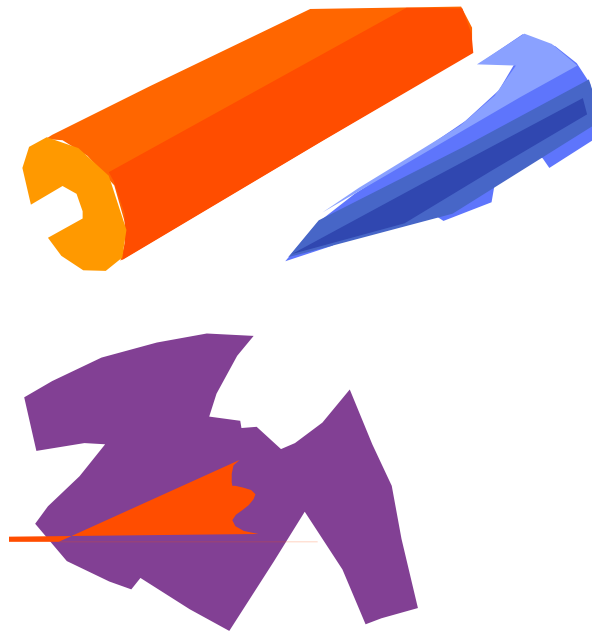


Family and Consumer Sciences  
Grades 9-12

# Clothing and Textiles CORE



The University of the State of New York  
The State Education Department  
Office of Curriculum and Instructional Support  
Albany, New York 12234  
2020Update



Valerie Roth  
Cynthia Rundblad  
Eleanor Sicluna  
Sally Taibe  
Claudia Visalli  
Shirley Ware  
Lorraine Williams-Clark

North Syracuse School District, Cicero  
Duanesburg Central School, Delanson  
Albany City Schools, Albany  
Warrensburg Central Schools, Warrensburg  
Whitesboro Central Schools, Yorkville  
North Syracuse School District, Cicero  
Albany City Schools, Albany

Dawn B. Scagnelli

New York State Education Department, Albany

# Foreword

---

---

## Message to the Teacher

From the earliest history, clothing has been a basic human need. Decisions regarding clothing styles, and the textiles used to create those styles, are basic expressions of culture. As technology are dramatically expanding apparel and textile choices. Learning how to dress for the



This course is a vehicle through which the commencement level New York State Learning Standards for Family and Consumer Sciences can be attained. It also addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies. Clothing and Textiles CORE content topics align with the National Standards for Family and Consumer Sciences.

The New York State Standards for the (Visual) Arts are a focus of this curriculum. Students who successfully complete the Clothing and Textiles CORE, along with the Housing and Environment CORE, satisfy the one-unit Fine Arts graduation requirement (See Guide for Administrators and School Counselors at <http://www.p12.nysed.gov/cte/policy/>).

4. Why is it important for students to study Clothing and TextilesCORE?





# **Course: Clothing and Textiles CORE**

## Content Topics

### **A. Culture, History and Fashion Cycles (CHF)**

1. Reasons Why People Wear Clothes
2. Origin of Clothing, Agents of Fashion Change and Fashion Cycles

### **B. Relationships of Fashions to Art Movements (RFA)**

1. Art Movements
2. Aesthetic Aspects of Clothing

### **C. Apparel Decisions and Personal Appearance (AD)**

1. Apparel Symbolism
2. Apparel Decisions
3. Apparel for Specific Needs and Activities

### **D. Elements of Design (ED)**

1. Line
2. Color
3. Shape
4. Form
5. Texture
6. Space

### **E. Principles of Design (PD)**

1. Balance
2. Rhythm
3. Emphasis
4. Proportion and Scale
5. Harmony and Unity

### **F. Fibers and Textiles (FT)**

1. Fibers
2. Textile Construction
3. Textile Finishes

### **G. Wardrobe Planning (WP)**

1. Wardrobe
2. Consumer Rights and Responsibilities
3. Consumer Practices
4. Care and Selection of Apparel

## **H. Evaluating Apparel and Textile Products (EP)**

1. Construction Criteria
2. Workmanship Standards

## **I. Equipment and Textile Selection (ETS)**

1. Sewing Equipment
2. Choosing Textiles

## **J. Pattern Selection and Use (PSU) 2es**

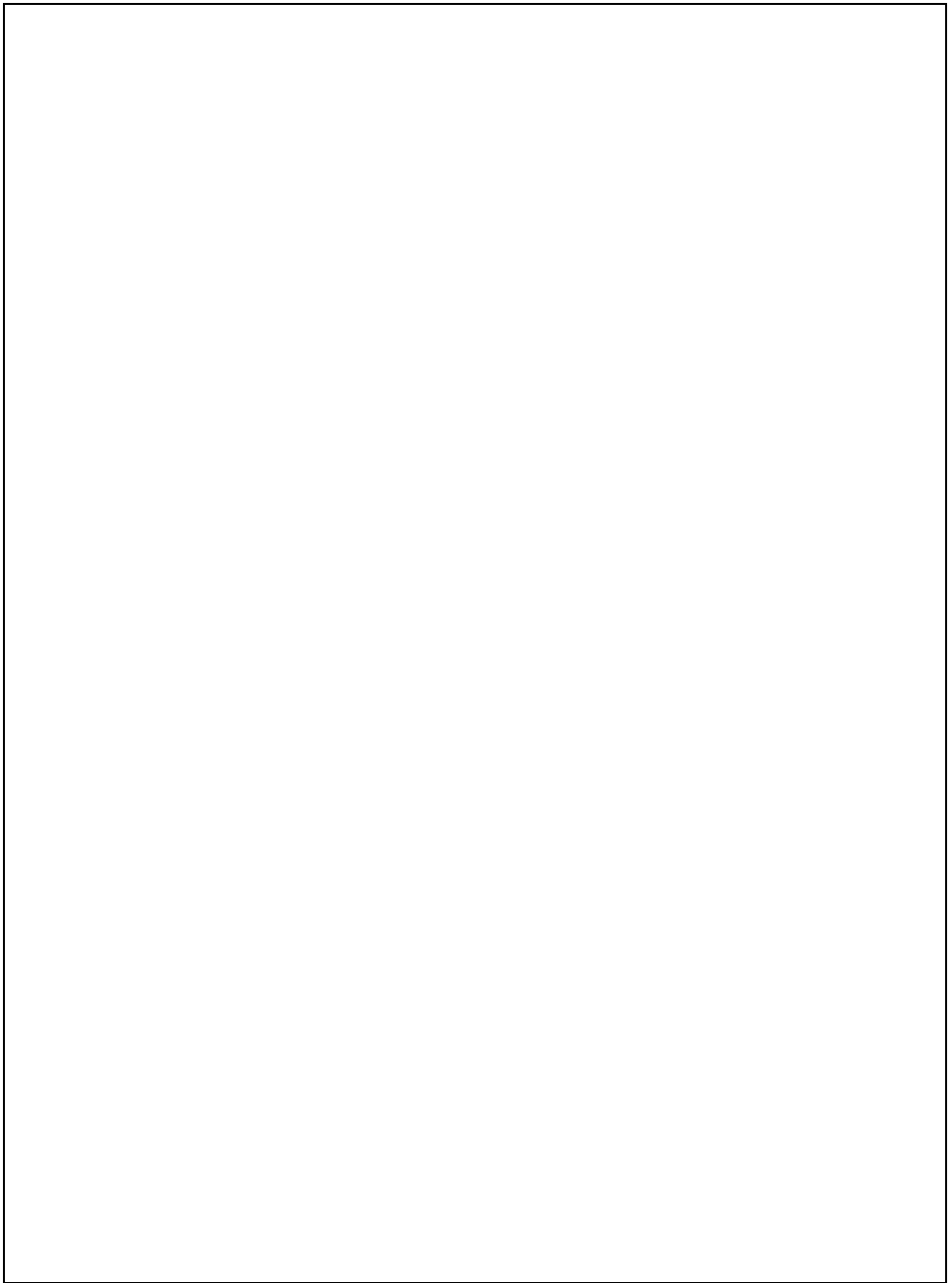
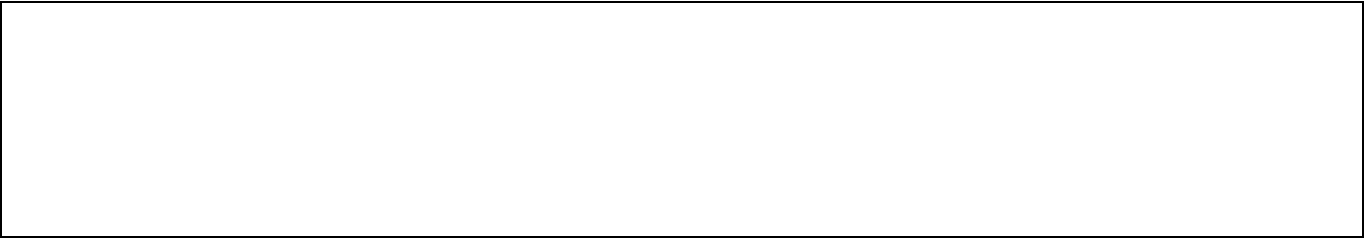
1. Body Measurements
2. Figure Types
3. Choosing a Pattern
4. Pattern Use

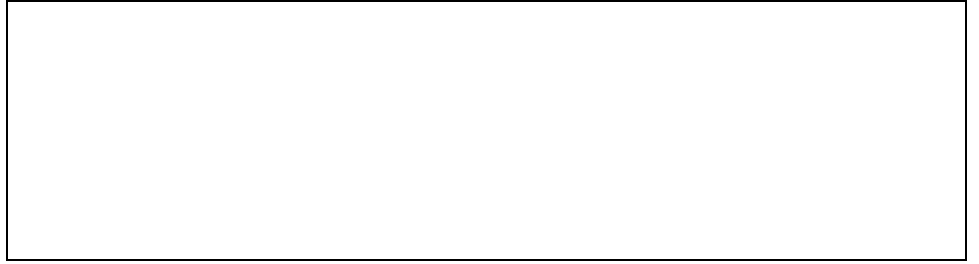
## **K. Construction Skills (CS)**

1. Producing an Apparel or Textiles Project

## **L. Redesigning and**

---







|

**C. Apparel Decisions and Personal Appearance (AD)** What factors influence and what messages are communicated by overall appearance and the apparel people decide to wear?

**Standards Connections**

**Apparel Decisions and Personal Appearance supports the NYS Family and Consumer Sciences Learning Standards 2 ±A Safe and Healthy Environment and 3 ±Resource Management; NYS Career Development and Occupational Studies Standards 2 ±Integrated Learning, 3a ±Universal Foundation Skills and 3b ±Career Majors (Arts and Humanities); and NYS Arts Standards (Visual Arts) Anchor Standards 6, 7, and 11**

**Rationale**

The purpose of this content topic is to provide opportunities for students to analyze what factors influence and what messages are communicated by overall appearance and the apparel people decide to wear. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to apparel decisions.

**Key Ideas**

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a3 - Personal Qualities
- NYS CDOS 3a4 - Interpersonal Qualities
- NYS CDOS 3a6 - Managing Information
- NYS CDOS 3a7 - Managing Resources
- NYS CDOS 3a8 - Systems

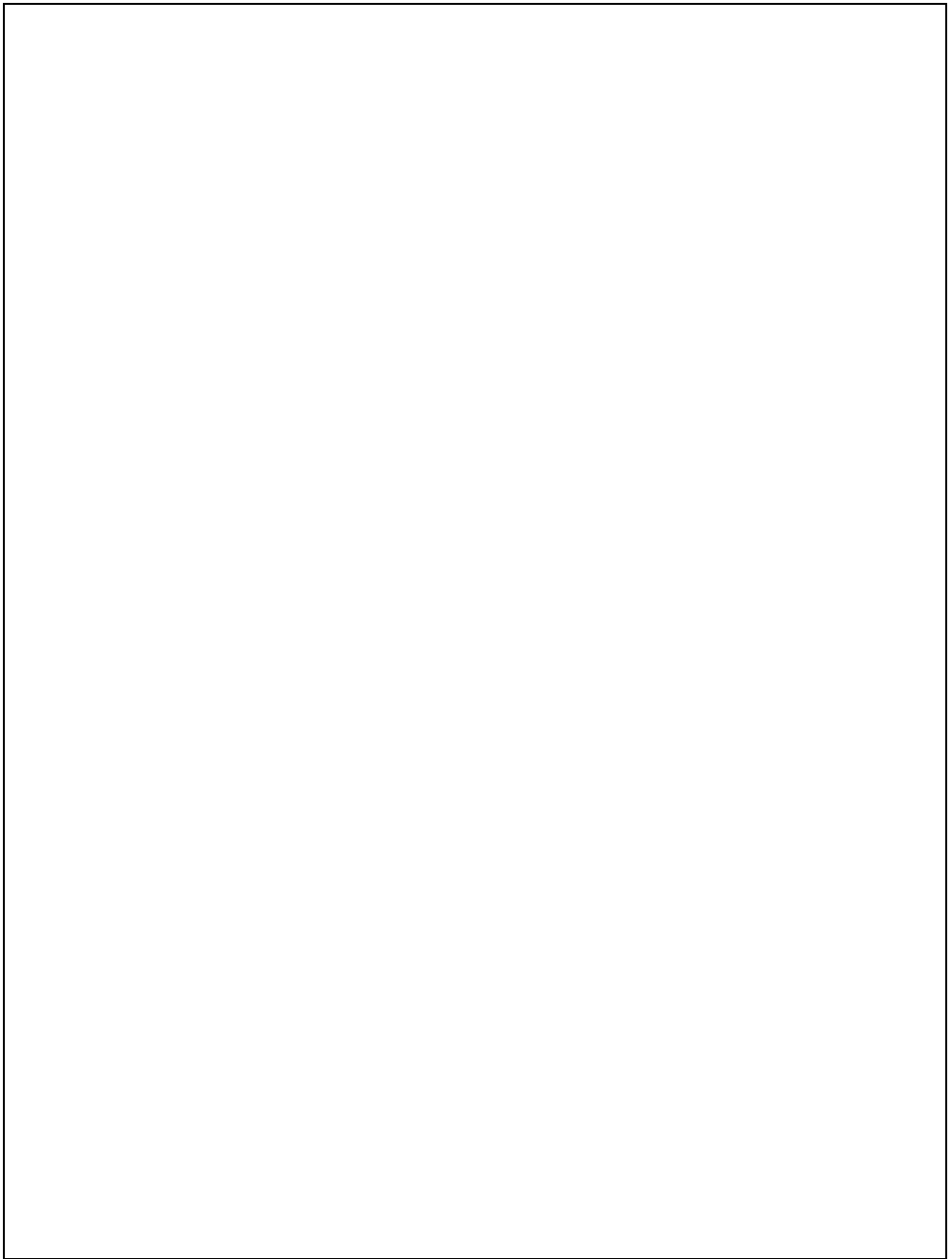
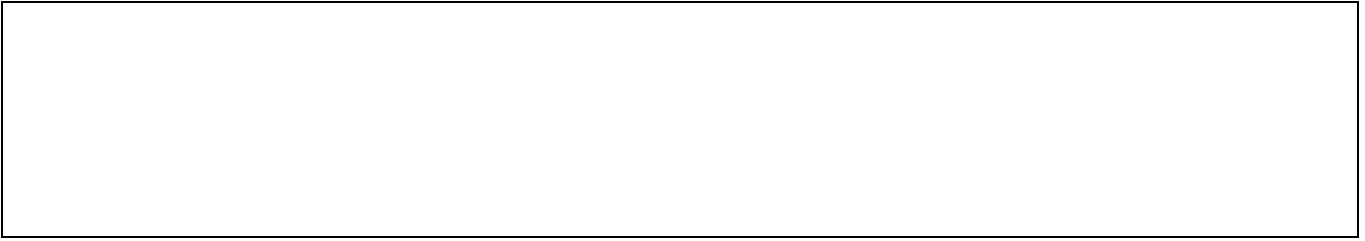
- NYS CDOS 3b Arts and Humanities 1 - Foundation
- NYS CDOS 3b Arts and Humanities 2 - Communication
- NYS CDOS 3b Arts and Humanities 3 - Aesthetics
- NYS CDOS 3b Arts and Humanities 4 - Personal Qualities

NYS Arts (Visual Arts) Anchor Standard 6 -





---



NYS Arts (Visual Arts) Anchor Standard 5 Develop and refine artistic techniques and work for presentation

NYS Arts (Visual Arts) Anchor Standard 7 Perceive and analyze artistic work

NYS Arts (Visual Arts) Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art

NYS Arts (Visual Arts) Anchor Standard 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

## **Performance Objectives and Supporting Competencies for Elements of Design**

### **Elements of Design Performance Objective 1**

#### **ED.1 Analyze elements of design in various clothing styles**

- ED.1.1. Identify and demonstrate line as an element of design
- ED.1.2. Identify and demonstrate color schemes as an element of design
- ED.1.3. Identify and demonstrate form and shape as an element of design
- ED.1.4. Identify and demonstrate characteristics of fabric texture as an element of design
- ED.1.5. Identify and demonstrate visual aspects of space as an element of design

### **Elements of Design Performance Objective 2**

#### **ED.2 Apply elements of design to a student construction project(s)**

- ED.2.1. Demonstrate use of elements of design in a student constructed project(s)
- ED.2.2. Apply design elements in fashions for various body shapes
- ED.2.3. Critique the application of the elements of design in textiles and apparel

---

--

--

NYS Arts (Visual Arts) Anchor Standard 5 ±Develop and refine artistic techniques and work for presentation

NYS Arts (Visual Arts) Anchor Standard 7 ±Perceive and analyze artistic work

NYS Arts (Visual Arts) Anchor Standard 10 ±Synthesize and relate knowledge and personal experiences to make art

NYS Arts (Visual Arts) Anchor Standard 11 ±Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

## **Performance Objectives and Supporting Competencies for Principles of Design**

### **Principles of Design Performance Objective 1**

#### **PD.1 Analyze the principles of design in various clothing styles**

- PD.1.1. Identify and demonstrate balance as a principle of design
- PD.1.2. Identify and demonstrate rhythm as a principle of design
- PD.1.3. Identify and demonstrate emphasis as a principle of design
- PD.1.4. Identify and demonstrate proportion and scale as a principle of design
- PD.1.5. Identify and demonstrate harmony and unity as a principle of design

### **Principles of Design Performance Objective 2**

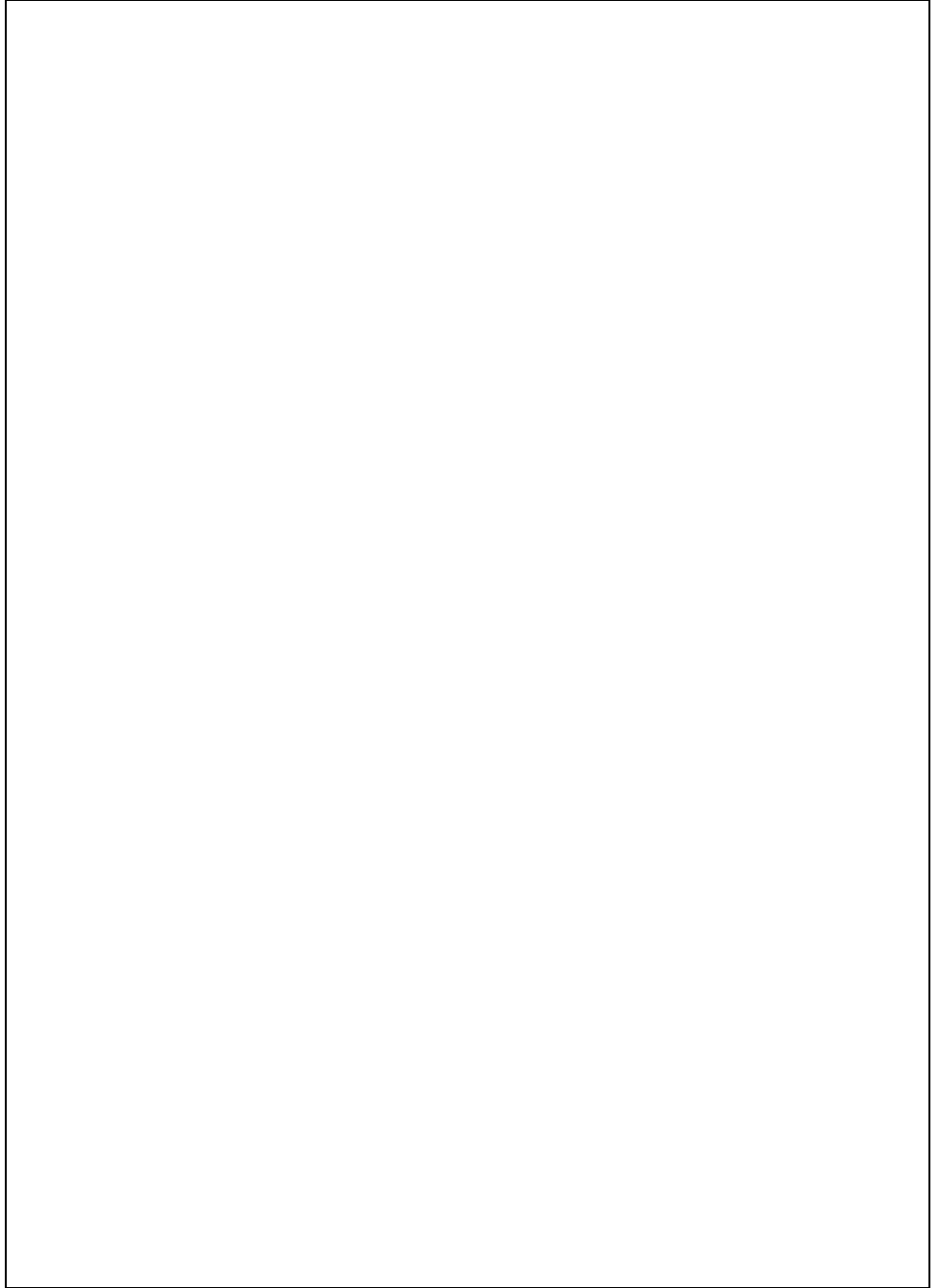
#### **PD.2 Apply principles of design to a student construction project(s)**

- PD.2.1. Demonstrate use of principles of design in a student constructed project(s)
- PD.2.2. Apply design principles in fashions for various body shapes
- PD.2.3. Critique the application of the principles of design in textiles and apparel

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



NYS Arts (Visual Arts) Anchor Standard 10 - Relate and synthesize knowledge and personal experiences to inspire and inform artistic work

NYS Arts (Visual Arts) Anchor Standard 11 ±Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

## **Performance Objectives and Supporting Competencies for Fibers and Textiles**

### **Fibers and Textiles Performance Objective 1**

#### **FT.1 Evaluate fibers**

- FT.1.1. Use appropriate terminology for identifying, comparing, and analyzing the most common fibers
- FT.1.2. Identify characteristics and give examples of natural and manufactured fibers
- FT.1.3. Relate fiber characteristics to the use, care, and maintenance of textile products

### **Fibers and Textiles Performance Objective 2**

#### **FT.2 Evaluate textile construction**

- FT.2.1. Identify methods of production for creating fibers, yarns, woven, and knit fabrics, and non-woven textile products
- FT.2.2. Identify characteristics of each method of textile construction
- FT.2.3. Relate the design, construction, use, care, and maintenance of textile products to fiber characteristics
- FT.2.4. Explain how the characteristics of each method of textile construction relate to its end use or performance
- FT.2.5. Select textile construction based on performance needs for specific end use
- FT.2.6. Understand textile legislation, standards, and labeling in the global economy

### **Fibers and Textiles Performance Objective 3**

#### **FT.3 Evaluate textile finishes**

- FT.3.1. Identify methods of producing a variety of textile finishes
- FT.3.2. Identify the characteristics of a variety of textile finishes
- FT.3.3. Identify methods of coloring fabric
- FT.3.4. Explain how the characteristics of a variety of textile finishes relate to its end use or performance
- FT.3.5. Select textile finishes based on performance needs for specific end use

## **G. Wardrobe Planning (WP)** How can I plan and assemble my wardrobe?

### **Standards Connections**

Wardrobe Planning supports the NYS Family and Consumer Sciences Learning Standards 2 ±A Safe and Healthy Environment and 3 ±Resource Management; and NYS Career Development and Occupational Studies Standards 2 ±Integrated Learning and 3a ±Universal Foundation Skills

#### **Rationale**

The purpose of this content topic is to explore wardrobe options. Students assess wardrobe needs and utilize resources in planning and acquiring a wardrobe. Consideration of care and repair is discussed for wardrobe maintenance. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to wardrobe planning.

#### **Key Ideas**

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

### **Performance Objectives and Supporting Competencies for Wardrobe Planning**

#### **Wardrobe Planning Performance Objective 1**

- WP.1 Inventory personal wardrobe, noting condition and current appropriateness**
- WP.1.1. Evaluate condition and functionality of current apparel pieces
  - WP.1.2. Identify various sources of apparel acquisition
  - WP.1.3. Identify and explain hang tags and care labels
  - WP.1.4. Evaluate textile suitability for intended use
  - WP.1.5. Analyze consumer rights and responsibilities concerning clothing
  - WP.1.6. Explain sound consumer practices that relate to wardrobe selection

## Wardrobe Planning Performance Objective 2

- WP.2 Analyze care and repair in wardrobe maintenance
  - WP.2.1 Identify and evaluate care labels
  - WP.2.2 Assess care options and cost
  - WP.2.3 Demonstrate methods of stain removal
  - WP.2.4 Evaluate needs for repair
  - WP.2.5. Assess repair options and cost



H. Evaluating Apparel and Textile Products (EP) How will I develop criteria for evaluating textile products?

Standards Connections



I. Equipment and Textile Selection (ETS) How will I select equipment and textiles to complete a textile construction project(s)?



---

**K. Construction Skills (CS)** How will I demonstrate the ability to construct an apparel item and/or textile product?

**Standards Connections**

Construction Skills supports the NYS Family and Consumer Sciences Learning Standards ~~1A~~ Safe and Healthy Environment and 3 ~~±~~Resource Management; NYS Career Development and Occupational Studies Standards 2 ~~±~~Integrated Learning, 3a ~~±~~Universal Foundation Skills and 3b ~~±~~Career Majors (Arts and Humanities); and NYS Arts (Visual Arts) Anchor Standards 1, 2, and 3.

**Rationale**

The purpose of this content topic is to apply construction skills to produce an apparel item and/or textile product. Students will plan and manage resources for successful construction of their chosen project. This content topic will also provide opportunities for students to apply communication, leadership management, and thinking skills to the construction of an apparel item and/or textile product.

**Key Ideas**

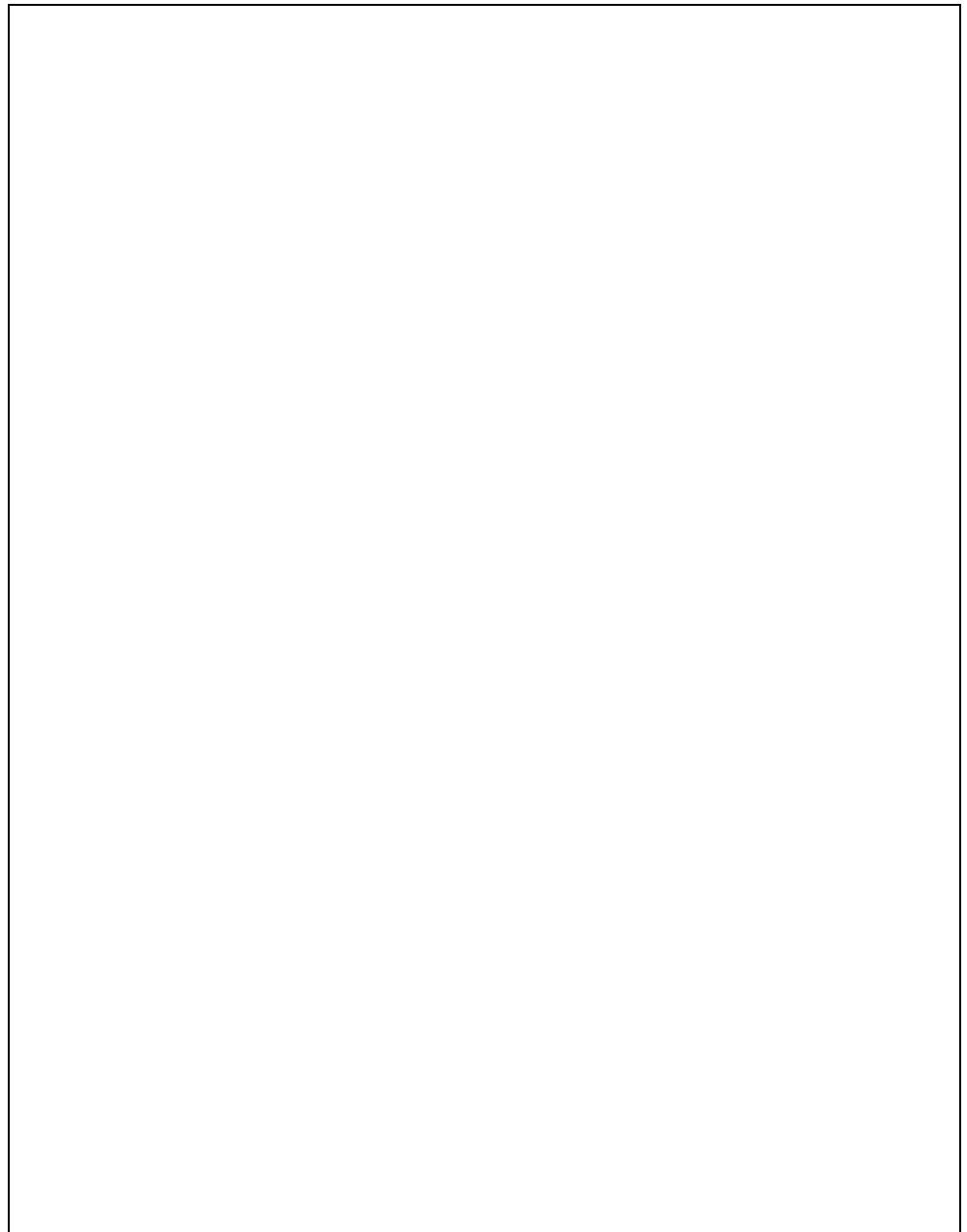
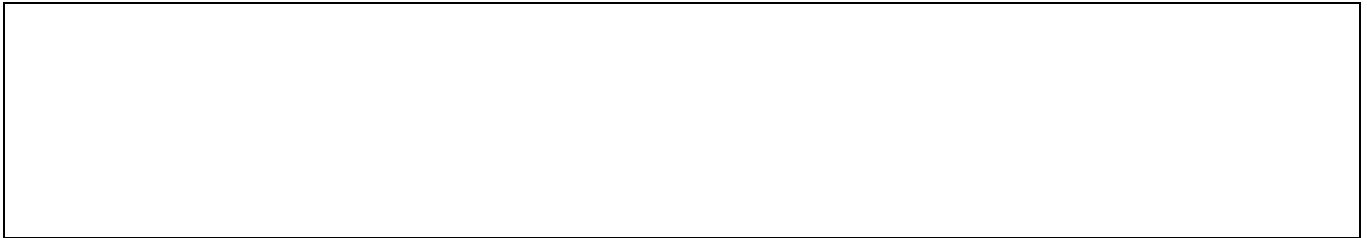
- NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.
- NYS FACS 3- Students will understand and be able to manage personal resources of talent, time, energy, and money. They will know and use community resources.
- NYS CDOS 2- Students will use essential academic concepts, facts and procedures in applications related to life skills and the world of work.
- NYS CDOS 3a1 Basic Skills
- NYS CDOS 3a2 Thinking Skills
- NYS CDOS 3a3 Personal Qualities
- NYS CDOS 3a6 Managing Information
- NYS CDOS 3a7 Managing Resources
- NYS CDOS 3a8 Systems
- NYS CDOS 3b Arts and Humanities 1 Foundation
- NYS CDOS 3b Arts and Humanities 2 Communication
- NYS CDOS 3b Arts and Humanities 3 Aesthetics
- NYS CDOS 3b Arts and Humanities 4 Personal Qualities
- NYS CDOS 3b Arts and Humanities 5 Creative Processes and Practices
- NYS Arts (Visual Arts) Anchor Standard 1-Generate and conceptualize artistic ideas and work
- NYS Arts (Visual Arts) Anchor Standard 2-Organize and develop artistic ideas and work
- NYS Arts (Visual Arts) Anchor Standard 3-Refine and complete artistic work

## Performance Objectives and Supporting Competencies for Construction Skills

### Construction Skills Performance Objective 1

- CS.1 Demonstrate skills needed to produce apparel and/or textile products
  - CS.1.1 Recognize and understand construction vocabulary
  - CS.1.2 Identify construction skills required to complete chosen project
  - CS.1.3 Identify materials required
  - CS.1.4 Describe resources necessary to complete the project
  - CS.1.5 Apply construction skills and knowledge of the elements and principles of design to complete the project
  - CS.1.6. Analyze the application and effectiveness of the elements and principles of design in completed project(s)

L. Redesigning and Recycling Apparel and Textile Products (RR) How can I demonstrate skill



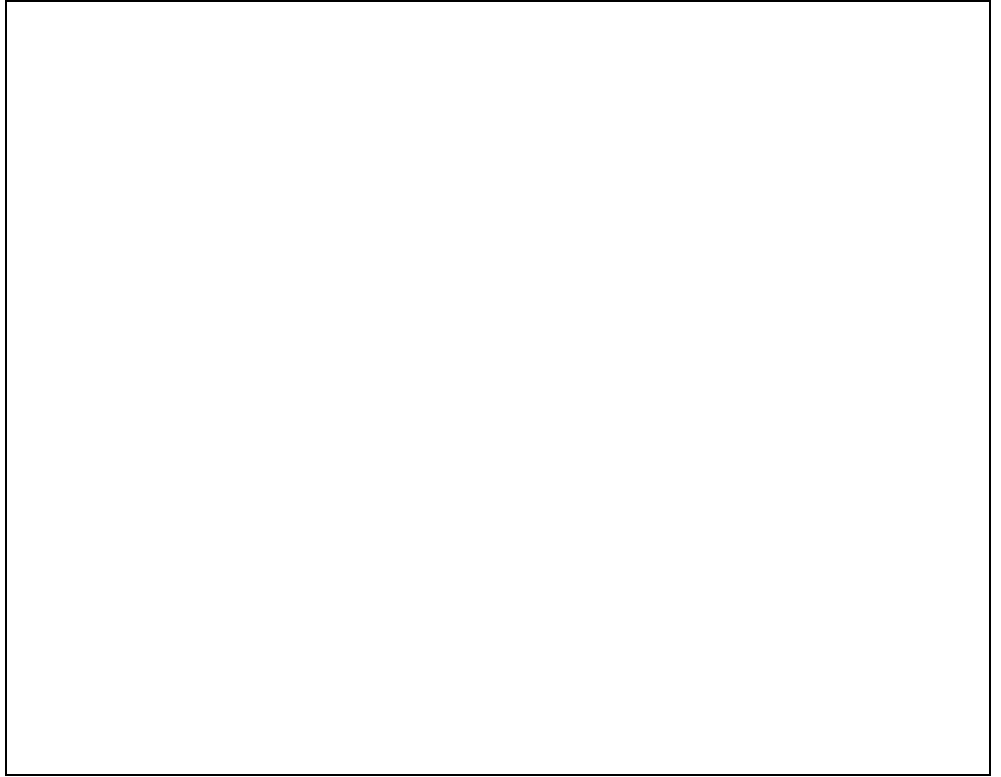
NYS Arts (Visual Arts) Anchor Standard 1 Synthesize and relate



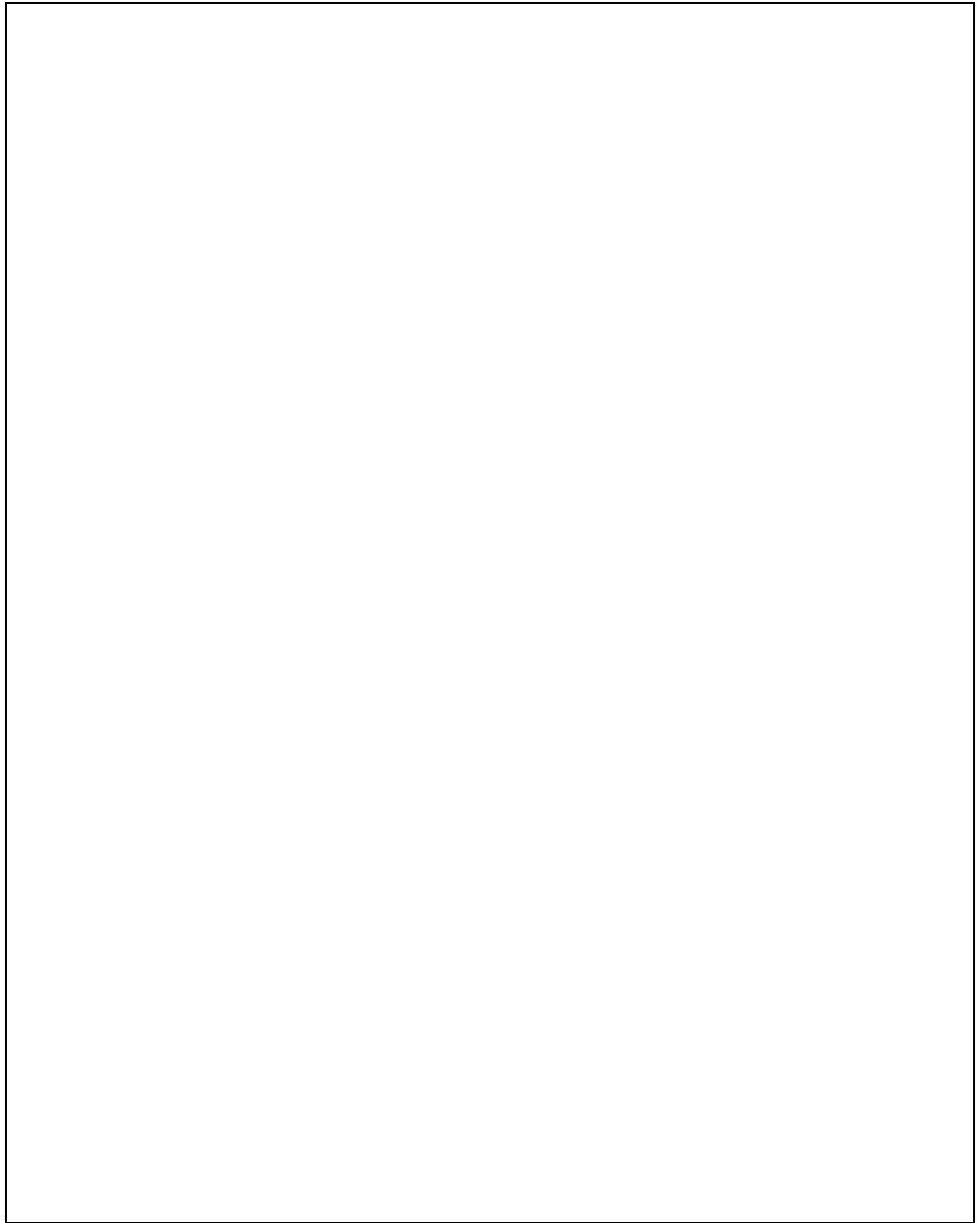
---

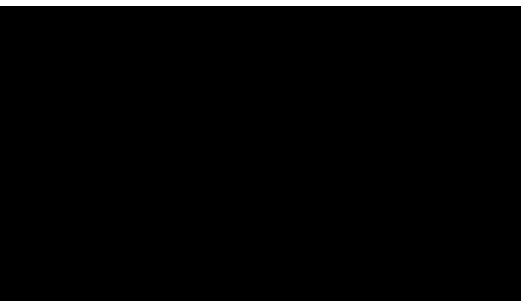
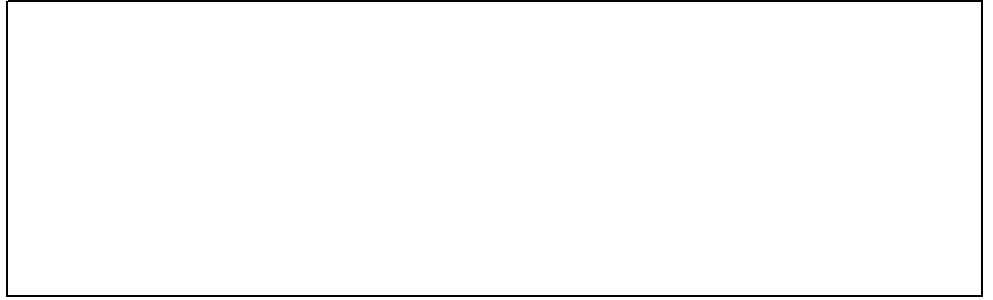
--

--



---





## Appendix A

### CLOTHING AND TEXTILES CORE CHART ILLUSTRATING ART -INFUSED CURRICULUM

Family and Consumer Sciences Content Topics	CDOS Learning Standard 3b and Key Ideas	NYS Visual Arts Anchor Standards	Sample Integrated Activities
A. Culture, History and Fashion Cycles (CHF)	CDOS Learning Standard 3b Arts and Humanities  Key Ideas 1, 2	1, 2, 7, 8, 9, 10, 11	Use historical portraits to illustrate fashion  View tapestries and analyze composition, dynamics, and elements and principles of design  Use cultural artifacts to emphasize fashion influence  Create a fashion item that represents an art movement and write a critical review
B. Relationships of Fashions to Art Movements (RFA)	CDOS Learning Standard 3b Arts and Humanities  Key Ideas 1, 2, 3	5, 6, 7, 8, 9, 10, 11	Design and draw a piece of clothing from a historical period and specific culture after studying the art from that period  Design a textile inspired by a piece of art  Analyze influence of artists and art movements on textile design in order to create products
C. Apparel Decisions and Personal Appearance (AD)	CDOS Learning Standard 3b Arts and Humanities  Key Ideas 1, 2, 3, 4	6, 7, 11	Use visual art prompts to supplement classroom discussions regarding apparel decisions
D. Elements of Design (ED)	CDOS Learning Standard 3b Arts and Humanities  Key Ideas 1, 2, 3, 4, 5, 6	1, 2, 4, 7, 8, 9, 10	Create designs in a portfolio emphasizing elements of design

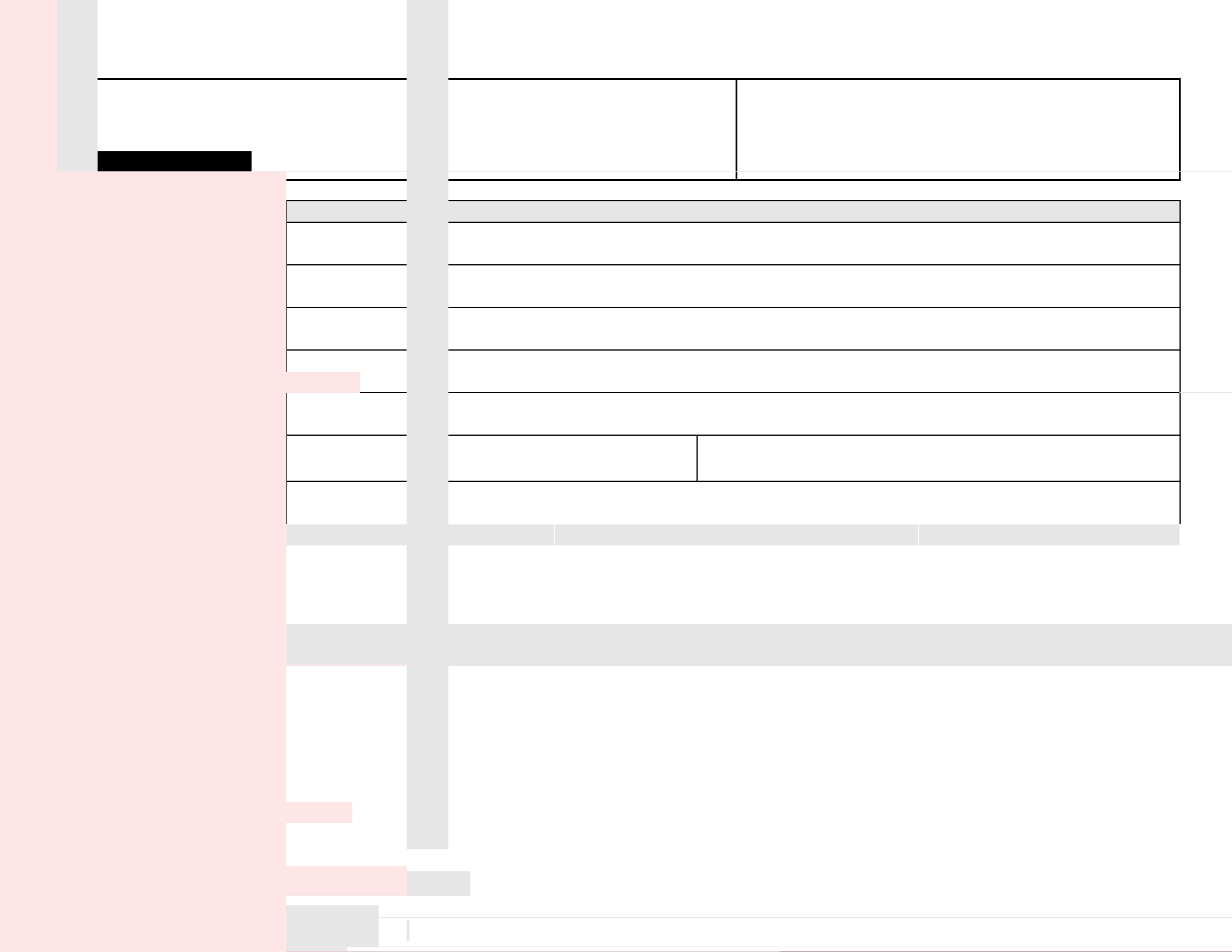


			Investigate how apparel can be redesigned and recycled according to current fashion trends
M. Current Issues in Apparel and Textiles (CI)	CDOS Learning Standard 3b Arts and Humanities  Key Ideas 1, 2, 3, 4, 5, 6	2, 6, 7, 8, 9, 10, 11	Investigate and analyze current issues in apparel and textiles
N. Career Pathways in Apparel and Textiles (CP)	CDOS Learning Standard 3b Arts and Humanities  Key Ideas 1, 2, 3, 4, 5, 6	10, 11	Understand the process for pursuing a career in apparel and textiles









## Appendix C

### CLOTHING AND TEXTILE CORE PERFORMANCE OBJECTIVES AND SUPPORTING COMPETENCIES

#### A. Culture, History and Fashion Cycles (CHF)

- CHF.1 Explore reasons why people wear clothes
  - CHF.1.1.

- AD.2 Determine appropriate clothing for specific needs and activities
  - AD.2.1. Identify needs and activities that necessitate specific apparel
  - AD.2.2. Relate apparel design to specific needs and activities

D. Elements of Design (ED)

- ED.1 Analyze elements of design in various clothing styles
  - ED.1.1. Identify and demonstrate line as an element of design
  - ED.1.2. Identify and demonstrate color schemes as an element of design
  - ED.1.3. Identify and demonstrate appropriate specific apparel

- FT.3 Evaluate textile finishes
  - FT.3.1. Identify methods of producing a variety of textile finishes
  - FT.3.2. Identify the characteristics of a variety of textile finishes
  - FT.3.3. Identify methods of coloring fabric
  - FT.3.4. Explain how the characteristics of a variety of textile finishes relate to its end use or performance
  - FT.3.5. Select textile finishes based on performance needs for specific end use

#### G. Wardrobe Planning (WP)

- WP.1 Inventory personal wardrobe, noting condition and current appropriateness
  - WP.1.1. Evaluate condition and functionality of current apparel pieces
  - WP.1.2. Identify various sources of apparel acquisition
  - WP.1.3. Identify and explain hang tags and care labels
  - WP.1.4. Evaluate textile suitability for intended use
  - WP.1.5. Analyze consumer rights and responsibilities concerning clothing
  - WP.1.6. Explain sound consumer practices that relate to wardrobe selection
  
- WP.2 Analyze care and repair in wardrobe maintenance
  - WP.2.1. Identify and evaluate care labels
  - WP.2.2. Assess care options and cost
  - WP.2.3. Demonstrate methods of stain removal
  - WP.2.4. Evaluate needs for repair
  - WP.2.5. Assess repair options and cost

#### H. Evaluating Apparel and Textile Products (EP)

- EP.1 Evaluate textile project for quality and cost
  - EP.1.1. Identify types of stitches, seams, and seam finishes
  - EP.1.2. Identify indicators of quality construction
  - EP.1.3. Describe construction qualities in relation to the end use of the textile product
  - EP.1.4. Analyze textile product cost

#### I. Equipment and Textile Selection (ETS)

- ETS.1 Examine equipment and textile selection for a construction project(s)
  - ETS.1.1. Relate textile characteristics to intended use of construction project(s)
  - ETS.1.2. Chn 0 0>BDCusr (str1lec)-3 (tion 12 64.068 (ti)-[3 (tion 12 64.068 (ti)ruc)4 (cg



CP.2 Assess personal suitability to career characteristics in the apparel and textiles field

CP.2.1. Evaluate personal qualities related to employability

CP.2.2. Examine personal traits relevant to apparel and textiles careers

CP.2.3. Match personal characteristics to suitable career choice(s)

CP.2.4. Consider the impact of career choices on personal and professional development  
K R L F H V L Q R Q H ¶ V O L I H V W \ O H  
F R P S D W L E O H Z L W K R Q H ¶ V R Z Q O L I H V W \ O H S U

