



# Intermediate Apparel Production

## LEVEL-2

### NTQF Level -II

# Learning Guide #10

**Unit of Competence:** Prepare Design Concept for Simple Garments

**Module Title:** Preparing Design Concept for Simple Garments

**LG Code:** IND IAP2MO4 LO 1-LG-10

**TTLM Code:** IND IAP2 MO4TTLM 0919v1

**LO 1:** Prepare workstation



## Instruction Sheet

## Learning Guide #-10

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- OHS practices
- Setting up workbench and seating
- Selecting drawing tools and equipment
- Setting out tools and equipment to facilitate effective work practice

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, **you will be able to –**

- Workbench and seating are set up according to **OHS practices**.
- **Drawing tools and equipment** are selected.
- Tools and equipment are set out to facilitate effective work practice

### Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 1 to 74
3. Read the information written in the all “Information Sheets”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-check in each question.
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the “Self-check in each question).
6. If you earned a satisfactory evaluation proceed to “Information Sheet next”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #all.
7. Submit your accomplished Self-check. This will form part of your training portfolio.
8. finally do the operation sheet
9. do the LAP test



## Information Sheet-1

## CONTENT-1 OHS practices

### 1 OHS practices

According to OHS practices Include:

#### 1.1 Standard operating safety procedure

- ✓ Manual handling techniques
- ✓ Standard operating procedures
- ✓ Personal protective equipment
- ✓ Safe materials handling
- ✓ Taking of rest breaks
- ✓ Ergonomic arrangement of workplaces
- ✓ Following marked walkways
- ✓ Safe storage of equipment
- ✓ Housekeeping
- ✓ Reporting accidents and incidents
- Protection equipment: including personal protective equipment (PPE) for ears, eyes, face.
- Protective clothing, respiratory devices
- Protective shields and barriers shall be provided.
- Before doing work that requires the use of PPE, the trainee must be trained.
- ❖ When PPE is necessary:
  - What type PPE is necessary
  - How to properly done doff, adjust and wear PPE
  - The limitation of the PPE &
  - The proper care, maintenance, useful life and disposal of the PPE
- ❖ Way to learn and understand safety
  - 1) Accidental experience: experiences which were caused by accidents.



- 2) Safety education: a method which makes us aware of dangerous situations to avoid accident or injury.

#### 1.1.2 Personal safety protective equipment

Personal safety protections include:

- Eye and face protection
- Respiratory protection
- Hearing protection
- Wearing appropriate

#### 1.1.3 Safe materials handling

- Keep the materials in well manner
- Use the material as enough as required.

#### 1.1.4 Equipment/machine safety

- Every morning the trainees wipe and clean the equipments.
- After work, they have to cover the equipments

#### 1.1.5 Personal responsibilities for safety

- Observe all, before, safety precautions related to your work.
- Report unsafe conditions or any equipment or materials you think might be unsafe.
- Warn others about the hazards.
- Report any injury or ill
- Wear protective clothing
- Be safety consuls
- Always inspect equipment and associated attachments for damage before using.



Self-Check -1	Written Test
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### Short Answer Questions

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

- 1 Identifying1 Standard operating safety procedures?
- 2 Write Personal safety protective equipment?
- 3 Write about Personal responsibilities for safety?

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

### Answer Sheet

Score = \_\_\_\_\_

Rating: \_\_\_\_\_



## Information Sheet-2

## CONTENT-2 Setting up workbench and seating

### 2 Setting up workbench and seating

- Safety precautions *concerning people*
  - During working, where appropriate protective clothing properly.
  - Never remove safety device or safety covers from equipment
  - Be careful of high clothes. Never touch switches with wet hands.
  - When an accident occurs, it should be reported immediately to proper authority.
- Safety precautions *concerning facilities*
  - Facilities must be adequately illuminated, clean, neat and dry.
  - Keep the area organized so that there are no obstacles lying around the floor.
  - The equipment and floor should be free from dust and any chipping.
  - Work benches must be strong.

### Ergonomic arrangement of work place

Ergonomic is a science which is used for arrange the work place.

Ergonomics on the hand:

- Combine all of the issues to improve workers efficiency and well being
- Maintain industrial production through the design of improved work places.

OHS & Ergonomics *applications*:

- to satisfy the needs of changing local people's attitudes.



- to change local work methods
- to change the traditional ways of doing things.

Therefore, OHS & Ergonomic applications are a major source of work place improvement.

## 2.1 Material Handling

Organization is the key to make quality and accurate patterns with a professional finish. This is especially important with your tools and equipment.

You do not need a lot of expensive equipment, but good tools, well organized and maintained, are very important.

As with any work shop, the secret of a good planning is to have everything you are likely to need within easy reach, with first priority for articles that are in constant use.

Have a WASTE BASKET handy, so that the floor is kept tidy and the work surface uncluttered with unwanted bits and pieces.

Working on the principle of “A PLACE FOR EVERYTHING, and EVERYTHING IN ITS PLACE”, you can adapt these ideas to suit the equipment you already have or can easily obtain.

### Definition of safety

- ✓ the quality of being safe
- ✓ freedom from danger or risk of injury
- ✓ a contrivance or device designed to prevent injury

#### 2.1.1 personal safety

- ✓ wear Gawan before starting class
- ✓ clean your shop
- ✓ use comfortable chair
- ✓ do not touch the hot light
- ✓ keep away your finger patch of sewing needle

#### 2.1.2 Equipment safety

- ✓ Clean your machine before and after sewing
- ✓ When you guide the thread do not put your foot on the pedal
- ✓ Never start stitching without cloth under the needle
- ✓ Turn off your machine after sewing
- ✓ Oiling and manual lubrication the machine
- ✓ Close security machine to avoid dangers dirty



Self check 2	Written Test
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### Short Answer Questions

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

- 1 Write about 1 personal safety?
- 2 What is Equipment safety
- 3 What is mean Material Handling?

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

### Answer Sheet

Score = \_\_\_\_\_

Rating: \_\_\_\_\_





## Information Sheet-3

### CONTENT3- Selecting drawing tools and equipment

#### 3 Selecting drawing tools and equipment

When fashion designers, patternmaking designers, or pattern makers, produce their draping design, or alter the patterns and garments, the professional pattern making tools are needed

- A3 layout pad
- pencils with HB leads and pencil sharpener
- knead able eraser
- Templates

##### **1. Drawing pencils/ Fixers with lead:**

Are the drawing materials which are two types such as wooden and mechanical.

- a) The wooden drawing pencils with different grades of hardness are available. The grades are 7B (the softer), 6B, 5B, 4B, 3B, 2B, B, HB, F, H, 2H, 3H, 4H, 5H, 6H, 7H, 8H, to 9H (the hardest).

Generally speaking, the soft (B) grades are used for free hand sketching and the hard (H) grades are used for instrumental drawings.

- b) The mechanical pencil (fixer) is the *precision drafting pencil* and for these pencils a wide range of lead grades are available in different sizes such as 0.3, 0.5, 0.7 and 0.9mm diameters.

##### **2. Fiber pens**

Many different drawing pens are available. Magic marks come in many colors and are quick-drying. Fiber-tipped are useful for fine lines.



### 3. **Marking pens**

Alternative to chalk but marks can sometimes only be removed by washing. Some pens produce a mark which disappears after 48 hours. Useful for marking on the top of fabric. For example pocket position. Only use on washable fabric. Always test on the spare fabric.

### 4. **Eraser and Erasing shield:**

In the process of making drawing, it may be necessary to make corrections and changes. To do so, erasers are used to erase or clean unnecessary work lines.

An erasing shield simplifies the erasing process by protecting the necessary lines around those to be erased.

### 5. **Radiograph**

It is a type of drawing pen by which lines are drawn on tracing papers. Pens of a radiograph are made in sets of graded sizes.

#### 1.2.1 Drawing Instruments, tools and equipments; and their uses

- **Drawing Table (Board)/ Smooth working surface:** is the drawing instrument used to put the paper. The drawing surface/ Work surface should be FLAT, SMOOTH and FIRM.
- **Dusting Brush:** During erasing particles coming from the eraser will remain on the drawing paper. These particles are removed or cleaned using a dusting brush. It is poor practice to use fingers or palm of the hand for cleaning the drawing paper.
- **Pencil Sharpeners:** In order to be able to draw a line of desired thickness, the lead of a pencil should be sharpened regularly. Pencil sharpeners are drawing tools used for sharpening pencils.
- **T-square:** is used to draw horizontal lines and to support or guide the set squares. If the head is adjustable, it can also be used to draw inclined lines.



- **Set Squares** (also called **triangles**): are drawing instruments used for drawing vertical and inclined lines.

The  $45^{\circ}$  triangle and the  $30 - 60^{\circ}$  triangles are the ones commonly used for preparing ordinary technical drawings.

- **Curved rulers**

a) **Hip curve ruler**: is one curved end and one straight end 24" length, used to shape and curve hiplines on skirts and blend hems.

- Also known as leg curve.
- It is  $2\frac{1}{2}$ " from one side and 1 to  $1\frac{1}{4}$ " from the other side.
- Available in wood, metal and plastic.
- It is used-
  - ✓ For shaping hipline and elbows.
  - ✓ Also shape hemlines of the garments.
  - ✓ To true curved style-lines, shaped and contoured darts.
  - ✓ Give proper shape to flares and garment panels

b) **French curve (set)**: are used to draw curves other than circles and circular area.

Various sizes and shapes used for blending and shaping waistlines, necklines, and armholes for style lines.

- It is also known as irregular curve.
- It is made of plastic about 10" long with a spiral curve shape at the end.
- To form and true curve lines like princess line, lapels, reverses, collars and hemline

c) **Flex general ruler**: it is a flexible ruler.

- $\frac{1}{2}$  x 12 inches, very accurate flexible ruler.
- Used for measuring curves and straight lines.
- Made of rubber strip, can be bend into any shape for adjustments to curved pattern pieces.

d) **Protractor**: are used for measuring and laying off angles.



e) **Compass:** used to draw circles and arcs.

f) **Divider:** as the name implies, a divider is a drawing instrument used for dividing distances into equal parts or laying off a series of equal spaces.

A divider can also be used for transferring distances or dimensions from one part of drawing to another.

g) **Metric ruler** it is a wooden graduated long ruler used for long line construction.

h) **Elastic tape measure:** Is essential for most measuring jobs.

- The best are made of flexible, synthetic material or glass fiber, which will not tear or stretch.
- The most common length is 150 cm (60 in.) with non fraying metal-tipped ends

i) **L-square:** useful for finding the basis of straight grain, altering patterns or squaring off straight edges. It can also *be used as a ruler*.

j) **Tracing wheel**

- A 7" handheld tool, with a wooden or plastic handle on one end and a metal wheel on the other end.
- This tool is used to transfer patterns to paper or muslin and to true darts in the pattern making process.

k) **Pin and pin cushion-** Steel straight pins used for pinning tissue patterns together and fitting on dress forms.

l) **Tailor's chalk**

- It is a square or round shape chalk
- Available in different colors like white, blue, pink and yellow
- It is used to-
  - ✓ Marking fabric according to pattern.
  - ✓ Color should be selected according to the color of fabric.



**m) Tamp let A template** is a thin piece of metal or plastic which is cut in to a particular shape. It is used to help you cut wood, paper, metal, or other materials accurately, or to reproduce the same shape many times.

Different types of drawing templates are used to minimize the time consumed in preparation of technical drawing.

Exercise: - use template to draw garment sketches; example skirt.

**n) Pattern notcher** A 4 3/4" handheld tool used to make a 3/16"x1/16" notch.

- Used on master patterns to indicate armhole, darts, center front, center back, and to notch key matching positions.

**o) An awl or stiletto**

Used to punch small holes on the pattern at specific points to indicate apex point, punch holes for darts and tucks, pocket placement, and other style details.

**p) Paper scissor** Only used to cut paper and light weight card boards.

- **Pinking shear** For finishing fabric edges or seams by producing a zigzag edge to stop fraying of the fabric, and in some cases to provide an attractive finish.
- **Tracing paper** It is a transparent paper on which finished drawings are traced from paper drawings for the purpose of reproducing by blueprinting or other similar processes. Tracings may be by made in pencil or in ink.



<b>Self-Check -3</b>	<b>Written Test</b>
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### Short Answer Questions

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

- 1 List drawing tools?
- 2 What does mean drawing?
- 3 What is function of ruler ?

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

### Answer Sheet

Score = \_\_\_\_\_

Rating: \_\_\_\_\_



## Information Sheet-4

## CONTENT4-

### 4.1 Setting out tools and equipment to facilitate effective work practice





The equipment you need for pattern making consists of:

- tape measure,
  - Pins,
  - A tracing wheel,
  - Medium-size scissors,
  - A ruler at least 60 cm (24") long,
  - An L-square or a set square,
  - An awl or stiletto,
  - Tissue paper and
  - Brown or white wrapping paper
- 
- A3 layout pad
  - pencils with HB leads and pencil sharpener
  - knead able eraser
  - Templates

Self-Check -4	Written Test
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### Short Answer Questions

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:





- 1 What is pattern information, mean?
- 2 Pattern quality is very necessary for grading?
- 3 Grading required finding lot size?

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

**Answer Sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

**Reference:-**

- 1) Complete Guide to Sewing; THE READER'S DIGEST ASSOCIATION LIMITED; 1987.
- 2) OXFORD REVISION GUIDES **GCSE** D&T: TEXTILES AND TECHNOLOGY through diagrams; Jane Down; 2001.
- 3) TEXTILES TECHNOLOGY to GCSE; Jane Down; 1999.
- 4) Basic Technical Drawing Student Text Grade 11



# Intermediate Apparel Production

LEVEL-2

NTQF Level -II

# Learning Guide #11

**Unit of Competence:** Prepare Design Concept for Simple Garments

**Module Title:** Preparing Design Concept for Simple Garments

**LG Code:** IND IAP2 MO4 LO2LG11

**TTLM Code:** IND IAP2 MO4 TTLM0919v1

**LO 2:** Identify influences on fashion design



## Instruction Sheet

## Learning Guide #-11

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- Identifying fashion trends from 20th century
- Identifying and relating significant events of 20th century
- Identifying fashion cycles

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, **you will be able to –**

- *Fashion trends* from 20th century are identified.
- *Significant events* of 20th century are identified and related to fashion changes.
- Fashion cycles are identified

### **Learning Instructions:**

10. Read the specific objectives of this Learning Guide.
11. Follow the instructions described in number 3 to 28
12. Read the information written in the “Information Sheets 1”. Try to understand what are being discussed. Ask your teacher for assistance if you have hard time understanding them.
13. Accomplish the “Self-check 1” in page -4.
14. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1).
15. If you earned a satisfactory evaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
16. Submit your accomplished Self-check. This will form part of your training portfolio.



## Information Sheet-1

## CONTENT-1 Identifying fashion trends from 20th century

### 1 Identifying fashion trends from 20th century

- Fashion is forever, but trend will be new.
- It is the inner feeling of every human being to present him or her according to once own thinking.
- Fashion & life style go hand in hand. They are communicated by what we see and for that color plays the major part.
- Fashion comes from Latin word 'facer' which means to make.
- It carries the idea of **crafts man ship** and obedience to the law of technique.
- Fashion is a style that take place on a body or face or an appearance that varies from person to person , day to day, time to time
- Fashion is natural Instinct in people.

### 2.2 Element of design or fashion

- Color
- Line
- Shape
- Value/tone
- Space & depth
- Texture
- fabric

Fashion is classified in to many types such as:

- **Style**

It's always constant. It does not change whereas fashion changes. It is the

modification of fashion. Style is the basic outline of garment.

- **Basic classic**



It's constant or long lasting.  
It is similar to a standard music.

- **Fashion trend**

This is the important pace of fashion scenario because when any new garment is designed by the designer and worn it will not create fashion by itself.

- **Fad**

It can be defined as short-lived fashion. It stays for a very short period, because they are very costly and every one cannot afford to buy it. This can be stitched bulkily using better quality of the fabric and trimming and sold in the market, so that the garment are not only bought and worn by the upper class, it can also afford the middle class and then these dresses become fashion trends.

- **Campus**



It is a fashion having a follower in high school, collage and compass.

- **Designer's wears**

This type of fashion is designed by designers exclusively for famous persons like Michel Jackson, David Beckham etc.

- **Fashion fore casting**

Its done through many communicating media, such as cinema, fashion shows, presses, magazines, news papers and window display.

- skirt hem lengths
  - sleeve shapes
  - trousers widths
  - lycra
- hipsters



**Self-Check -1**

**Written Test**

### **Short Answer Questions**

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

- 4 What is fashion?
- 5 What are fashion cycles from the beginning to final?
- 6 Write about Element of design or fashion?

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

**Answer Sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_



## Information Sheet-2

## CONTENT-2 Identifying and relating significant events of 20th century

### 2 Identifying and relating significant events of 20th century

Fashion is reflection of our life styles. There are certain factors in our lives which influences it. The broad influences that motivate people to purchase fashionable items are:-

- ✓ Economics
- ✓ Social activities
- ✓ Cultural activities
- ✓ Technology
- ✓ Political activities
- ✓ war

#### ❖ The Evolution of Design

- The roots of clothing and primitive sewing techniques can be traced as far back as prehistoric man when hides, fur, and vegetable or animal fibers were woven into primitive tunics.
- In 3000 BC, the Egyptians of the Old Kingdom-both males and females-draped a loincloth, which they wrapped several times around their bodies.
- Later in history, the Egyptians developed various characteristic ways of putting premeasured fabric pieces onto the body. Different graceful drapes and styles were held in place with clasps, allowing the ends to hang freely.



- The Romans later developed the first patterns. Two premeasured semicircular, oval-shaped patterns were adapted from the Greeks.

The pattern pieces, which were two times the person's height and three times the person's width, were sewn together and draped over the body. We know this style today as the toga

- In the 3rd and 4th centuries, changes in clothing were most often conceived in response to military demands. During this period, the premeasured fabric pieces and simple pattern shapes became more intricate.
- First, necklines were added, creating a chemise-type garment; simply styled armholes and short breeches followed, allowing a closer fit and greater movement for soldiers on horseback.
- At the beginning of the 16th century, men's fashions became more intricate-trims, padding, and additional pieces were added. Buttons grew in popularity, both as a means of displaying wealth and as a necessity for fastening form-fitted clothing.
- Armholes became more oval, allowing for a premeasured sleeve and different shapes of hoods, capes, and collars.
- Breaches were more intricately styled and more carefully measured and fitted to a human body. Women's clothing was transformed into a separate skirt and bodice.
- Over time, tailors became more skilled and developed flat pattern methods.
- By the early 1800s, manuals outlining the geometrical rules of pattern skills had been written.
- Pattern blocks (slopers) were being adapted.
- By 1863, paper patterns were sold for the first time in large scale by Butterick Publishing Company.





Self check 2	Written Test
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### Short Answer Questions

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

- 4 Write about 1 personal safety?
- 5 What is Equipment safety
- 6 What is mean Material Handling?

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

### Answer Sheet

Score = \_\_\_\_\_

Rating: \_\_\_\_\_



## Information Sheet-3

## CONTENT3- Identifying fashion cycles

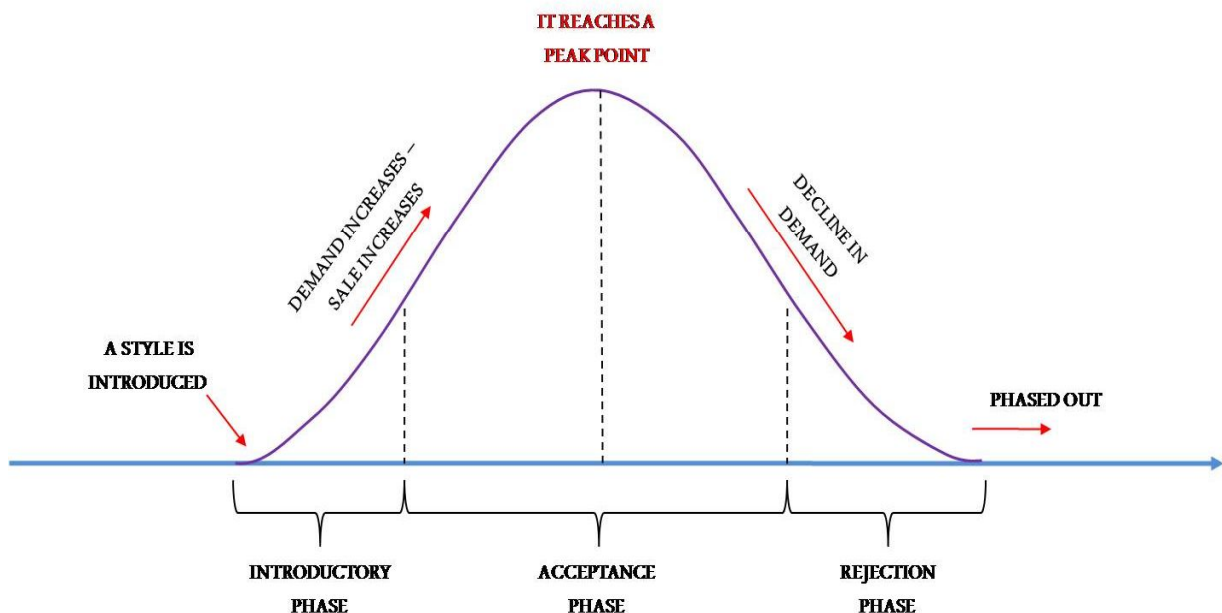
### 3 Identifying fashion cycles

The term fashion cycle is termed as a process involving from the beginning to the final.

- ✓ Introduction
- ✓ Rise
- ✓ Peak of popularity
- ✓ Decline

Rejection/obsolesce

### *A Standard Fashion Cycle*

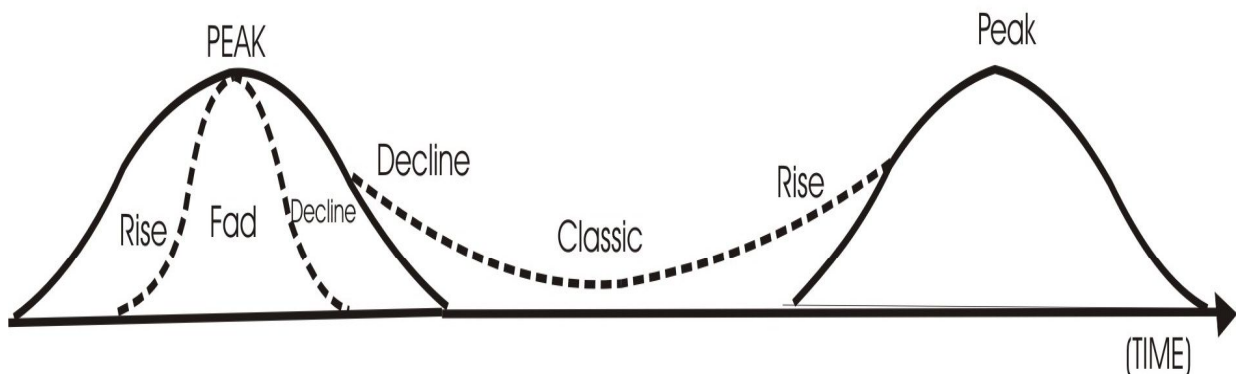




### Introduction of style

- New styles introduced in high price level.
- New apparel and accessory styles by changing elements like line , shape , colour , fabric and details
- High production cost
- Small quantity in production
- More flexibility in terms of design
- Style and Newness
- Clientele – TV stars, politicians and Wealthy group of people who can afford .

## CLASSIC AND FAD STYLES



Cycles for Fad and Classic , compared with normal fashion cycle.  
(Solid line represents normal cycle)



Self-Check -3	Written Test
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### Short Answer Questions

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

- 4 List drawing tools?
- 5 What does mean drawing?
- 6 What is function of ruler ?

**Note:** Satisfactory rating - 3 points

Unsatisfactory - below 3 points

**Answer Sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_



Reference:-

- 5) Complete Guide to Sewing; THE READER'S DIGEST ASSOCIATION LIMITED; 1987.
- 6) OXFORD REVISION GUIDES 

GCSE
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 D&T: TEXTILES AND TECHNOLOGY through diagrams; Jane Down; 2001.
- 7) TEXTILES TECHNOLOGY to GCSE; Jane Down; 1999.
- 8) Basic Technical Drawing Student Text Grade 11



# Intermediate Apparel Production

LEVEL-2

NTQF Level -II

## Learning Guide #12

**Unit of Competence:** Prepare Design Concept for Simple Garments

**Module Title:** Preparing Design Concept for Simple Garments

**LG Code:** IND IAP2 MO4 LO3LG12

**TTLM Code:** IND IAP2 MO4TTLM 0919v1

**LO 3:** Identify how fashion is influenced by design principles



<b>Instruction Sheet</b>	<b>Learning Guide #-12</b>
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- Identifying garments that contain different design principles
- Drawing a series of trade sketches to illustrating design principles

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, **you will be able to –**

- Garments are identified that contain different design principles.
- A series of trade sketches are drawn to illustrate design principles.

**Learning Instructions:**

17. Read the specific objectives of this Learning Guide.
18. Follow the instructions described in number 3 to 28
19. Read the information written in the “Information Sheets 1”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
20. Accomplish the “Self-check 1” in page -4.
21. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1).
22. If you earned a satisfactory evaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
23. Submit your accomplished Self-check. This will form part of your training portfolio.



## Information Sheet-1

## CONTENT- Identifying garments that contain different design principles

### 1 Identifying garments that contain different design principles

#### Design Principles

**Balance** –balance refers to a visual attribution of weight, from a central area.

- Is the arrangement of a design on a space which results on a sense of equilibrium? There are two kinds of visual balance; they are the formal balance, and the informal balance.

**Emphasis** – is achieved by the designer's ability to create a centre of interest by which the viewer's eyes are directed to a specific area of a garment or body part.

Some methods of lay emphasis could be:-

- Grouping of design units
  - Using contrast of hues
  - By leading lines
  - Combination of any of the above
  - Repeating details such as tucks, gathers, button etc.
  - Unusual shape and textures.
  - Applied design on contrast back ground
- ✓ **Harmony**: - harmony otherwise called unity. if the principle of proportion, balance, rhythm and emphasis are applied creatively, the resultant design is said to have the harmony. Unity means that all element of design work together to produce successful visual effect.
- **Proportion** – is the relationship in size between various parts to the whole. Because fashion designing is a creative expression, exact mathematical proportions are not required as long as what you design is visually pleasing.
- ✓ **Rhythm**:-directs the movements of the eyes as one uses the details of a design. Therefore arrhythmic pattern needs to be established to give a costume unity. There are no prerequisite rules for establishing rhythm in a design. Rhythm is most effective when it is experienced in a quiet way.





Rhythm can be achieved through the combination of lines, shape, color and texture by the following aspects in designing.

1. By regular repeats of trims,(button etc.) texture, and fabric design and prints.
2. Progression or radiation in sizes of trims, colors textures and fabric designs
3. Radiation or movement from the central point occurring within structural details such as gathers, folds, tucks darts etc.
4. Continuous flowing lines such as those in bonds of colors, textures and fabric designs.

**Rhythm** – is the repetition of an accent to create an interesting design. Repeating an accent to different parts of the dress or one part of the dress will achieve a design that is harmonious and therefore visually united.



### 3.2 Elements of Design

The elements of design are shape/form, color, texture, and line. These are the tools used by you and clothing manufacturers when a garment is designed and constructed to enhance your appearance.

**Line** can show direction, draw your attention, outline an object, divide a space, or communicate a feeling. Lines can be straight, curved, diagonal, thick or thin, horizontal or vertical. They can be part of the fabric (stripes or plaid) or part of the design (a yoke or Seam).

**Color** is the hue, value, and intensity that defines parts and sets off one area of design from another.

**Hue** is the name of the color (red, blue).

**Value** is how light or dark the color is (light blue, navy blue).

**Intensity** is how bright or dull it is? (4-H green, neon green).

**Texture** is the surface quality of an item. It is how something feels when it is touched or looks like it would feel if touched (rough, smooth, soft, or hard).

**Shape/Form** Form is the shape and structure of an item. Shape is two-dimensional and appears flat; form is three-dimensional with length, width, and depth. (A circle is a shape; a ball is a form.)

**Form or shape** it refers to the form of a person which shows the curves of the body. This includes the shape of face, of the neckline and the full body or figure.

**a. Shapes of Faces.** There are different shapes of faces and these are:

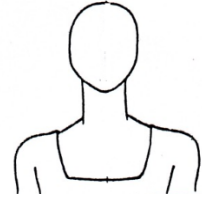
1. **Oval.** All kinds of neckline are becoming to this shape.
2. **Round.** This resembles the shape of the moon where neckline should be given more considerations.
3. **Triangle.** The use of wider neckline is helpful.
4. **Square.** Close necklines will do justice to the top shape of the face.



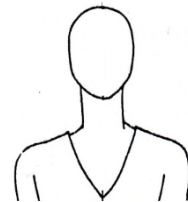
5. **Heart shape.** The shape is fitting to almost all kinds of necklines.

b. **Shapes of Necklines.** Necklines emphasize the shape of the face. In choosing the neckline for a garment the first to be considered is the shape of the face.

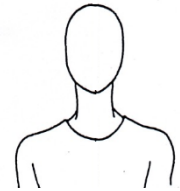
1. A combination of vertical and horizontal lines produces **square necklines**.



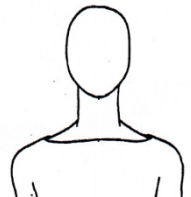
2. Diagonal lines produce **V-necklines**.



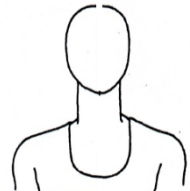
3. A curve line produces **round necklines**.



4. A horizontal line produces **Sabrina, Boat or Bateau necklines**.



5. A combination of vertical and curve lines produces **U-shaped necklines**.



6. Curve lines produce **scallop necklines**.





c. **Body Shapes or Figures.** It refers to the overall structure of the body. This may be of any combined qualities in height, size and shape.

1. **Tall and slim.** Longer body length with broad shoulders, small bust, waist and hip.

Loose blouses with yokes, collars, sleeves and pockets will give a nice effect. Pleated skirts or pants will complete the attire.

2. **Tall and stout.** This has big bust and the waist and hips are proportioned to the height.

Fitted blouses with vertical, horizontal, or diagonal lines will create a slim appearance. Blouses with low V, U or square necklines will be appropriate and belted knee-length skirts will shorten the height.

3. **Pear-shaped.** This has broad hips and small shoulders.

Blouses with collars and sheered sleeves will have a good effect to balance the hips. Straight or fitted skirts will be more complimentary to the figure.

4. **Full-busted.** This has inverted triangular shape, full at the bust.

Loose blouses and dark-colored skirts are good for this type.

5. **Short-Waisted Bodice.** This has short upper bodice in relation to its lower part.

Yoke skirts will lengthen this short figure as well as blouses with length beyond the second hips.



**Self-Check -1**

**Written Test**

**Short**

**Answer Questions**

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

- 7 What is fashion?
- 8 What are Design Principles?
- 9 Write about Element of design or fashion?

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

**Answer Sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_



## Information Sheet-2

**CONTENT-2** Drawing a series of trade sketches to illustrating design principles

### 9.2 Drawing a series of trade sketches to illustrating design principles

#### 3.2.1 Steps on How to Design a Garment:

- 1. Choose a garment.** Decide upon a certain size. Try a universal design. Some designs may fit more than one size.
- 2. Draw the basics.** Decide upon the neckline, sleeve, waistline, length and closures. Be unconventional in sketching.
- 3. Accentuate the basics.** Add volume, gathers, ruffles, pleats, cuffs, tucks darts, etc. Create an exciting shape that is figure flattering.
- 4. Embellish.** Use decorative buttons, zippers or lacing at closures. Add embroidery, cutting or lace inserts.
- 5. Choose color.** Take a little risk. Add one color after another until a desired effect. Shades of the same color are very chic.
- 1. Choose fabric.** Consider the flow of the fabric. Combine fabrics. Try a border print, pin, stripes, geometrics, floral, etc.

**Add accessories.** Complete your drawing with a hairstyle, jewelry, scarf, sandals



### 3.3 Identification of garments

Garment is the product of fabric or cloth which is used for cover the body to protect the bad weather.

Garment include:-

- Skirt
- Trousers/pants jeans
- Dresses
- Polo or blouse (short or long sleeves)
- Short & legging
- Coat/ suit / blazer

#### **LADIES' CASUAL DRESS**

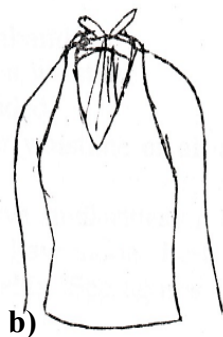
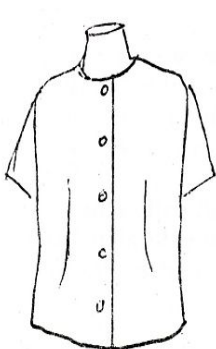
These are the kinds of garments that are flattering and comfortable. These clothes may be of any combination of blouse, skirts, shorts and pants. Full dresses may also be used as casual dress.

##### **a) BLOUSE**

Blouse is a woman's loose outer garment from the neck down to the waist. It usually fits at the waistline or at times tucked into the skirts or pants.

There are several types of blouses as seen in the figures:

1. Blouse with opening in front and with or without collar.
2. Blouse with opening at the back with or without collar.
3. Blouses that have no sleeves.
4. Blouses with straps over the shoulder.
5. Blouses those are bare over the shoulders.



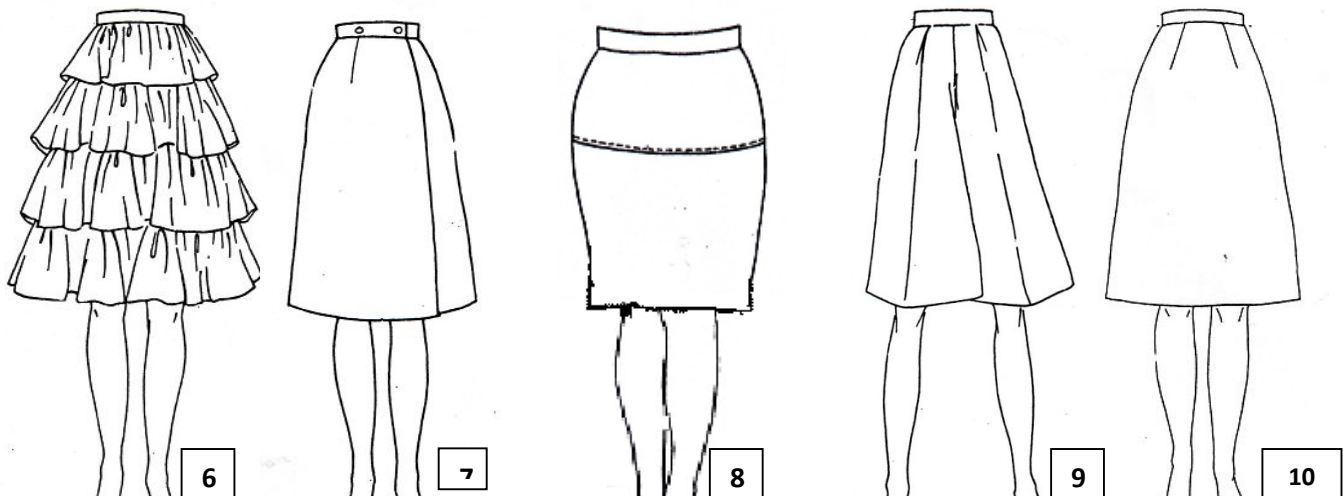
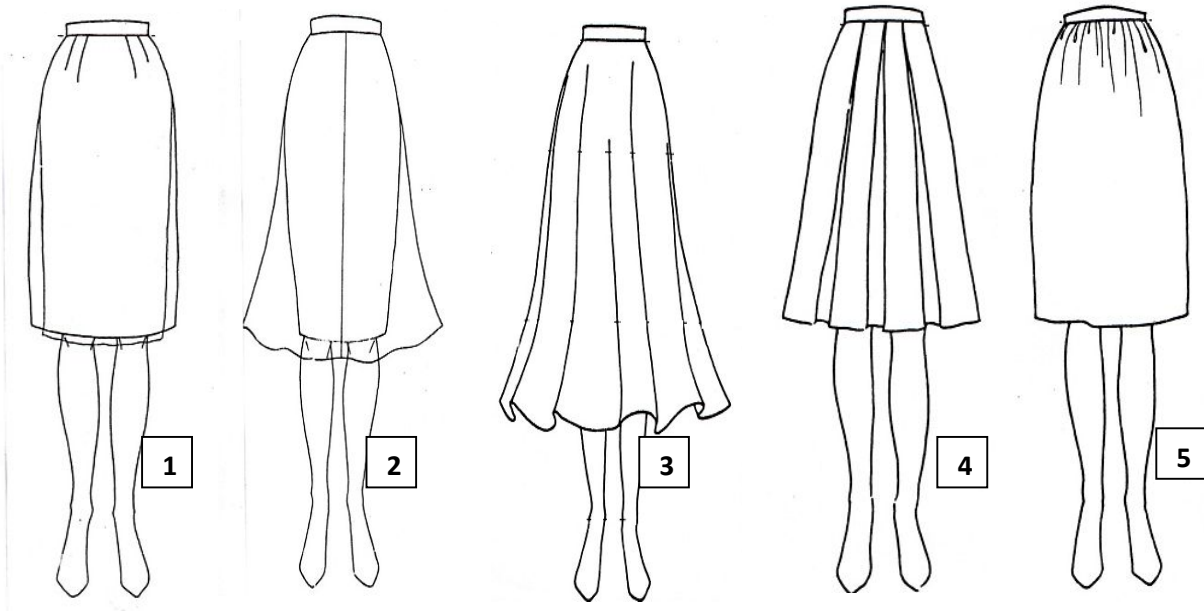


## SKIRT

A skirt is another kind of free-hanging garment extending from the waist down.

There are several types of skirts:

2. The fitted skirt and straight skirt
3. The gored skirt
4. The balloon (circular) skirt
5. The pleated skirt
6. Gathered or shirred skirt
7. Layered skirt
8. Wrapped around skirt
9. Yoke skirt or Combination skirt
10. Culottes skirt (a combination of short and skirt)
11. A-line skirt

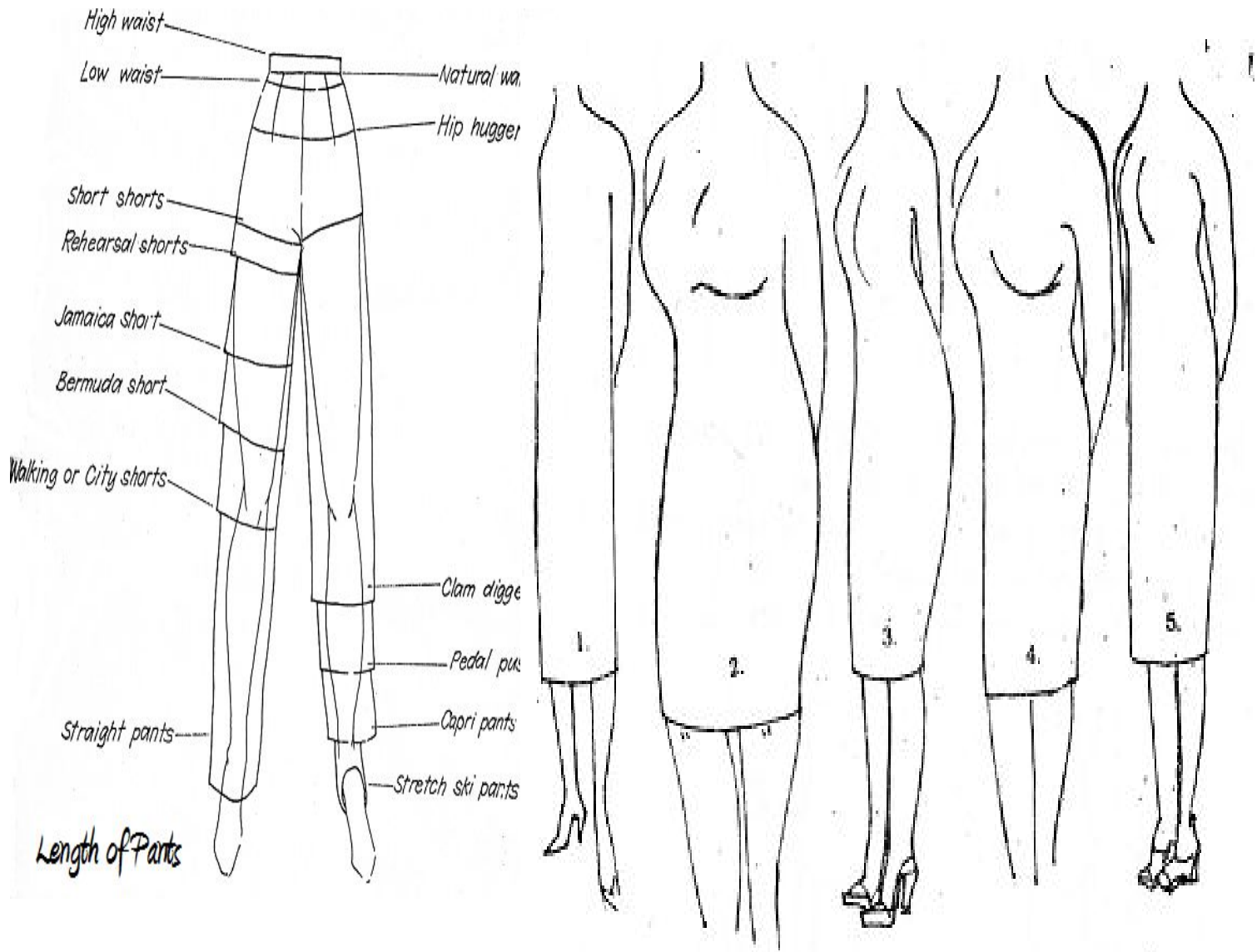






## A) PANTS

People of different gender and age usually use pants. They are usually made of cotton, twill, gabardine and linen fabrics. It has different lengths and styles. Learn the terminology for the different pant lengths and styles.





Self check 2	Written Test
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### Short Answer Questions

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

- 7 Write about garment?
- 8 What is Design\_Principles
- 9 What is element mean?

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

### Answer Sheet

Score = \_\_\_\_\_

Rating: \_\_\_\_\_



Reference:-

- 9) Complete Guide to Sewing; THE READER'S DIGEST ASSOCIATION LIMITED; 1987.
- 10) OXFORD REVISION GUIDES 

GCSE
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 D&T: TEXTILES AND TECHNOLOGY through diagrams; Jane Down; 2001.
- 11) TEXTILES TECHNOLOGY to GCSE; Jane Down; 1999.
- 12) Basic Technical Drawing Student Text Grade 11



# Intermediate Apparel Production

LEVEL-2

NTQF Level -II

## Learning Guide #13

**Unit of Competence:** Prepare Design Concept for Simple Garments

**Module Title:** Preparing Design Concept for Simple Garments

**LG Code:** IND IAP2MO4 LO4LG13

**TTLM Code:** IND IAP2 MO4TTLM 0919v1

**LO 4:** Interpret design brief to develop garment concept



## Instruction Sheet

## Learning Guide #-13

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- Identifying and following specifications
- Identifying style of garment
- Developing storyboard for designed garments

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, **you will be able to –**

- Specifications are identified and followed.
- Style of garment is identified.
- Storyboard is developed for designed garments

### Learning Instructions:

24. Read the specific objectives of this Learning Guide.
25. Follow the instructions described in number 47 to 50
26. Read the information written in the “Information Sheets 1”.2,3, Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
27. Accomplish the “Self-check 1”.2,3,
28. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1).
29. If you earned a satisfactory evaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
30. Submit your accomplished Self-check. This will form part of your training portfolio.

### 4.1 Identifying and following specifications



## Information Sheet-1

## CONTENT-1 Identifying and following specifications

### 4.1 Understanding Specifications (Client specification)

A pattern maker needs a client specification to do a best fit design as a customer requirement. These requirements are given with chart form having full information. So, the apparel maker should identify and follow the given specification.

Specification sheet is the sheet on which all requirements of a client like measurement and stitch specification to use be mentioned. All the stitch is details like how many top stitches to be given and on which place, and if necessary diagrammatic representation of the garment to be made also specified.

#### Preparation of Specification Sheet

Specification sheet is a table that contain the dimension/ measurements of a particular style/garment. It is mostly prepared by the buyer and given to the manufacturer to use it as the guide line for making a pattern of the required style/ garment. It can also consist of a range of sizes either in alpha (SXX, SX, S, M, L, XL, and XXL) or numeric (32, 34, 36, 38, and 40) systems. In the systems the size 'M' and '36' are known as the base size

Specification sheet provides important details to ensure the correct execution of garment patterns into finished garments. They help to produce accurate samples, which improves turnaround time and simplifies communication during all stages of manufacturing and quality control. Specification sheet includes detailed technical diagrams, construction notes, finished garment measurements, fabric yields and material and trim details



# Specification Sheet

Kranked Designs		Description: WOMEN'S FITTED SHIRT						Style Number: SH02345	
<b>Key Finished Garment Measurements</b>		XS	S	M	L	XL	XXL		
a	CBL LENGTH	24 3/4	25 1/4	25 3/4	26 1/4	27 1/4	28 1/4		
b	CHEST	37	39	41	43 1/2	46 1/2	49 1/2		
c	WAIST	30	32	34	36 1/2	39 1/2	42 1/2		
d	HEM OPENING - STRAIGHT	35 3/4	37 3/4	39 3/4	42 1/4	45 1/4	48 1/4		
e	SHOULDER	15	15 1/2	16	16 1/2	17 1/4	18		
f	ARMHOLE - ALONG CURVE (1/2")	8 5/8	9	9 3/8	9 3/4	10 1/8	10 1/2		
g	DEPT 1" BELOW ARMHOLE (1/2")	6 1/8	6 1/2	6 7/8	7 1/4	7 5/8	8		
h	CUFF (EDGE TO EDGE)	9	9 1/4	9 1/2	9 3/4	10	10 1/4		
i	CR SLEEVE LENGTH	30 1/4	31 1/4	32 1/4	33 1/4	34 1/4	34 1/4		
j	NECK CIRCUMFERENCE	14 7/8	15 3/8	15 7/8	16 3/8	16 7/8	17 3/8		
k	STAND HEIGHT	1 1/8	1 1/8	1 1/8	1 1/8	1 1/8	1 1/8		
l	COLLAR WIDTH (at c/s)	2 1/8	2 1/8	2 1/8	2 1/8	2 1/8	2 1/8		
<b>NOTIONS</b>									
Material Detail		QTY	length	Unit	Notes				
1. BUTTONS		11		LINE 18					
2.									
3.									
4.									
5.									
6.									
<b>Fabric Consumption</b>									
A	POP LIN	1 SFT = 172 yards	Yards	Labels / Markings:					
B	FUSING	1 SFT = 0.18 yards	Yards	Size M					
			Yards	Content: 98% COTTON / 2% SPANDEX					
			Yards	Inside Label					
					Construction Notes				



## Specifications sheet for style #004

specifications style #004  
Seasons: Summer

Self fabric: Twill Fabric	a		color:	Dark Green
Fiber content:	70% Cotton 30% Polyester Blended fabric		X	woven
Labels main size: Ladies Jacket			X	knit
			X	c.b. neck
			X	cb waist
content, care;	70% Cotton 30% polyester fabric			C,neck/Waist
	wet clean only	X		left inside seam
contrast fabric	#		Color	
second contrast	#		Color	
Third contrast	#		Color	
Lining fabric:	Nylon	#	Color	black
Button	size	Qty	Color	
Zipper #	size:	Qty	Color	
Zipper # 50cm	Size: large	Qty: 1	Color: Dark green	Trim#
Size / height	M/160-165/			Width
Bust (cm)	94			Yds
Waist (cm)	80			
Hip (cm)	98			
Back length	38.5			
Shoulder	42			
Sleeve length	58			





**Self-Check -1**

**Written Test**

**Short**

**Answer Questions**

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

- 10 Write about Specification sheet?
- 11 What is function of Specification?
- 12 Write about Personal responsibilities for Specification?

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

**Answer Sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_





## Information Sheet-2

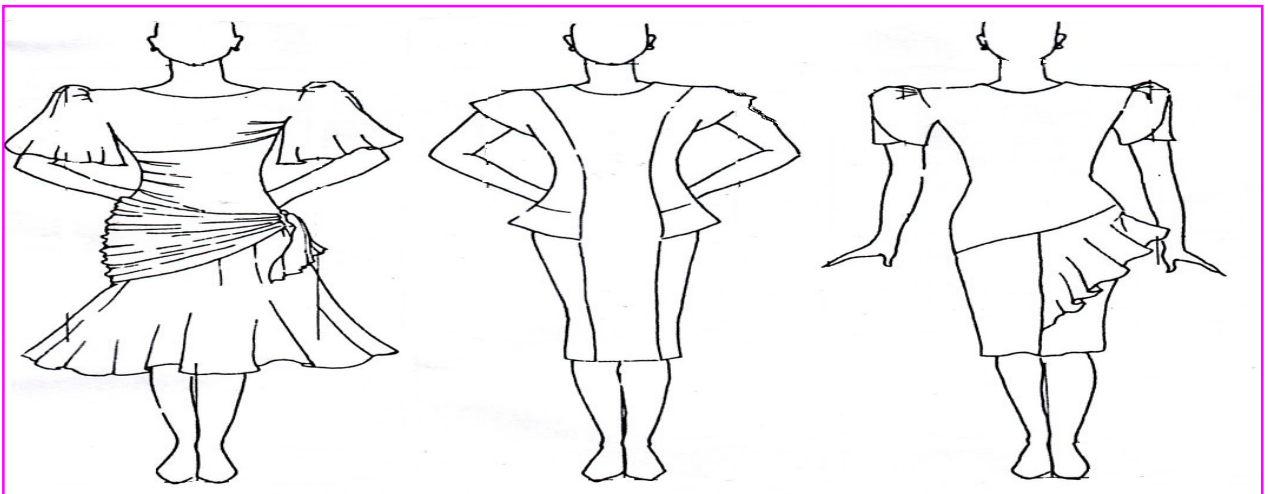
## CONTENT-2 Identifying style of garment

### 4.2 Identifying style of garment

There are two kinds of design/lines in Garment Designing which sometimes vary from season to season. Some seasons are heavy on decorative details and trims, and other seasons are without adornment. The changes from one season to another on decorative and structural details should be monitored closely.

These two kinds are

1. **Structural Concept of Design.** It encompasses the over-all construction of a dress, its shape and all the details involved in pattern-making construction and the sewing construction of the dress, such as darts, seams, pleats and tucks.



### Standard Operating Procedures in Garment Designing

- Customer Job Requirements – this refers to the specifications given by the customers as to how her wardrobe would look.
- Determine Garment Cost – cost of materials and supplies for the customer’s wardrobe including the sewing service fee.
- Measure Body Parts - this involves taking of customer’s body measurement.



- Draft Various Pattern – pre-construction will be done through pattern drafting.
- Prepare Materials and Machines – gathering of materials and setting up of sewing machines according to the job requirements.
- Perform Sewing – these are the step-by-step procedures in constructing the garment.
- Perform Finishing Touches – it is the selection and application of appropriate finishes in the pre-constructed garment where first fitting is done.
- Check Quality of Finished Product – it is the stage in the garment construction which involves trimming of excess threads, pressing and proper packaging. This is where final fitting is being done.

#### Garment Designs

Many persons are particular about the clothes they wear. For instance, most career women strive to be well-dressed. They are conscious of what they wear for they believe that the clothes they wear will spell out success in their field of work. Everyone should develop good taste in the choice of clothes. This means that the person should be able to choose clothes which are becoming to her and appropriate for different occasions.

A designer should realize that not all styles that are in vogue or popular in the fashion world are the best styles. Dress designing should consider the individuality and personality of the person.



Self check 2	Written Test
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### Short Answer Questions

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

- 10 Write about Structural Concept of Design?
- 11 What is Standard Operating Procedures in Garment Designing?
- 12 What is mean Material Handling?

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

### Answer Sheet

Score = \_\_\_\_\_

Rating: \_\_\_\_\_



### Information Sheet-3

### CONTENT3- Developing storyboard for designed garments

## 4.3 Developing storyboard for designed garments

### 4.3.1 Style of garment

There are different styles of garment. In general, we can categorize them in to Top and Bottom.

In the Top garment, we can find styles like blouse, jacket, coat, shirt, singlet, bra etc; where as in the bottom garment style, commonly, we can find skirt, trouser, shorts, pants etc

### 4.3 Design

- We are all designers. To design means to plan. Almost everything we come in contact with has been designed by someone.
- The etymology of design is caused by Designer (Designer -sign. Show the symbol). It means making an idea of the man visible in detailed form. In the present, it has more broad meaning as design drawing, a plan, an idea; draw a plan, making a plan.

#### **Type of design**

- Costume design
- Textile design
- Accessory design
- Apparel design
- Story board



A story board is a series of sketches, diagrams or photographs to show the main stages of manufacture

Exercise: Prepare a story board for making an oven glove.

### Inspiration and concept board development

- **Inspiration:-** Somebody or something that stimulates a person to a high level of feeling, to creative thought, or to achieve the making of art.
- **Mood board:-** Thus to portray the thought of the inspiration or concepts a board is created where visuals are brought together with text and materials to create an ambience or mood of your inspiration which is also known as a theme or mood board.
- **Client board:-** show the customer states (age, life style, style category, mood)
- **Trim board:-** show the material using on the design.(button, fabric and tread)
- **Illustration board:-** - show the design illustration on the paper

### Design Targeted to Specific customer:

For any design brief, it is always client or market oriented. A client profile is always given in specifying the needs and lifestyles of the client. Usually a client profile would include

- ✓ Age group
- ✓ Income group
- ✓ Occupation type

- Trade sketches of new garment designs
- Fabric swatches
- Specifications



Self-Check -3	Written Test
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### Short Answer Questions

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

- 7 List types of design?
- 8 List types of inspiration board?
- 9 What is **Inspiration and concept board development?**

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

### Answer Sheet

Score = \_\_\_\_\_

Rating: \_\_\_\_\_



Reference:-

- 13) Complete Guide to Sewing; THE READER'S DIGEST ASSOCIATION LIMITED; 1987.
- 14) OXFORD REVISION GUIDES 

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 D&T: TEXTILES AND TECHNOLOGY through diagrams; Jane Down; 2001.
- 15) TEXTILES TECHNOLOGY to GCSE; Jane Down; 1999.
- 16) Basic Technical Drawing Student Text Grade 11



# Intermediate Apparel Production

**LEVEL-2**

**NTQF Level -II**

## Learning Guide #14

**Unit of Competence:** Prepare Design Concept for Simple Garments

**Module Title:** Preparing Design Concept for Simple Garments

**LG Code:** IND IAP2 MO4LO5 LG 14

**TTLM Code:** IND IAP2 MO4TTLM0919v1

**LO 5:** Complete work





<b>Instruction Sheet</b>	<b>Learning Guide #-14</b>
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- Inspecting sketches against quality standards
- Caring out any changes or adjustments
- Completing documentation relating to storyboard

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, **you will be able to –**

- ✓ Sketches are inspected against quality standards.
- ✓ Any changes or adjustments are carried out as required.
- ✓ Documentation relating to storyboard is completed.

#### **Learning Instructions:**

31. Read the specific objectives of this Learning Guide.
32. Follow the instructions described in number 60 to 73
33. Read the information written in the “Information Sheets 1”,2,3. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
34. Accomplish the “Self-check 1”,2,3
35. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1).
36. If you earned a satisfactory evaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
37. Submit your accomplished Self-check. This will form part of your training portfolio.



## Information Sheet-1

## CONTENT-1 Inspecting sketches against quality standards

### 5.1 Inspecting sketches against quality standards

Cleanliness in drawing is important and should become a habit. A drawing will be clean if the following procedures are observed.

- 1) Keep your hands clean at all times. If your hands sweat frequently it is good to wash them regularly.
- 2) Keep your drawing instruments clean at all times.
- 3) Never sharpen a pencil over the drawing.
- 4) Always wipe the pencil point with a clean cloth, after sharpening, to remove small particles of loose graphite.
- 5) Never work the hands resting upon a pencil area. Keep such parts covered with clean paper.
- 6) Avoid sliding anything across lines on the drawing.
- 7) Never rub using the palms of your hands to remove eraser particles. Use a dust brush but not cloth.

#### ❖ Cautions in the use of drawing Instruments

- ☞ Never use the T-square for drawing any other line than the horizontal.
- ☞ Never put either of the ends of a pencil in to your mouth.
- ☞ Never work with a dull pencil or compass lead.
- ☞ Never sharpen the pencil over the drawing board or the drawing paper.
- ☞ Never begin work without wiping off the drawing board and instruments.
- ☞ Never put instruments away without cleaning them.
- ☞ Never work on a drawing board cluttered with unneeded instruments.
- ☞ Never fold a drawing or a tracing.



A sketch is a drawing that is done quickly without a lot of details. Designers often use sketches as a preparation for a more detailed drawing.

Sketches can be used by all persons irrespective of their specialization to support their ideas with figures.

Some of the uses of freehand sketches are given below:

- 1) To transmit information, obtained in the shop.
- 2) To convey the ideas of the designer to the pattern maker.
- 3) To provide a basis for communicating between engineers, designers and pattern makers.

Sketching should be done as easily and freely as hand writing, and the mind of the sketcher should be free to concentrate up on an idea, not up on the technique of sketching the idea. This can be achieved by consistently practicing the techniques of free hand sketching.

One of the advantages of freehand sketching is only few drawing instruments are used to produce sketches that are as good as instrumental drawing. The material required for sketching are paper, pencil, and eraser.



Self-Check -1	Written Test
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### Short Answer Questions

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

- 13 Write about Specification sheet?
- 14 What is function of Specification?
- 15 Write about Personal responsibilities for Specification?

**Note:** Satisfactory rating - 3 points

**Unsatisfactory - below 3 points**

**Answer Sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_



## Information Sheet-2

## CONTENT-2 Caring out any changes or adjustments

### 5.2 Caring out any changes or adjustments

Drawing of upper body parts

#### 1. Principle of prorating

Examples(1) : Measurement M:

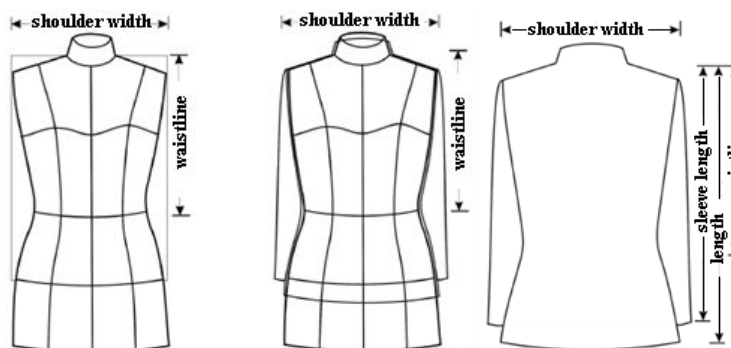
Specification:

Shoulder width =39cm waist length=39cm

Clothing length =60cm sleeve length=55cm

So : Shoulder width=39=S waist length =shoulder width=S

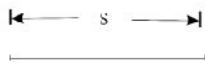
Clothing length=1.54S sleeve length =1.41S



Example : drawing of women's suit

#### (1) decided shoulder width

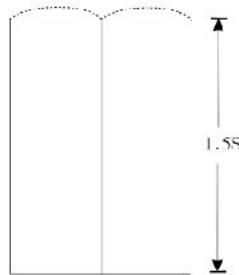
- (1) drawing center axis
- (2) clothing length line: length about 1.5S
- (3) waist line:(from shoulder width line move down S)
- (4) bust line:(from shoulder width line move down 0.5S)
- (5) neck width:1/3S
- (6) shoulder line:0.1S
- (7) waist width:0.8S
- (8) the size same hem line with shoulder width
- (9) side seam:



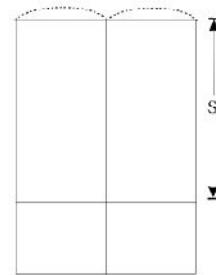
①



②



③



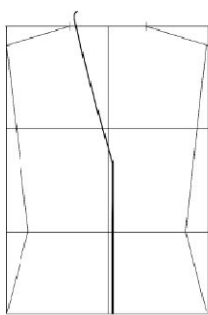
④

## (2) Drawing collar

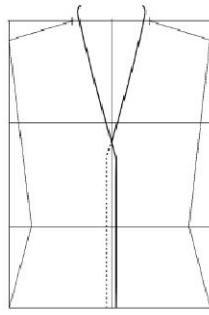
- A. neck depth
- B. lapel line
- C. neck opening and top collar
- D. sleeve length:  $1.4S$

(3) Drawing structure of detail: Pocket, division lines, darts, waistband, button position.

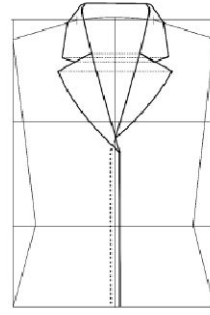
(4) Finishing the style



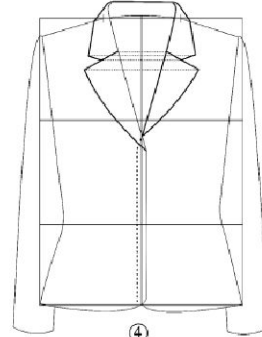
①



②



③



④



## Drawing skill of trousers

Example: Measurement M:



## 1. Principle of prorating

W (waist width) = 35cm (full waist size is 70)

Crotch depth (fork to waist): HL = 27cm

Length: 102cm

Bottom width(C) = 22cm

Reference to waist width, so: relevant the proportion

$W = 35\text{cm}$   $HL = 27/35 \approx 0.77W$  (approximately is  $0.77W$ )

$H = 48/35 \approx 1.4W$

$L = 102/35 \approx 2.9W$

$C = 22/35 \approx 0.6W$



**Fig5-1.**

For example:

Process:

### 1. Front view

(1) waist width

(2) drawing center axis

(3) crotch depth line:  $0.8W$ ;

Hip width line:  $1.4W$

(4) trousers length line :  $3W$

(5) Side seam

(6) bottom line:  $0.4W$

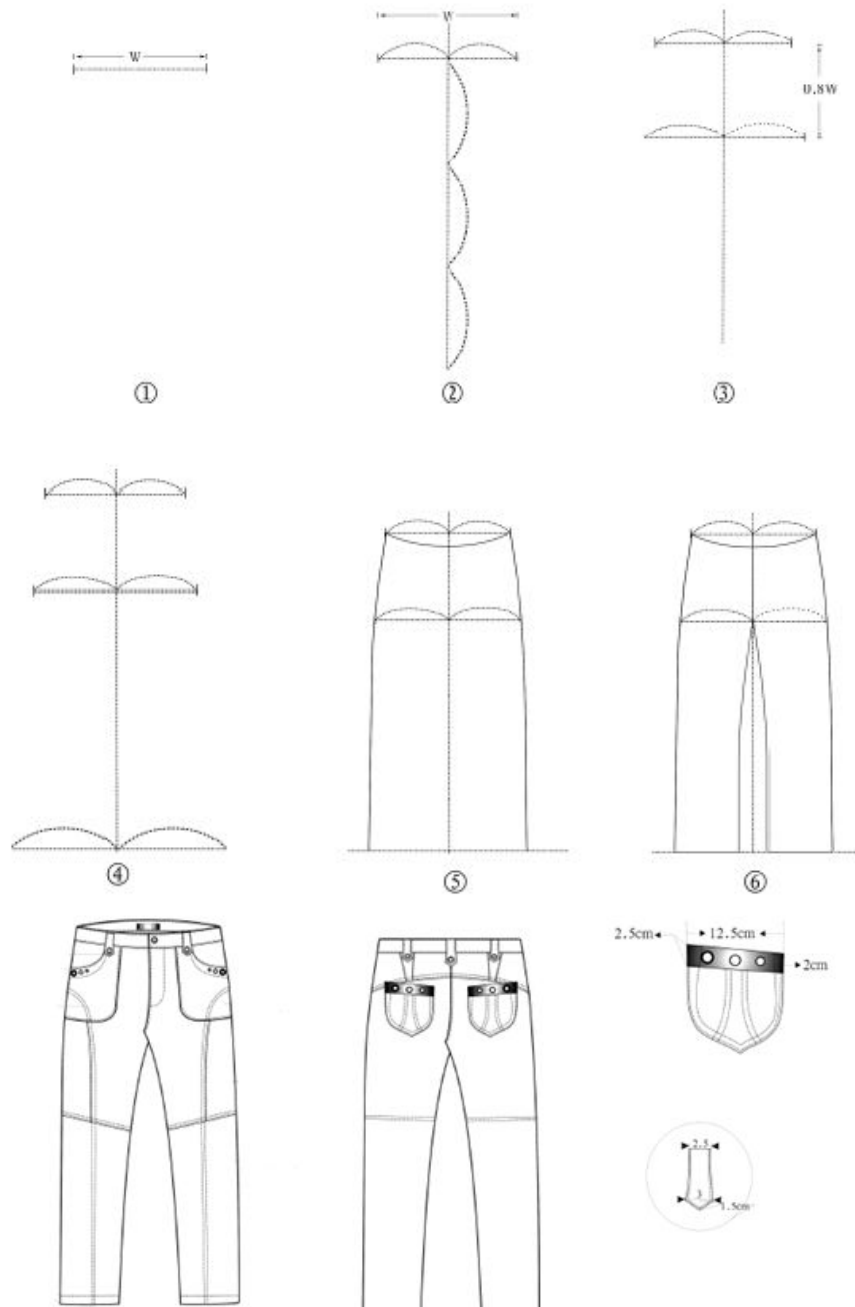


(7) Connect waist line

□ 8□ Drawing structure of detail: Pocket; welt loop

□ 9□ Finishing the style

2. Back view



For example:





## Drawing skill of skirt

### 1. Principle of prorating

Measurement M:

W=34cm (full of skirt is 68cm)

HL=18cm

L=50cm

Reference to waist width, so: relevant the proportion

W=34cm

$HL = 18/34 \approx 0.5W$

$L = 50/34 \approx 1.5W$

Process

### 2. Front view

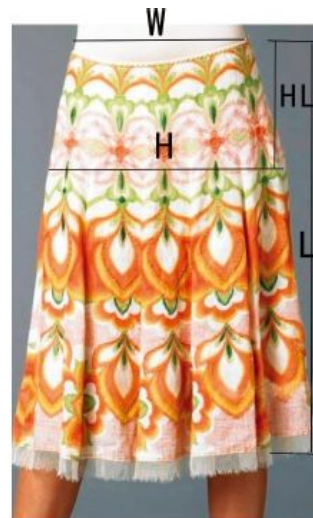
- (1) waist width W
- (2) drawing center axis
- (3) hip depth line  $0.5W$
- (4) hip width line:  $1.2W$

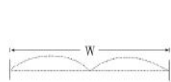
Skirt length line:  $1.5W$

- (5) side seam:

Hem line

- (6) Drawing structure of detail: Pocket; welt loop
- (7) Finishing the style
- (8) Back view

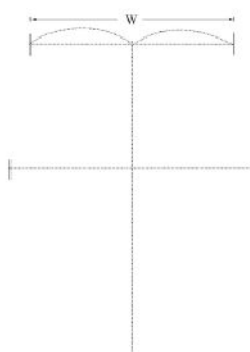




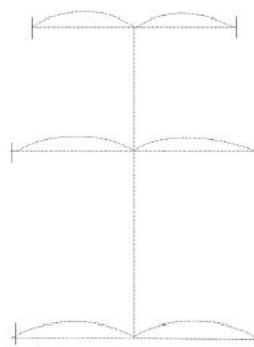
①



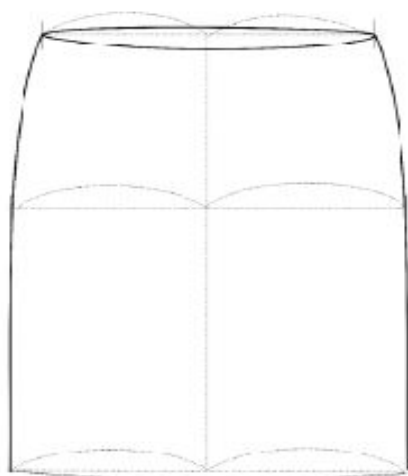
②



③



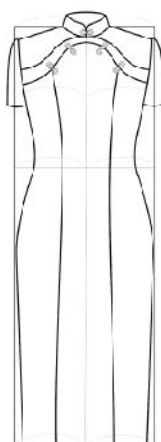
④



⑤



⑥





Self check 2	Written Test
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### Short Answer Questions

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

- 13 Write about Structural Concept of Design?
- 14 What is Standard Operating Procedures in Garment Designing?
- 15 What is mean Material Handling?

**Note:** Satisfactory rating - 3 points

Unsatisfactory - below 3 points

**Answer Sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_



### Information Sheet-3

### CONTENT3- Completing documentation relating to storyboard

#### 5.3 Completing documentation relating to storyboard

Here, work should be completed with acceptable quality level. That means:

- Sketches should be inspected against required quality standards (i.e. against the given measurements & style of the given garment),
- Any changes or adjustments should be carried out as required. If there is a need of making adjustments, we should make the adjustment as a professional apparel maker.
- Documentation relating to story board should be completed. Necessary data should be recorded and documented properly in systematic and retrieval way

**There are two types of** documentation

- 1 Recording by sound ,soft copy ,image
- 2 Documenting by hard copy



Self-Check -3	Written Test
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### Short Answer Questions

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

- 10 List types of design?
- 11 List types of inspiration board?
- 12 What is **Inspiration and concept board development?**

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

**Answer Sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

### SELF CHECK QUESTION

#### I. Multiple choice

Select the best answer for each question. Do this by circling the identifying letter next to your answer.

1) Which drawing instrument is commonly used to draw diagonal and parallel lines?

A. French curve

C. T-square

B. Set square

D. Meter stick

2) Which fabric type is advisable for a lady having fat and short structure?

A. Fabric having vertical stripe

C. Solid fabric

B. Fabric having horizontal stripe

D. Checked/ Plied fabric

3) Which type of fashion is appears and disappears fast?

A. Designers wear

C. Classic

B. Fad

D. Campus

4) Which type of safety protective device is NOT available in sewing machines?



- A. Belt cover  
B. Finger guard  
C. Eye guard  
D. Hearing protection
- 5) A slanting or diagonal line cut or sewn across the weave of the cloth.  
A. grain line  
B. selvedge  
C. bias  
D. warp
- 6) Which garment type is made from knitted fabric?  
A. Casual trouser  
B. T-shirt  
C. Blouse  
D. Suit
- 7) Which one of the following is NOT categorized under top garment?  
A. Singlet  
B. Pant  
C. Blouse  
D. Bra
- 8) It directs the movements of the eyes as one uses the details of a design.  
A. Balance  
B. Proportion  
C. Rhythm  
D. Harmony
- 9) Which one of the following is NOT way of laying emphasis on a particular garment?  
A. Making a garment from solid color as a whole  
B. Stitching using contrast colors  
C. attaching more buttons  
D. applying unusual shape
- 10) Which of the following is the largest paper in size?  
A. A4  
B. A2  
C. A0  
D. A3

## II. Short answer type

Give short and precise answer for the following questions.

- 1) What are the five design principles?
- 2) Explain structural concept of design.
- 3) Mention at least two fibers come from animal.
- 4) Mention at least four safety activities done by sewing operator.
- 5) Mention common parts of basic blouse.
- 6) What is the document in which any apparel maker/ pattern maker should follow when he/
- 7) she doing his/ her job.



## **ANSWER KEY**

### **I. Multiple choice**

- |      |       |
|------|-------|
| 1) B | 6) B  |
| 2) A | 7) B  |
| 3) B | 8) C  |
| 4) D | 9) A  |
| 5) C | 10) C |

### **II. Short answer**

- 1) The five design principles are: balance
  - Balance
  - emphasis
  - harmony (unity)
  - Proportion
  - Rhythm
- 2) It encompasses the over-all construction of a design, its shape and all the details involved in pattern-making construction and the sewing construction of the garment, such as darts, seams, pleats and tucks.
- 3) Fibers come from animals are wool, silk,
- 4) Safety activities which has to be done by a sewing operators are:
  - Switch off the switch at different conditions such as threading the machine, inserting/ removing the needle & bobbin, non-sewing period etc;
  - Use safety guards if available;
  - Wear work wear uniforms;
  - Tied-up long hairs;
  - Wear flat shoes;
  - Use proper material handling for transportation of goods; etc
- 5) The common parts of basic blouses are: Front panel, Back panel, Collar, Sleeve and Cuff.
- 6) Specification sheet





Reference:-

- 17) Complete Guide to Sewing; THE READER'S DIGEST ASSOCIATION LIMITED; 1987.
- 18) OXFORD REVISION GUIDES 

GCSE
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 D&T: TEXTILES AND TECHNOLOGY through diagrams; Jane Down; 2001.
- 19) TEXTILES TECHNOLOGY to GCSE; Jane Down; 1999.
- 20) Basic Technical Drawing Student Text Grade 11