care labels. • draw care symbols found on fashion items. 		
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At the end of Grade 11. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
4. explain eco-labels and their importance	<p>Concepts</p> <p>Eco-labels</p> <p>Importance and use of eco-labeling</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss eco-labeling <p>Learners:</p> <ul style="list-style-type: none"> • research about eco-labels • report their findings 	<p>define eco-labeling.</p> <p>outline the importance of eco labeling.</p> <p>describe use of eco-labeling.</p> <p>relate eco-labeling with the</p>	<p>Internet.</p> <p>Text books.</p> <p>Television.</p>

	<p>Skills Communication Investigation Reporting Critical thinking Drawing.</p> <p>Values and attitudes Appreciation Awareness.</p>	<ul style="list-style-type: none"> • define eco-labeling • In groups discuss importance of eco labeling in fashion and textiles. • explore different eco labelling in different countries. • visit various clothing and find out eco labelling symbols. Report their findings. • draw different eco labels fund their environment. • relate eco-labeling with the environment. 	environment.	Garments.
5. explain the development and use of smart and modern fabrics	<p>Concepts Definition of terms: Interactive fabrics Micro- encapsulation Reflective textiles.</p> <p>Advantages and disadvantages of using smart and modern fabrics.</p> <p>Reasons for developing modern and smart fabrics.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • research on smart and modern fabrics • report their findings • compare prices of modern and smart fabrics with other fabrics. • differentiate groups of smart and modern fabrics. • describe advantages and disadvantages of smart and modern fabrics. <p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss the importance of smart and modern as used in textile 	<p>name uses of smart and modern fabrics</p> <p>identify application of smart and modern fabrics</p> <p>give examples of smart and modern fabrics</p> <p>define the following terms:</p>	<p>Books.</p> <p>Internet.</p> <p>Clothes.</p>

	<p>Skills Communication Discovery Exploration Critical thinking Decision making Logical thinking Problem solving.</p> <p>Values and attitudes Appreciation Awareness.</p>	construction.	interactive micro-encapsulation reflective fabrics discuss importance of smart and modern fabrics in fashion construction.	
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At the end of Grade 11. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
6. apply waist finishes in garment construction.	<p>Concepts Waistline finishes: Waistband Facing Elastic Bodice or skirt join</p>	<ul style="list-style-type: none"> • Teacher guides learners to construct specimen. • Learners collect different pictures of fashion magazines showing different waistlines. • Teacher and learners discuss waist finishes on collected 	identify waistline finishes. explain attachment of waistline finishes. demonstrate application of waistline finishes.	Books. Internet. Clothes. Sewing equipment.

	<p>Attachment of waistline finishes</p> <p>Skills Manipulation Selection Communication Creativity Decision making</p> <p>Value and attitudes Tolerance Passion Appreciation</p>	<p>pictures</p> <ul style="list-style-type: none"> • Teacher demonstrates attachment of different waistlines finishes. • Learners practice attachment of waistline finishes to different garments. 		
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At the end of Grade 11. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
<p>7. discuss art elements and principles of design and their illusions in clothing.</p>	<p>Concepts</p> <p>Colour: primary secondary, tertiary, complementary, monochromatic, analogous triadic, neutral, cool and</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the function of decorative and structural lines in clothing. <p>Learners:</p>		

	<p>warm.</p> <p>Line: vertical, horizontal. Diagonal, curved, zigzag</p> <p>Shape/form: natural, bell, full and tubular</p> <p>Texture: soft smooth, rough, hard, hairy, fur</p> <p>Patterns: stripes, floral, plaids, naturalistic, geometric</p> <p>Space.</p> <p>Principles of design: Harmony, emphasis, balance, proportion, rhythm</p> <p>Skills Exploration Creativity Critical thinking.</p> <p>Values and Attitudes Awareness Appreciation.</p>	<ul style="list-style-type: none"> • collect and analysis illustrations of clothing and textile items for the use and effect of structural and decorative lines. • demonstrate with silhouettes or basic shapes how lines or combinations of lines can create optical illusions to emphasize, minimize or camouflage a body shape. • explain how to use lines to the best advantage in clothing to enhance the appearance of the body shape. • give examples of lines in clothing that are used to create optical illusions are: arrow; y line; t line; straight line; and width of the panel. • list several fashionable names for the different colours. examples: rose, 		
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		<p>dusty rose, aquamarine.</p> <ul style="list-style-type: none"> • explain the different colour schemes or harmonies: Neutral; accented neutral; monochromatic; analogous; complementary; double complementary; and triadic. • discuss how to use colour schemes or harmonies in coordination of pleasing outfits and wardrobe planning. • using fashion illustrations or clothing, analyze and develop pleasing colour schemes. • demonstrate with the use of illustrations on clothing how illusions can be created with colour. Examples include: placement of colour ; lighting; amount of colour; warm or cool colours; 		
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		<p>value and intensity of colour.</p> <ul style="list-style-type: none"> • explain the difference between visual and tactile texture. • Learners in pairs or groups blindfold, have them feel objects and describe the textures. • examine clothing worn by learners and describe the different textures used in the clothing. <p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss illusions created by textures or combination of texture in clothing. • Learners study illustrations or articles of clothing for spacing of details on outfits. Examples include: pockets, buttons. • explain the principles of design and the use in clothing. Principles of design include: 		
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		balance; proportion; rhythm; emphasis; and unity.		
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At the end of Grade 11. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
8. describe production methods in garment construction.	<p>Concepts</p> <p>Types of production methods:</p> <p>One off</p> <p>Batch</p> <p>Mass</p> <p>Advantages and disadvantages of various methods</p>	<ul style="list-style-type: none"> • Learners brainstorm methods practised in their local environments. • Teacher and learners discuss different ways of producing garments. • Teacher and learners visit different factories or firm and observe different ways practised. • Learners suggest which method is appropriate for their projects 	<p>name types of production methods in garment construction.</p> <p>mention advantages and disadvantages of each method.</p>	

	<p>Skills Communication Decision making Identification.</p> <p>Values and Attitudes Awareness.</p>	and why.		
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At the end of Grade 11. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
9. explain proper care of clothing.	<p>Concepts</p> <p>Care of clothing: Quality clothing Storage Laundering Repairing Ironing and pressing clothes Rotating clothes.</p> <p>Skills</p>			

	Manipulation Decision making Communication. Values and Attitudes Appreciation Awareness.			
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At the end of Grade 11. Learners should be able to:	Concepts, skills and values and attitudes	Suggested learning experiences	What to assess: a teacher should assess learners, ability to:	Suggested resources
10. demonstrate skill in constructing pockets garment production.	Concepts Types of pockets: Patch, side seam, faced hip, bound and welt Steps in making different pockets Quality of pockets	Learners: <ul style="list-style-type: none"> • identify different pockets from different clothes. • sketch different pockets. • Teacher and learners discuss uses of pockets. • Teacher demonstrates sewing and attachment of different pockets. • Learners make specimens of different pockets. 	list types of pockets. mention uses of different pockets. describe the steps in constructing pockets. sew different pockets. apply the pockets in clothing. evaluate constructed	Rags and cloths. Sewing equipment and tools. Clothes. Books. Internet.

	<p>Uses of pockets</p> <p>Skills Decision making Manipulation Creativity Drawing Workmanship.</p> <p>Values and Attitudes Awareness Appreciation.</p>	<ul style="list-style-type: none"> • Learners apply pockets differently during garment production. • Assess the quality of the made pockets. 	pockets.	
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