



Draw and Interpret Basic Sketch

Level I

Learning Guide -14

Unit of Competence: Draw and Interpret Basic Sketches

Module Title: Drawing and Interpreting Basic Sketches

LG Code: IND BAP1 M05 0919 LO1-14 TTLM

TTLM Code: IND BAP1 M05 TTLM 0919v1

LO 1: Prepare drawing tools, equipment and workstation



Instruction Sheet

Learning Guide #14

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

- OHS practices
- Selecting and making ready drawing tools and equipment
- Setting up Work bench
- Identifying and following workplace practices and work instructions

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 –

- Select and make ready drawing tools and equipment for use.
- Set up work bench according to OHS practices.
- identify and follow Workplace practices and work instructions for controlling risks accurately

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 20.
3. 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.
4. Accomplish the “Self-check 1” in page 6.
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 1).
6. 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.
7. Submit your accomplished Self-check. This will form part of your training portfolio.
8. Read the information written in the “Information Sheet 2”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
9. Accomplish the “Self-check 2” in page 15.
10. 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 2).



11. Read the information written in the “Information Sheets 3”. Try to understand what are being discussed. Ask your teacher for assistance if you have a hard time understanding them.
12. Accomplish the “Self-check 3” in page 26.
13. 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 3).
14. If you earned a satisfactory evaluation proceed to “Operation Sheet 1” in page 27. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
15. Read the “Operation Sheet 1” and try to understand the procedures discussed.
16. If you earned a satisfactory evaluation proceed to “Operation Sheet 2” in page 29. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
17. Read the “Operation Sheet 2” and try to understand the procedures discussed.
18. If you earned a satisfactory evaluation proceed to “Operation Sheet 3” in page 31. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
19. Read the “Operation Sheet 3” and try to understand the procedures discussed.
20. Do the “LAP test” in page 32 (if you are ready). Request your teacher to evaluate your performance and outputs. Your teacher will give you feedback and the evaluation will be either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advise you on additional work.



Information Sheet-1	OHS practices
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1.1 OHS/OCCUPATIONAL HEALTH AND SAFETY/PRACTICE

It is the kind of job a person performed at his/her place of work. This jobs are describes in many ways. Some are pattern making, sewing, finishing etc...

OHS primarily seeks to maintain the working ability of the labor force as well as identify asses and prevent hazards within the working environment.

Ergonomics:-on the other hand combines all of these issues to improve workers efficiency and wellbeing and maintain industrial production through the design of an improvement work place.

OHS and Ergonomics application therefore work together to satisfy the needs of changing local people's attitudes, local work methods and/or traditional ways of doing things.

These issues are important for many developing countries, because the effect of poor health and lack of safety facilities and non-ergonomic conditions exists in various work place are hindrance/obstacle/to the national economy and social progress. Since implementing the full concept of OHS and Ergonomics application is a priority, understanding the meaning of the term related to OHS and Ergonomics applications are a major source of work place improvement.

SAFETY PROCEDURE

Protective equipment, including personal protective equipment/PPE/for ears, eyes, face, head and extremities, protective clothing, respiratory devices and protective shields and barriers, shall be provided, used inspected and maintained in a sanitary and reliable condition wherever it is necessary

By reason of protecting in a manner capable of causing injury or impairment in the faction of any part of the body through absorption, inhalation or physical contact.

Defective or damage personal protective equipment shall not be used. It shall be tagged, **DEFECTIVE DONOT USE''** or **'DAMAGED DO NOT USE''** and required manufacturer specification or disposed to prevent future use.

Before doing work that requires the use of; PPE must be trained, each trainee shall be trained to know at least the following;

- ❖ When PPE necessary
- ❖ What type PPE is necessary
- ❖ How to properly don, adjust and wear PP
- ❖ The limitation of the PPE and



- ❖ The proper care, maintenance, useful life and disposal of the PPE

PERSONAL SAFETY

- Keep your hand, fingers and feet always and dry.
- Keep your nails always short and well trimmed.
- Avoid excessive oil on your hair.
- Keep your work cloth always clean.
- Keep your personal hygiene and make sure that your work environment is always clear and tidy.
- Do not wear long (ear, neck, and wrist) ornament while working.
- Do not wear scarf.
- Never wear high hell shoes.
- Use your safety equipment regularly.
- Always pay attention to the department safety rules and regulation.
- Material safety
- Keep the materials in well manner.
- Use the materials as enough as required.
- Put the scrap of waste in to bin
- Cover the materials.

EQUIPMENT/MACHINE SAFETY

- Do not keep in drawer of your sewing machines
- Every morning before you start work, always wipe and clean your equipment, tools and sewing machine so as to remove any dust and oil trace in or around the working materials.
- When work is over do not forget to remind to keep and cover the equipment and place a scrap of fabric under the presser foot and cover the machine appropriately.
- Each trainee is responsible for taking care of equipment, tools and machines of which he/she going to do on it.

ERGONOMICS ARRANGEMENT OF WORK PLACE

Ergonomic is a science that focuses on designing a job for the worker. An Ergonomically-designed job could ensure that a taller worker has enough space to safely perform his/her job, and also that a shorter



work could reach all of his/her tools and product without reaching beyond a comfortable and safe range.

The opposite to these and what typically happens in the work place, is that a worker is forced to work within the limits of the job or work station that is already in place. These may require employees to work in awkward postures, perform the same motion over and over again or lift heavy loads-all which could cause Work related Musculoskeletal Disorders' (WMSD).

These injuries of then start as minor aches and pains but can develop into disabling injuries that affect our activities of daily living such as laundry, hobbies and even the ability to pick up our children.

Ergonomics aims at preventing injuries by controlling the risk factors such as Force ,repetition ,posture and vibration that can cause injuries to develop.

When the job and work station are designed to fit each person, the trainees can expect the following;-

- Fewer aches and pains.
- Fewer illnesses and injuries
- More comfortable working condition.
- Better morale
- Higher productivity
- Less fatigue

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Describe about personal safety and machinery safety?(5p)
2. List the personal safeties that we are going to follow while drawing and interpreting sketches? (5)



Note: Satisfactory rating - 6 and 10 points

Unsatisfactory - below 6 and 6 points

You can ask your teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

Information Sheet-2	Selecting and making ready drawing tools and equipment
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1.1 Selecting and making ready drawing tools and equipment

1.1.1 Definition:-

When we are talking about art, a sketch usually refers to a quick, informal drawing, usually done from life. A sketch captures the essentials of the subject - the overall form and perspective, a sense of volume, movement and feeling; sometimes a suggestion of light and shade. A sketch should not be labored or overworked.

A sketch may be created in any medium, though pencil is the most common. Sketches are often done in ink or charcoal too. Sketches are often part of the preparation for a more developed drawing or painting, allowing the artist to rough out their ideas and plan the finished piece before embarking on a more precise work, sometimes with several small thumbnail sketches on a single page being used to explore composition. It may be this practice that has led to 'Sketches' becoming the name for the layouts used for album pages in the popular hobby of photo scrapbooking.

The term "sketching" usually describes the activity of doing quick drawings of what we see around us. They are made in the diaries that are called "sketchbooks". You can draw

Any monument, street, people or whatever you want without thinking about a final result as it is not considered as an artwork.



Sketch Vs Drawing

A. Sketching

Sketching is about being free, free to interpret what is in front of you whether it is a person that you are sketching or a landscape, a still life or a more abstract vision. Sketching is about making marks that are lively and interesting, quick deft marks, bold marks that are expressive of you and no one else. Sketching is about letting yourself go and not worrying what the outcome is going to be like and letting your pencil do the work for you. To sketch you need to be relaxed and to get rid of all preconceived ideas in what you think a drawing should be like and to create something that can be totally different to the subject matter.

B. Drawing

Drawing is totally different to sketching, drawing is more architectural more akin to technical drawing where you want everything to be more precise and neat, this doesn't mean that drawing is in some way better than sketching; a sketch in itself can be a great work of art. Artists like to draw a good likeness of a person or an accurate representation of a landscape etc because it feels good to make accurate representations proving technical ability. A drawing can sometimes look a bit wooden and stiff because an artist is trying to be very accurate. In the following pages there are demonstrations and tutorials in both sketching and more finished works...I hope you enjoy them.

We will treat "sketching" and "drawing" as one. "Sketching" generally, means freehand drawing. "Drawing" usually, means using drawing instruments, from compasses to computers to bring precision to the drawings.

1.1.2 Importance of Sketching

When you put pen to paper, there is a connection made between your mind and the words you are writing. That connection gets your mind working on the getting across that thought you put to paper. I do mean the physical connection of a physical pen and actual paper.

When you sketch your ideas and thoughts on a design, it gets your creative function running because you have to think about how you want to describe it. Believe me, once you start, you may have several ideas, several iterations, probably partials that you can continue with later.

It is hard for some to get up and share your thoughts by sketching in front of someone or a crowd of engineers and mechanical designers. They will make comments about your sketching ability, so get over it now, and move on. Sharing your thoughts through sketching will get others on board with your idea and motivate them, and yourself, to do more iteration through sketching.

Sketching your idea to yourself will help you develop and effectively explain your design idea to a fellow engineer, mentor, or manager. White write-on boards are great for

Sharing and capturing ideation. Sketching thoughts and ideas on a white board works just as well, but remember to take a quick photo for your records. These notes could be



used for patent work, so it is always a good idea to get your initials and date in the photo, or on the sketch page. There are instances in mechanical design that you

Know what you want, but a sketch will make it clearer to the others what you see in your design. Once the understanding starts, there will be all kinds of input as to what might be better...that will be up to you. Shortly the main purpose of sketching is to convey ideas. Engineers have to use sketches to brainstorm ideas, as well as, to show others what they are working on or what should be designed. Sketches are also used to document measurements from the field before they are produced as solid models on the computer.

1.1.3 Drawing tools

Sketching Tools

All sketches are made by means of various tools. The quality of sketch depends to a large extent on the quality, adjustment and care of the tools. The most important tools used for sketching are:

- Paper
- Pencil
- Rubber
- Sharpener
- Sketch board/sketch pad
- Etc.

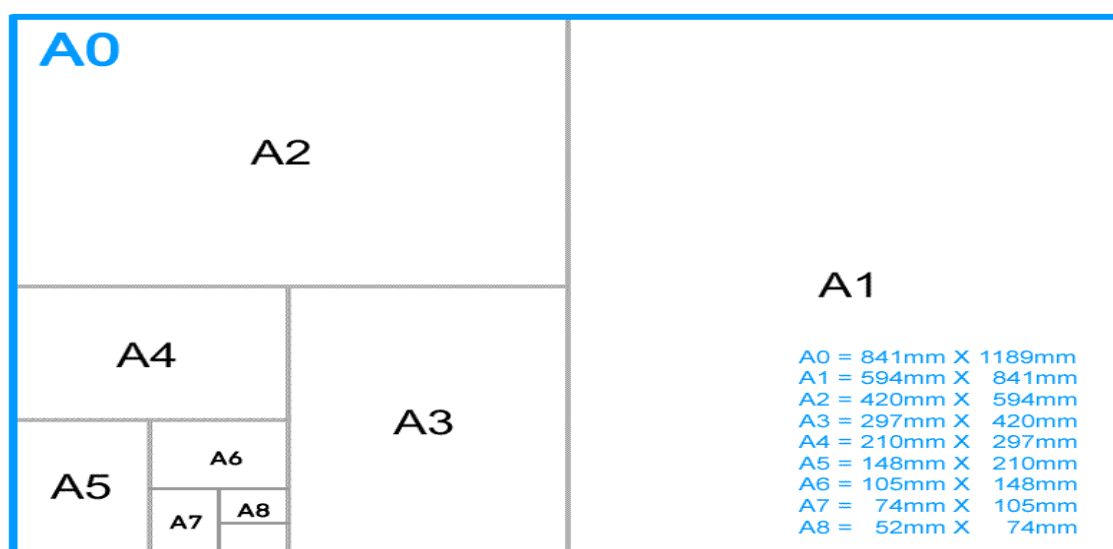
1. Paper

Sketching paper is the paper, on which drawing is to be made. All sketches are made on sheets of paper of strictly defined sizes, which are set forth in standards. The use of standard size saves paper and ensures convenient storage of drawings. *Now a day, A₃ and A₄ are the most commonly used paper sizes.* The preferred sizes for drawings are tabulated bellow:



Table 2.1 Description of the size of drawing paper

Size designation	11	12	22	24	44
Sheet dimensions in mm	297x210	297x420	594x420	594x841	1,189x841
Corresponding designation of paper sheets according to the U.S.S.R Standard (for references)	A4	A3	A2	A1	A0



2. Pencil

The student and professional man should be equipped with a selection of good, well-sharpened pencil with leads of various degrees of hardness such as: 9H, 8H, 7H, and 6H (hard); 5H& 4H (medium hard); 3H and 2H (medium); and H& F (medium soft). The grade of pencil to be used for various purposes depends on the type of line desired, the kind of paper employed, and the humidity, which affects the surface of the paper. Standards for line quality usually will govern the selection. For instance,

- **6H** is used for light construction line.
- **4H** is used for re-penciling light finished lines (dimension lines, center lines, and invisible object lines)
- **2H** is used for visible object lines
- **F** and **H** are used for all lettering and freehand work, like **SKETCH**.



3. Eraser

Eraser is typically a piece of soft rubber or plastic, used to rub out something written (or of a synthetic material with properties similar to rubber); commonly mounted at one end of a pencil.

Part of drawing is making mistakes. (I'd probably argue with myself on that opening sentence.) Part of drawing is subtracting. (That's probably more accurate.) Erasers are an inevitable part of the process of subtraction in drawing. I'm not going to discuss the many ways that erasers can be used to actually create the drawing in this article. Instead, I want to give you a run-down of the different types of erasers and what they are generally used for.

1. Rubber Erasers- A rubber eraser is the most common type of eraser out there. It can be found at the end of every #2 pencil. Rubber erasers are generally colored pink, although I have seen them available in all different types of colors. The Pink Pearl brand eraser is a standard for most artists. It comes as a wedge shape and is colored pink. Rubber erasers are best suited for erasing pencil (graphite) on paper. It works by shedding itself as it lifts the pigment from the surface. Rubber erasers will not tear the paper unless they are used over-aggressively. Rubber erasers are also quite economical.



2. Kneaded Erasers- Kneaded erasers are very soft, pliable erasers that are formed and sculpted. They are a unique breed of eraser because of this feature. They work by lifting the pigment off of the surface. Because of this, kneaded erasers will not harm the surface. Because they are easy to form, kneaded erasers are particularly popular with artists. Kneaded erasers become dirty as they erase but can be pulled and manipulated to clean them. They can even be washed. The standard color for



kneaded erasers is gray, although I have seen them in all sorts of colors. Kneaded erasers are mostly used for graphite and charcoal. Kneaded erasers are best suited for charcoal. These erasers are a bit more expensive than rubber erasers.



3. Vinyl Erasers- Vinyl erasers are made of soft vinyl and are sometimes called plastic erasers. These erasers are the toughest of the bunch. If not used properly, they can easily tear paper. Vinyl erasers can erase almost anything including ink. Vinyl erasers are usually white and come in a variety of shapes. Many draftsmen prefer vinyl erasers because of their ability to erase cleanly and completely. Vinyl erasers are fairly expensive, ranging in depending on the brand.



4. Tamplet

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 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.



5. **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.



6. **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.



7. **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.



8. Drawing Pad

A drawing pad is also known as a sketch pad. It is made-up white paper bounded in one book. It can be used for drawing and scrapbooking.

Drawing pads come in different sizes. It's always important to have a sketch pad to contain all your drawings.



Practice bringing a small sketch pad around, so that you can easily draw what captures your attention. Leonardo da Vinci always had a sketch pad or a notebook with him. It allowed him to draw everyday objects and movement with ease.

**Self-Check -1****Written Test**

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

1. Describe the different between drawing and sketches?
3. Which drawing instrument is NOT a drawing instrument?
 - A. Vinyl Erasers
 - B. Sketch board /
 - C. sketch pad
 - D. Bodkin

Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions**Information Sheet-3****Setting up Work bench**



Setting up Work bench

Sketching Elements

The basic elements of sketching are:

- ✓ Point
- ✓ Lines
- ✓ Shapes

Sketching steps

Sketching is drawing roughly. It can be used in art or to just get an idea of how something (any products) will look. It is used in business, too. Someone might draw a sketch of how a product, building, or other concept might look. Sketching is also a good warm-up for drawing or painting.

1. **Gather all materials listed.** Make sure you have enough light. You can sketch at a table, in the park, in the middle of the city in a sketchbook, on regular paper, or even on a napkin.
2. **Before you start sketching, practice some hand movements.** For example, you can draw circles or horizontal lines for five-ten minutes to warm up your hand.
3. **Starting with your pencil, use light strokes with loose hands.** Move your hand very quickly, using minimal pressure, almost glossing over the page without stopping. Get comfortable with the paper you are working with. At this initial stage, you should barely be able to see the strokes. Consider this to be the foundation of your sketch.
4. **For the next stage, use the darker 6 B pencil.** When you achieve the perfect shape in Step 1, you can then define your strokes more precisely with this darker pencil. Keep adding details. Start adding inner shapes. Make sure they are to scale. For example, when drawing a parking ramp, you want to make sure that the entrances and parking spots are the appropriate size.
5. Add further details and perfect your lines and presentation until you are satisfied that you have captured the perfect representation.

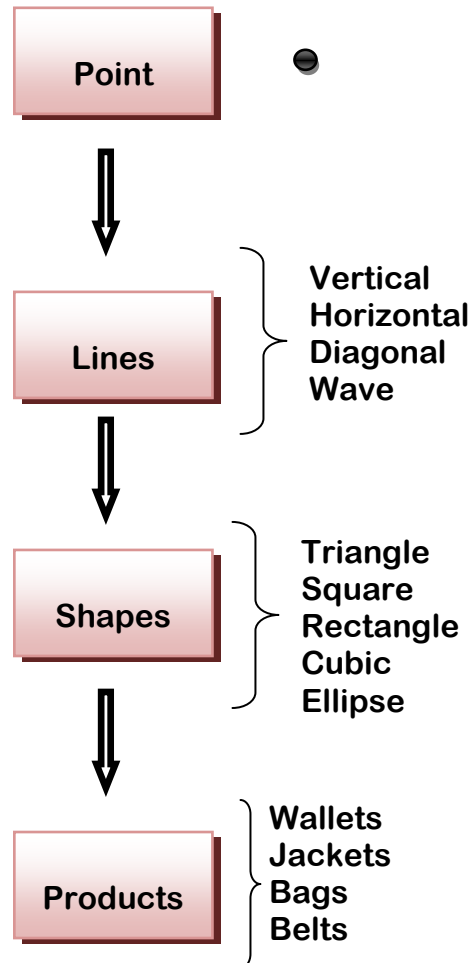


6. When you have completed your sketch, apply a fixative to seal the image.

2

Basic Sketch

Sketch Flow Chart





Self-Check -1	Written Test
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1. The basic elements of sketching while we setup our sketches are? (3)
 - A. point
 - b. lines
 - C shapes
 - D. figures
2. ----- is drawing roughly. It can be used in art or to just get an idea of how something (any products) will look.(3)
 - A. Drawing
 - B. Sketches
 - C illustration
 - D none

Note: Satisfactory rating - 3 and 6 points

Unsatisfactory - below 3 and 6points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

Information Sheet-4	Identifying and following workplace practices and work instructions
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Identifying and following workplace practices and work instructions

1. POINTS



Point is a primitive notion upon which other concepts may be defined. In geometry, points are zero-dimensional; i.e., they do not have volume, area, length, or any other higher-dimensional analogue. In branches of mathematics dealing with set theory, an element is sometimes referred to as a point. Any of big building we can see around start with a scratch point.

Practice drawing points:

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2. LINES

Line is one of the visual elements. Line is the path of a moving point. When you place your pencil point on a surface and move it, you' ve made a line. A line can be straight, curved, vertical, horizontal, diagonal, or zigzag. Lines imply motion and suggest direction or orientation. A line can also be *implied*. It can be created by the edge where a lighter value meets a darker value, or where different shapes or colors meet. The direction and orientation of a line can also imply certain feelings. Horizontal lines imply tranquility and rest, whereas vertical lines imply power and strength. Diagonal lines imply movement, action and change. Curved lines or S shaped lines imply quiet, calm and sensual feelings. Lines that converge (linear perspective) imply depth, scale and distance - a fence or roadway converges into the distance provides the illusion that a flat two-dimensional image has three-dimensional depth. A line is an effective element of design because it can lead the viewer's eye. To create more effective images actively look for lines and arrange them within your viewfinder to invoke specific feelings.

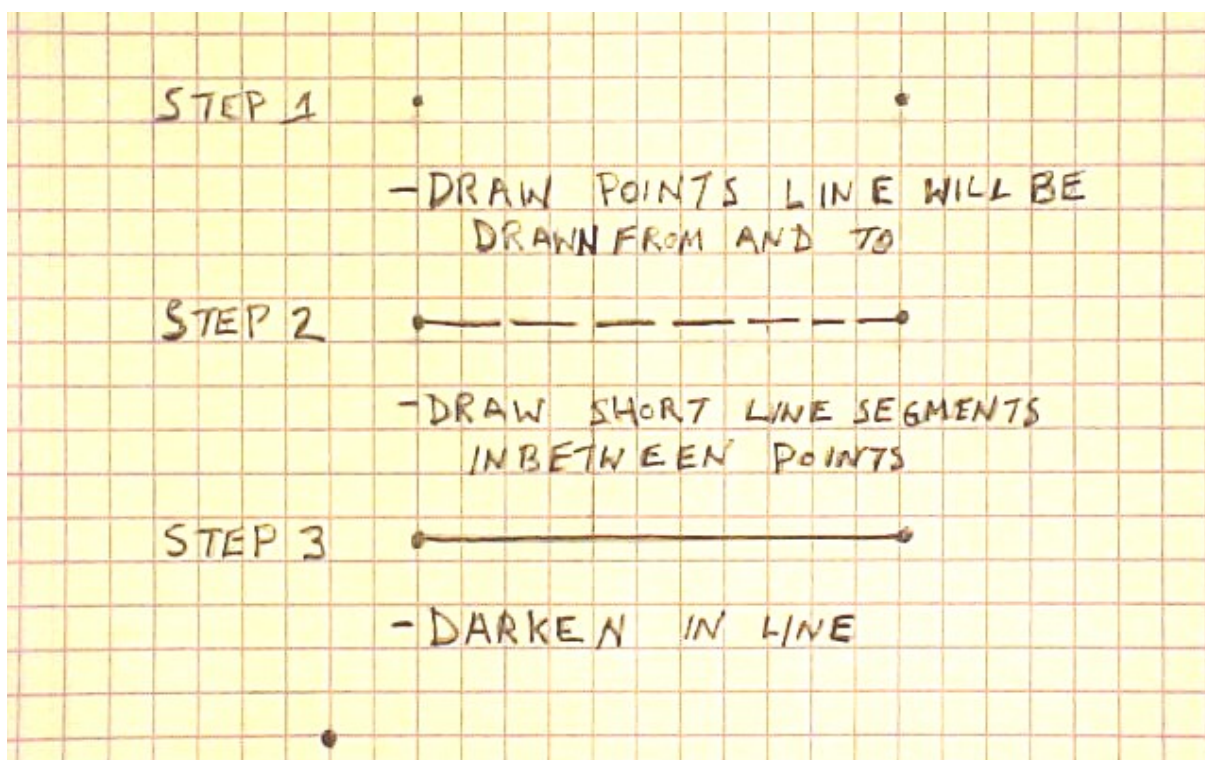
Line is one of the simplest concepts to describe. Basically, it is including things with



strong, defined lines in your image. Examples are things like the edge of buildings, train tracks, road lines, and sidewalks. Line is usually used to either portray a sense of Movement (One of the Principles of Design), or to lead the viewer's eye to the subject of the picture, though it can also imply Shape. It is not limited to simply solid objects like buildings, or even to straight lines. Light and shadow, with a clear edge between them, can create Line. Many images have curved lines, such as roads as they bend to the right or left, or a footpath that winds between the roots of large trees, as well.

A) Horizontal Lines

Techniques: Sketching a Horizontal Line

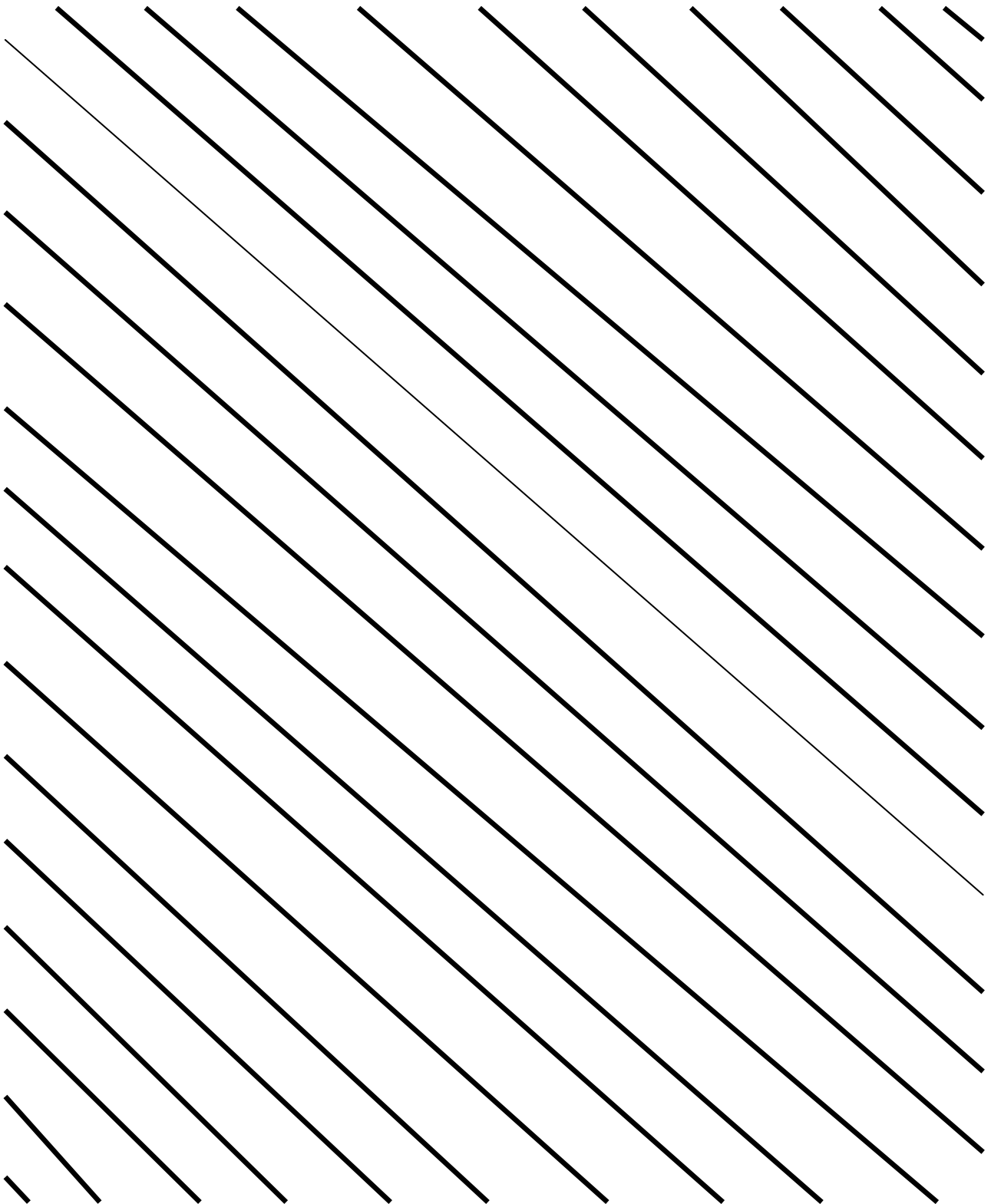


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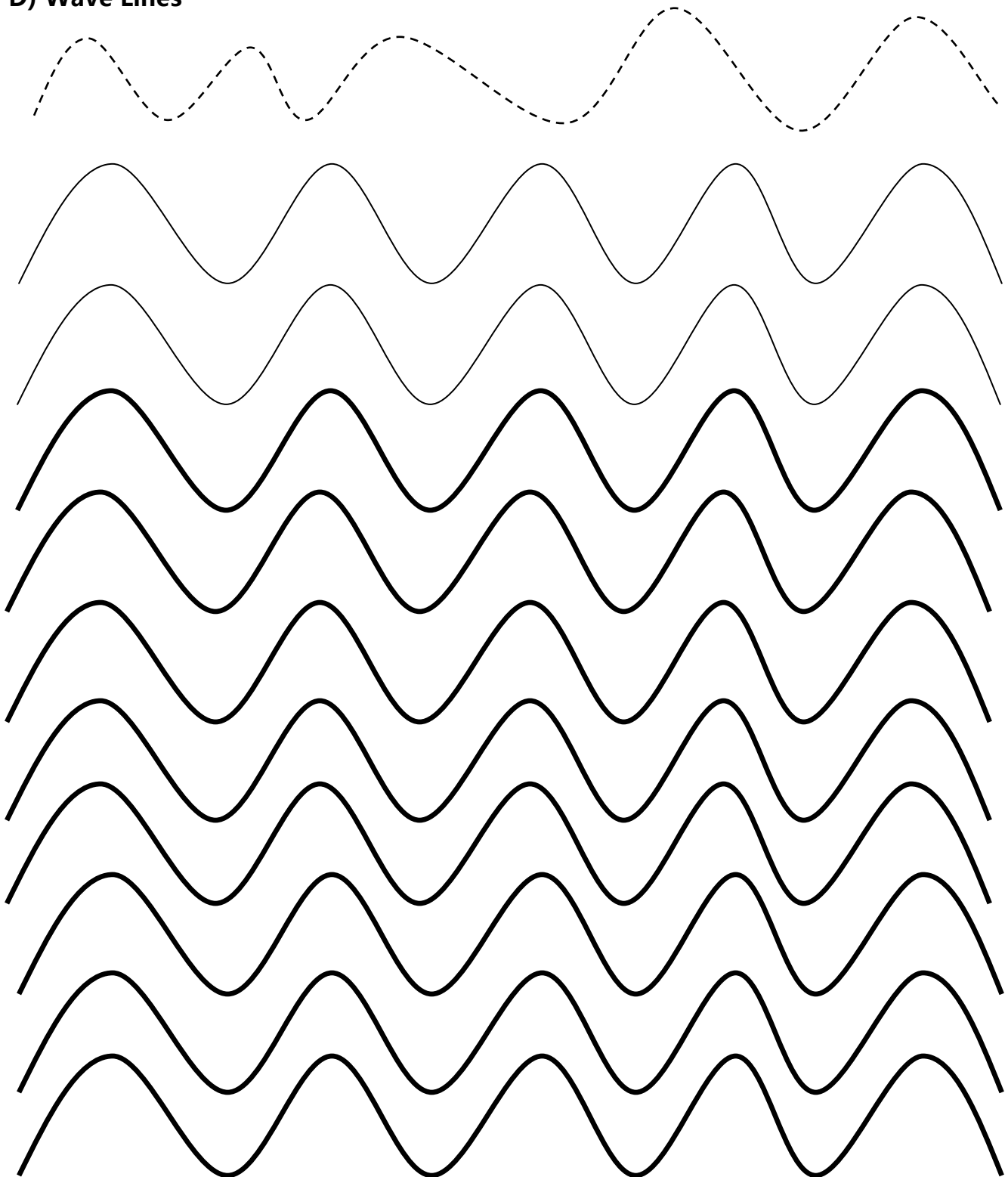


C) Diagonal Lines



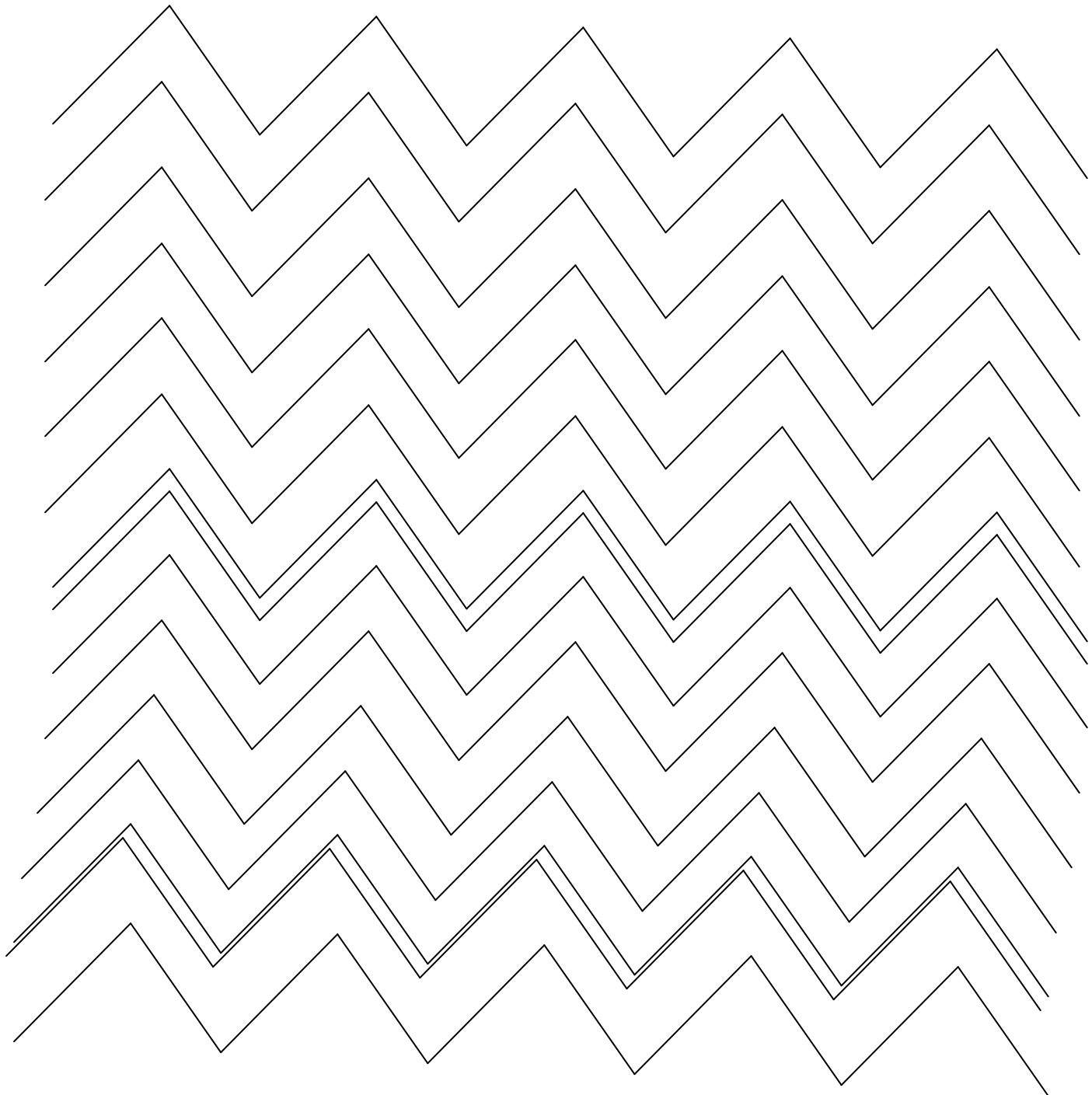


D) Wave Lines





E. Zigzag Line





Self-Check -3	Written Test
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1. ----- is a primitive notion upon which other concepts may be defined.(2.5)
A. Line B. dimensions C. points D. sketches
2. Which one of the following is a line type?(2.5)
A. Horizontal line C. vertical lines
B. Zigzag lines D. V lines

Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



Operation Sheet 1	
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OPERATION TITLE:	Drawing a line (horizontal and vertical).
PURPOSE:	To show how to draw a line (horizontal and vertical)
CONDITIONS OR SITUATIONS FOR THE OPERATION:	Trainees should know the different drawing tools and their use.

EQUIPMENT, TOOLS AND MATERIALS:	Drawing paper of size A4, pencil/ fixer, scotch tape, T-square, set-squares.
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PROCEDURES:

Steps

1. Fasten a drawing paper of size A₄ to the drawing board. Use A₄ paper size.
2. Prepare any drawing pencils (HB, H or 5H grade), sharpen them to a conical point or use fixer.
3. Draw the boarder lines as follows:
 - a. Measure a distance of 1 cm in front of each edge of the paper and put marks using pencil or fixer.
 - b. Draw light horizontal lines parallel to the upper and lower edge of the paper through the marks using pencil or fixer.
 - c. Draw two light vertical lines parallel to the left and right edges of the paper through the other marks using pencil or fixer.
 - d. Finally, go over the lines using the pencil or fixer to get dark boarder lines neatly terminating at each corner.
4. Working downwards from the upper border line, measure and mark a series of 2 cm divisions on the left vertical boarder line. Using the pencil or fixer draw light, thin horizontal lines through these division marks extending across the entire sheet between the boarder lines.



5. Working across from left to right boarder line, set off a series of 2 cm division marks on the upper horizontal boarder line. Draw a series of light, thin vertical lines through these division marks extending upward across the entire paper between the boarder lines.
6. In a similar manner to steps 4 and 5, lay off a series of 1 cm divisions on the horizontal and left vertical boarder lines. Then, through these division points, use pencil or fixer to draw dark horizontal and vertical lines between the lines drawn in steps 4 and 5. Your final drawing should now consist of a check board pattern of parallel horizontal and vertical lines, alternatively light and dark, 1 cm apart.

PRECAUTIONS:

- Use the right drawing tools when required
- Sharpen your pencil as soon as it gets dull.

QUALITY CRITERIA:

- 1) All steps were completed in the correct sequence,
- 2) All lines should be clear and visible,
- 3) Your work should be neat and accurate.



Operation Sheet 2	
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OPERATION TITLE:

Drawing inclined lines.

PURPOSE:

To show how to draw an inclined line

**CONDITIONS OR
SITUATIONS FOR THE
OPERATION:**

Trainees should know the different drawing tools and their use.

Trainees should know how to make a border line and straight lines (horizontal and vertical lines).

**EQUIPMENT, TOOLS
AND MATERIALS:**

Drawing paper of size A4, pencil/ fixer, scotch tape, T-square, Set-squares.

Operation sheet 1.1 of UOC 1 of Basic Apparel Production.

PROCEDURES:

Steps

1. Draw the boarder lines as described in operation sheet 1.1 of UOC 1 of Basic Apparel Production, and draw lines that are inclined 45° from the horizontal spaced at 20 mm.
2. Repeat but with 30° , 60° , 75° . Use any pencil or fixer.

PRECAUTIONS:

- Use the right drawing tools when required
- Sharpen your pencil as soon as it gets dull.

**QUALITY CRITERIA:**

- 1) All steps were completed in the correct sequence,
- 2) All lines should be clear and visible,
- 3) Your work should be neat and accurate.

OPERATION TITLE:

Drawing parallel lines.

PURPOSE:

To show how to draw a line parallel to a given line.

CONDITIONS OR SITUATIONS FOR THE OPERATION:

Trainees should know the different drawing tools and their use.

Trainees should know how to make a border line and straight lines (horizontal and vertical lines).

EQUIPMENT, TOOLS AND MATERIALS:

Drawing paper of size A4, pencil/ fixer, scotch tape, T-square, Set-squares.

Operation sheet 1.1 and 1.2 of UOC 1 of Basic Apparel Production.

PROCEDURES:**Steps**

7. Adjust the hypotenuse of one of the triangles to the given line.
8. Support the triangle with the T-square or the other triangle as shown in figure 1.3.1 (a).
9. Finally, slide the triangle to the desired position and draw the required parallel line as shown in figure 1.3.1 (b) and (c).

PRECAUTIONS:

- Use the right drawing tools when required
- Sharpen your pencil as soon as it gets dull.

QUALITY CRITERIA:

- 4) All steps were completed in the correct sequence,
- 5) All lines should be clear and visible,
- 6) Your work should be neat and accurate.



Operation Sheet 3	
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OPERATION TITLE:

Drawing inclined lines.

PURPOSE:

To show how to draw an inclined line

**CONDITIONS OR
SITUATIONS FOR THE
OPERATION:**

Trainees should know the different drawing tools and their use.

Trainees should know how to make a border line and straight lines (horizontal and vertical lines).

**EQUIPMENT, TOOLS
AND MATERIALS:**

Drawing paper of size A4, pencil/ fixer, scotch tape, T-square, Set-squares.

Operation sheet 1.1 of UOC 1 of Basic Apparel Production.

PROCEDURES:

Steps

10. Draw the boarder lines as described in operation sheet 1.1 of UOC 1 of Basic Apparel Production, and draw lines that are inclined 45° from the horizontal spaced at 20 mm.
11. Repeat but with 30° , 60° , 75° . Use any pencil or fixer.

**PRECAUTIONS:**

- Use the right drawing tools when required
- Sharpen your pencil as soon as it gets dull.

QUALITY CRITERIA:

- 7) All steps were completed in the correct sequence,
- 8) All lines should be clear and visible,
- 9) Your work should be neat and accurate



LAP Test	Practical Demonstration
----------	-------------------------

Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions: Given necessary templates, tools and materials you are required to perform the following tasks within 8-12 hours.

JOB TITLE: Drawing and Interpreting Basic Sketches

UNITT: Draw and interpreting basic sketches

READING: TTLM- Information sheet 1; page1 7-28

OBJECTIVES: At the end of the job the trainee will able to draw and interpret a two-dimensional sketch of a garment in order to identify construction features

WORK SHOP WORK: Materials Required:

- Drawing tools and work stations
- Information sheet 2
- Operation sheet 1.1-1.4

Tools, Equipment & Machine Required:

1. Drawing tools and work stations



2. Drawing pencils/ Fixers with lead:

1. Fasten a drawing paper of size A₄ to the drawing board. Use A₄ paper size.
2. Prepare any drawing pencils (HB, H or 5H grade), sharpen them to a conical point or use fixer.
3. Draw the boarder lines as follows:
 - i. Measure a distance of 1 cm in front of each edge of the paper and put marks using pencil or fixer.
 - ii. Draw light horizontal lines parallel to the upper and lower edge of the paper through the marks using pencil or fixer.
 - iii. Draw two light vertical lines parallel to the left and right edges of the paper through the other marks using pencil or fixer.
 - iv. Finally, go over the lines using the pencil or fixer to get dark boarder lines neatly terminating at each corner.
4. Working downwards from the upper border line, measure and mark a series of 2 cm divisions on the left vertical boarder line. Using the pencil or fixer draw light, thin horizontal lines through these division marks extending across the entire sheet between the boarder lines.
5. Working across from left to right boarder line, set off a series of 2 cm division marks on the upper horizontal boarder line. Draw a series of light, thin vertical lines through these division marks extending upward across the entire paper between the boarder lines.
6. In a similar manner to steps 4 and 5, lay off a series of 1 cm divisions on the horizontal and left vertical boarder lines. Then, through these division points, use pencil or fixer to draw dark horizontal and vertical lines between the lines drawn in steps 4 and 5. Your final drawing should now consist of a check board pattern of parallel horizontal and vertical lines, alternatively light and dark, 1 cm apart.

EVALUATION: Trainer examination and inspection, using the following criteria

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



List of Reference Materials

- 1) Clothing Design basic book
- 2) BASIC TECHNICAL DRAWING STUDENT TEXT; Grade 11.
- 3) Untitled handouts



Draw and Interpret Basic Sketch

Level I

Learning Guide -15

Unit of Competence: Draw and Interpret Basic Sketches

Module Title: Drawing and Interpreting Basic Sketches

LG Code: IND BAP1 M05 0919 LO2-15 TTLM

TTLM Code: IND BAP1 M05 TTLM 0919v1

LO 2: Identify basic design styles



Instruction Sheet

Learning Guide #15

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

- Identifying of Basic styles and pattern pieces
- Identifying and following specifications
- Using correct terminology

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 –

- Identify *Basic styles and pattern pieces*
- Identify and follow Specifications as required.
- Use Correct terminology when identify garment components

Learning Instructions:

21. Read the specific objectives of this Learning Guide.
22. Follow the instructions described in number 37 to 20.
23. 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.
24. Accomplish the “Self-check 1” in page 42.
25. 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).
26. 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.
27. Submit your accomplished Self-check. This will form part of your training portfolio.
28. Read the information written in the “Information Sheet 2”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
29. Accomplish the “Self-check 2” in page 45.
30. 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 2).
31. Read the information written in the “Information Sheets 3. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
32. Accomplish the “Self-check 3” in page 51.
33. 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



Information Sheet-1	Identification of Basic styles and pattern pieces
----------------------------	---

Identification of Basic styles and pattern pieces

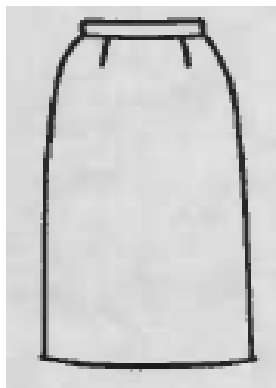
Those basic styles and pattern pieces may include:

1) Skirt (straight and A-line skirt)

a) Straight skirt

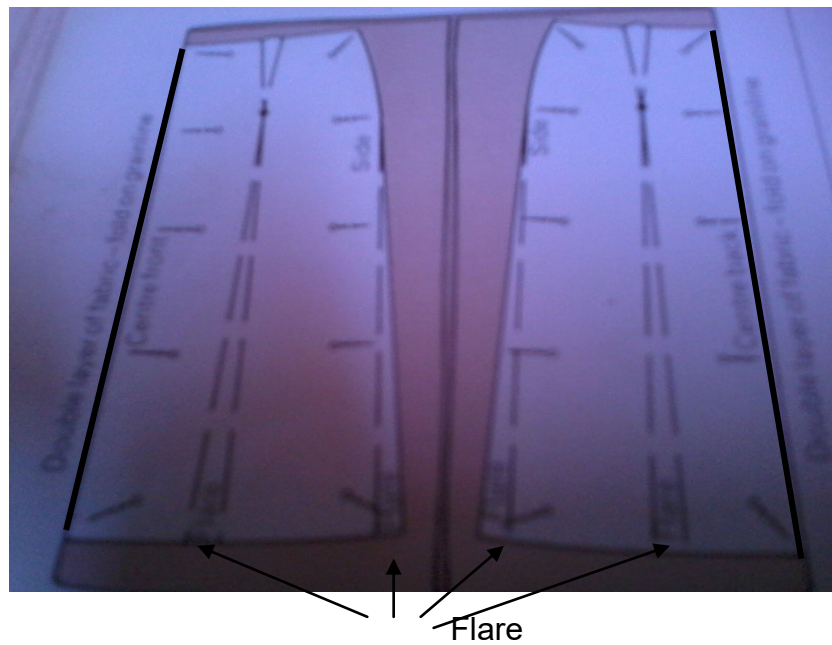
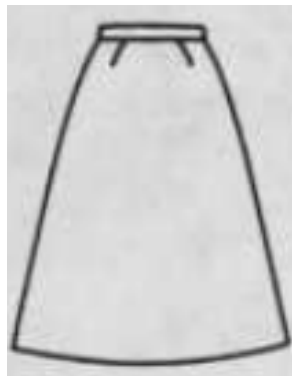
A skirt is a piece of clothing worn by women and girls. It fastens at the waist and hangs down around the legs.

Straight skirt is a skirt type where there is a right angle between the side seams and hem.



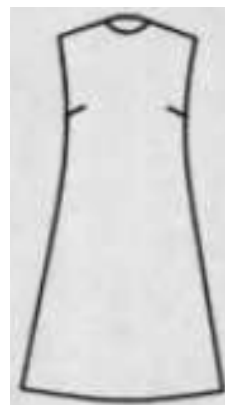
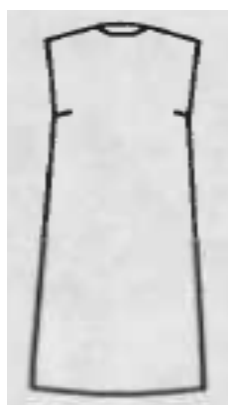
b) A-line skirt

- ✎ Cut both the front and the back master patterns in two from the hemline to the point of the dart.
- ✎ Lay the pieces on a sheet of tissue paper, partially closing up the waist darts so as to open up the patterns at the hemline.
- ✎ Add additional flares at the side of the patterns by ruling a line from the hip level to a point 2-3 cm. (3/4-1 1/2") out from the hem line.
- ✎ Mark in the flares in pencil and cut out the adjusted front and back patterns, each in one piece.



2) Dress

A dress is a piece of clothing worn by a woman or girl. It covers her body and part of her legs.





3) Blouse

A kind of shirt worn by a girl or women.



Fig. The classic blouse with front pocket

4) Pants / trousers

Pants (in AM.)/ Trousers (in BRIT.) are a piece of clothing that you wear over your body from the waist downwards, and that cover each leg separately.





Self-Check -1	Written Test
---------------	--------------

1) Which one of the following is categorized under basic garment?

A. Blouse

C. Sicken trouser

B. Hot pants

D. Fashioned jacket

2) ----- is a piece of clothing worn by a woman or girl. It covers her body and part of her legs.

A. Blouse

C. Skirt

B. Dress

D. Mini skirt

Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet-2	Identifying and following specifications
----------------------------	--

2.1 Identifying and following specifications

Specification identification

Exercise: - Drive a specification from the following designs.



A. Ladies Jacket



B. Skirt



Specification Sheet

Kranked Designs		Description						Style Number	
		WOMEN'S FITTED SHIRT						SH02345	
Key Finished Garment Measurements		XS	S	M	L	XL	XXL		
a	CB 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	DECEP 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	CB 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 b)	2 1/8	2 1/8	2 1/8	2 1/8	2 1/8	2 1/8		
m									
NOTIONS									
Material Detail		QTY	length	Unit	Notes				
1. BUTTONS		11		LINE IS					
2.									
3.									
4.									
5.									
6.									
Fabric Consumption									
A. POP LIN		41 SFT = 172 yards	yards	Labels / Markings					
B. FUSING		31 SFT = 0 18 yards	yards	See					
			yards	Content	95% COTTON / 5% SPANDEX				
			yards						
			yards	Indee label					
Construction Notes									





Self-Check -2

Written Test

1. Mention the specification that we can take from simple blouse (at least 3)

Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



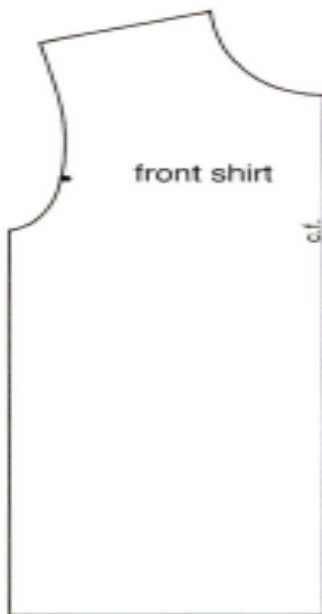
Information Sheet-3	Using correct terminology
----------------------------	---------------------------

Terminology used to identify garment components;

The following are terminologies used to identify garment components of a garment.

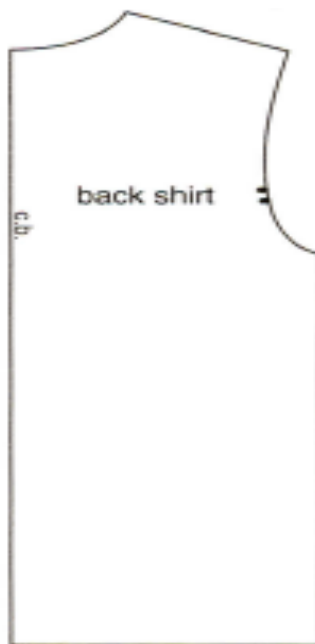
a) Front panel

It is the front part of any garment.



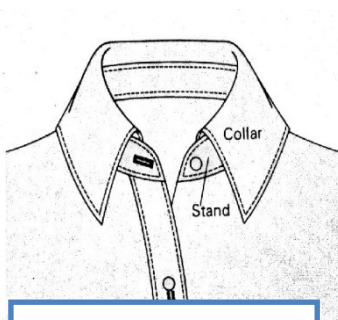
b) Back panel

It is the back part of any garment.

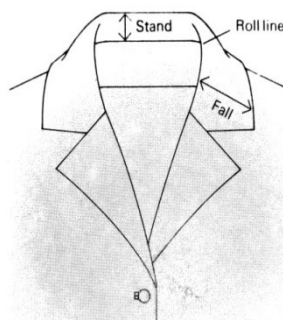


c) Collar

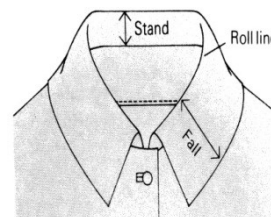
The collar of a shirt or coat is the part which fits around the neck and is usually folded over.



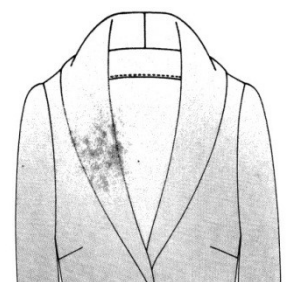
**Shirt Collar
with a Stand**



Convertible



Rolled Collar



Shawl Collar

A band is a flat, narrow strip of cloth which you wear around your head or wrist, or which forms part of a piece of clothing.

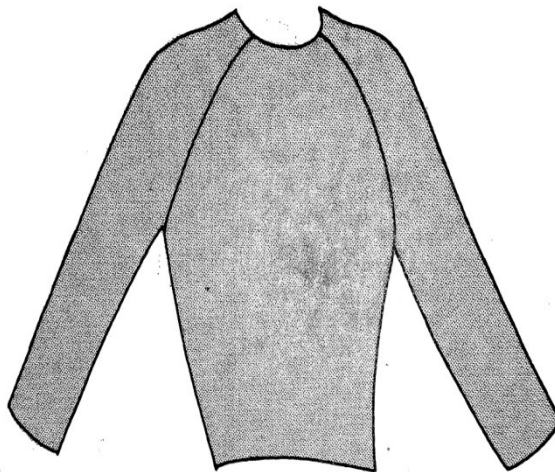


e) Sleeve

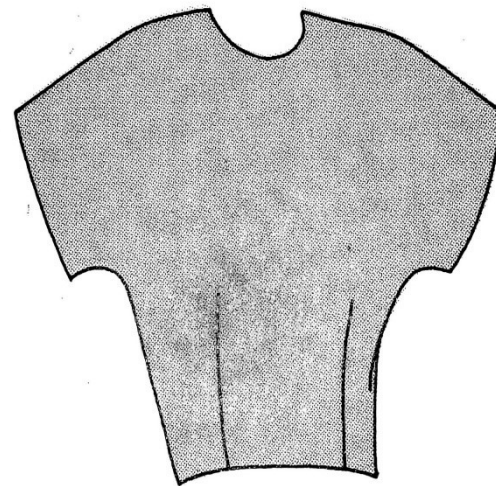
The sleeve of a coat, shirt, or other item of clothing is the parts that cover your arms.



Set-in Sleeve



Raglan Sleeve



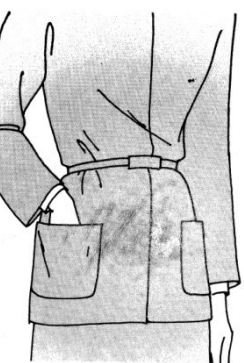
Kimono Sleeve

f) Placket-upper and under placket

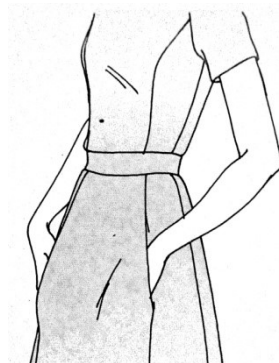
g) Yoke

h) Pocket

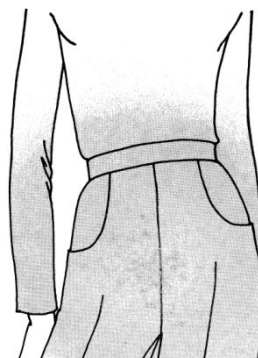
It is a kind of small bag which forms part of a piece of clothing, and which is used for carrying small things such as money or a handkerchief.



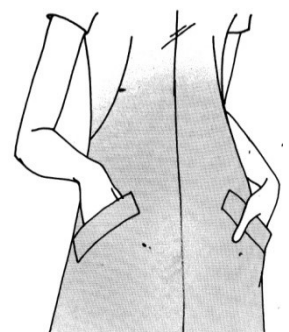
Patch Pockets



In-seam Pockets



Front-hip Pockets



Slashed Pockets with welts

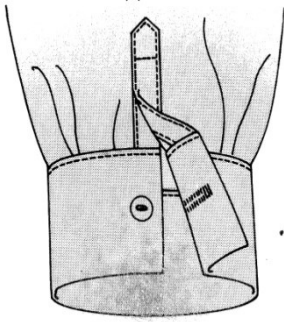


i) Flap

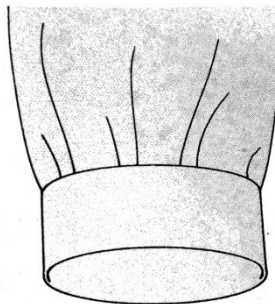
A lap of cloth is a flat piece of it that can move freely up and down or from side to side because it is held or attached by only one edge.

j) Cuff

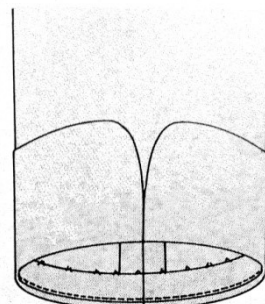
The cuffs of a shirt or dress are the parts at the ends of the sleeves, which are thicker than the rest of the sleeve. The cuffs on a pair of pants or trousers are parts at the ends of the legs, which are folded up.



**Cuff with Placket Ex.
Shirt Cuff**



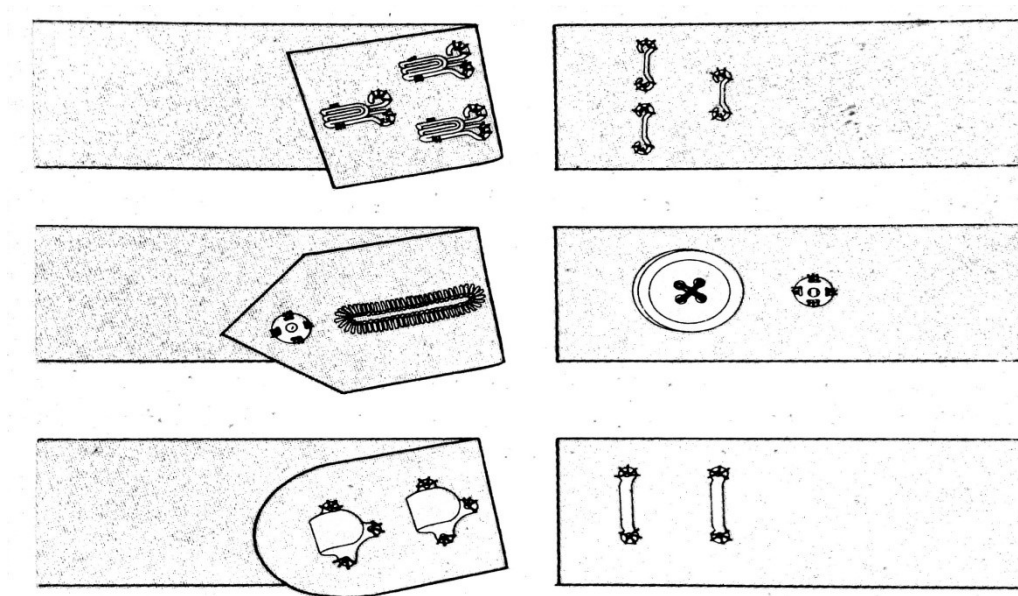
**Cuff with out Placket Ex.
Band Cuff**



**Cuff with out Placket Ex.
Shaped Turn back Cuff**

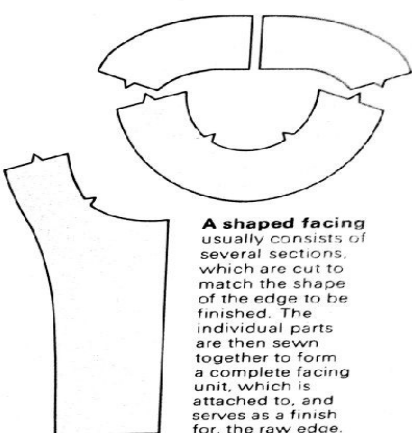
k) Waistband

A waist band is a narrow piece of a material which is sewn on to a pair of trousers, a skirt, or other item of clothing at the waist in order to strengthen it.

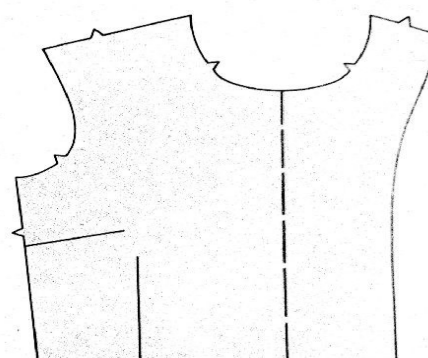


I) Facing

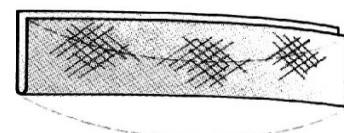
Facing is a fabric which is stitched inside the edges of a piece of clothing in order to make them look neat and strengthen them.



A Shaped Facing



An Extended Facing



A Bias Facing

m) Top center

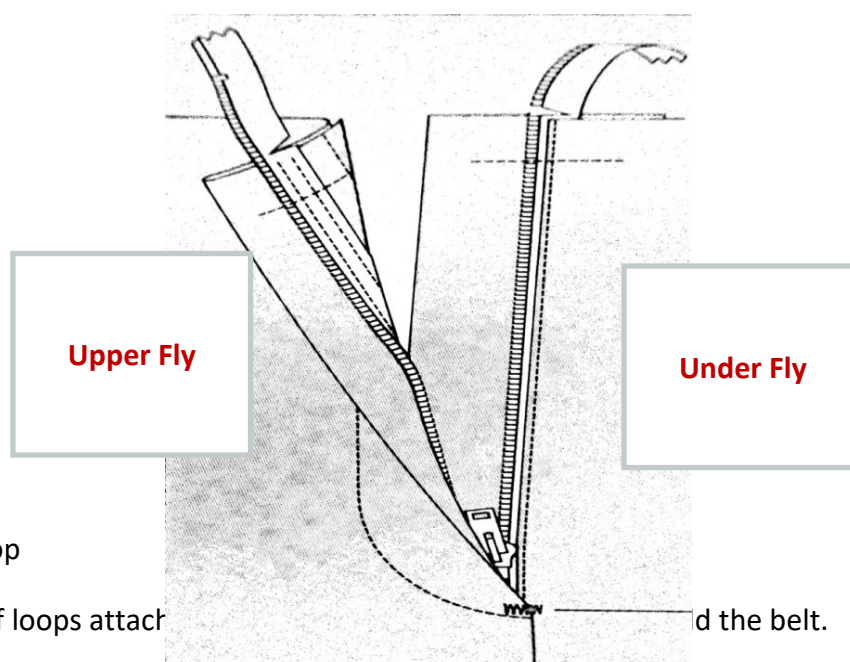


n) Fly- upper fly and under fly

The front opening on a pair of trouser is referred to as a fly. It usually consists of a zip or row of buttons behind a band of cloth.

The placket has a definite lap direction:

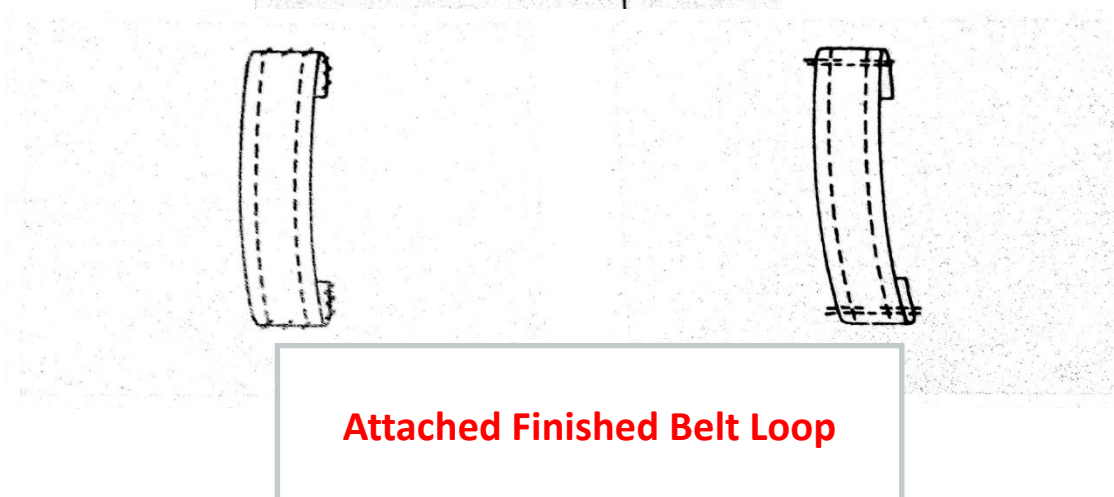
In women's clothes its laps right over left; in men's and boys' garments the placket laps in the opposite direction-left over right.



o) Belt loop

A stripe of loops attach

d the belt.



p) patch

a patch is a piece of material which you use to cover a hole in something or to strengthen a specific area like knee.



Self-Check -1	Written Test
---------------	--------------

- Which one of the following pattern is NOT part of short sleeve blouse?
 - Sleeve
 - Belt loop
 - Collar
 - Back bodice
-is a flat piece that can move freely up and down or from side to side because it is held or attached by only one edge.
 - Collar
 - Pocket
 - Cuff
 - Flap

Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



List of Reference Materials

1. Basic fashion design construction
2. Cutting and draping special occasions cloth
3. [www.youtube](https://www.youtube.com/) simple garment parts and terminologies



Draw and Interpret Basic Sketch

Level I

Learning Guide -15

Unit of Competence: Draw and Interpret Basic Sketches

Module Title: Drawing and Interpreting Basic Sketches

LG Code: IND BAP1 M05 0919 LO3-16 TTLM

TTLM Code: IND BAP1 M05 TTLM 0919v1

LO 3: Use template to draw sketches

Instruction Sheet	Learning Guide #16
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- Identifying quality criteria
- Selecting templates



- Drawing lines
- Drawing sketches
- Identifying and labeling relevant parts of sketches

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 –

- *Identify Quality criteria* for drawing
- *Select Template* for drawing sketch.
- Require *Lines* to complete sketch are drawn accurately.
- Draw Sketch for correctly represent a pattern piece or garment.
- Identify and label relevant parts of sketch.

Learning Instructions:

34. Read the specific objectives of this Learning Guide.
35. Follow the instructions described in 52 numbers to.
36. 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.
37. Accomplish the “Self-check 1” in page 56.
38. 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).
39. 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.
40. Submit your accomplished Self-check. This will form part of your training portfolio.
41. Read the information written in the “Information Sheet 2”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
42. Accomplish the “Self-check 2” in page 60 .
43. 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 2).
44. Read the information written in the “Information Sheets 3 . Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
45. Accomplish the “Self-check 3” in page 64 .
46. 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 3).

Information Sheet-1	Identifying quality criteria
---------------------	------------------------------



Quality criteria

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

neatness

- ☞ 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.



Self-Check -1	Written Test
---------------	--------------

1 Mention at least 3 quality criteria which we you to take during sketching?(5)

Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



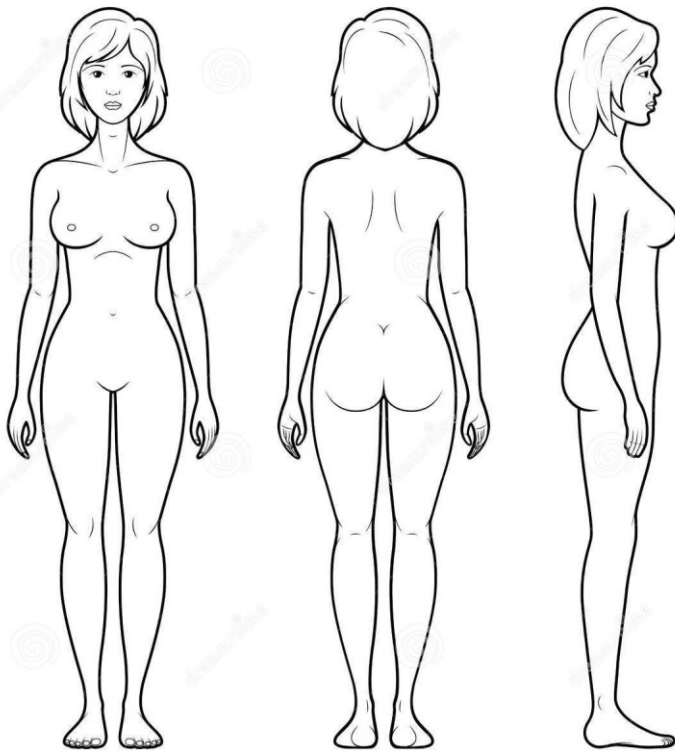
Information Sheet-2

Selecting templates

3.2 Selecting templates

The different type of template May include:

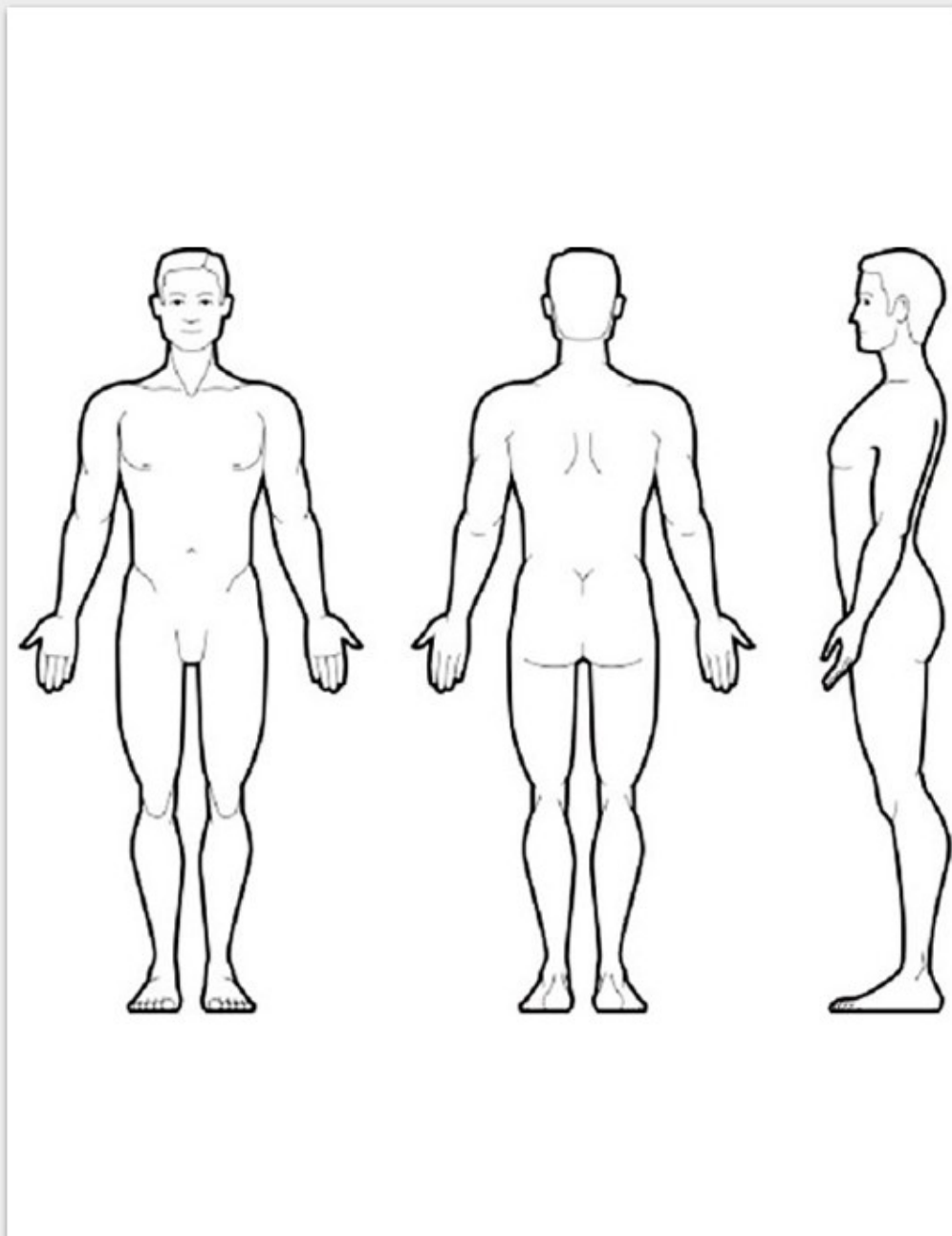
- front and back full body view - ladies', men's and children's



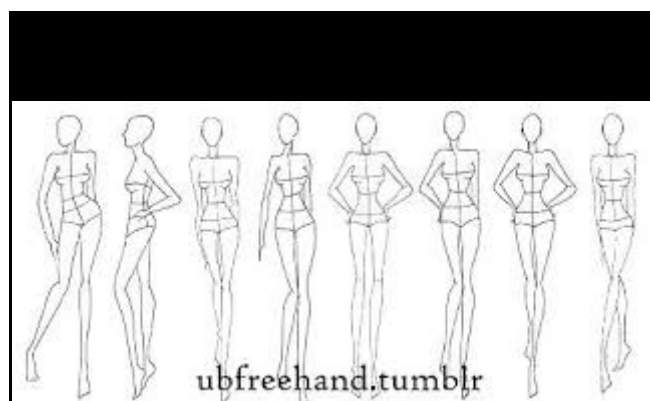
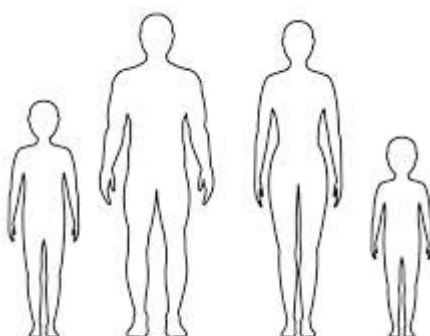
Download from
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This watermarked sample image is for previewing purposes only.



42358841
Lempri | Dreamstime.com



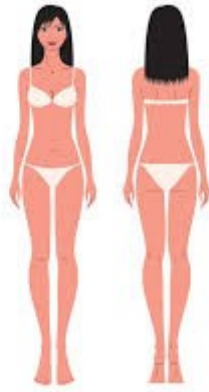
upper torso or lower torso



ubfreehand.tumblr



Swimwear or lingerie





Self-Check -2	Written Test
---------------	--------------

1. Mentions the templates that we use for basic styles? (5)

Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

You can ask your teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

Information Sheet-3	Drawing lines
---------------------	---------------

3.3 Drawing lines

1. Drawing different lines, arcs and circle

1) **Drawing a Line**

A line is a long thin mark which is drawn or painted on a surface. It can be drawn by connecting two points. A line can be horizontal, vertical or diagonal.

2) **Drawing horizontal lines**



- ♠ Horizontal lines are always drawn from left to right using T-square.
- ♠ Note that the T-square head should be held firmly against the board in order to produce accurate lines.
- ♠ When drawing straight lines, the pencil should lean in the direction in which the line is being drawn, at an angle of about 60° with the paper.

3) Drawing vertical lines

- ♠ The T-square is used to guide or support the set- squares when drawing vertical lines.
- ♠ The head of the T-square should be held firmly against the board to ensure the verticality of the lines to be drawn.
- ♠ Note that vertical lines drawn in the upward direction along the vertical legs of the triangles.

4) Drawing inclined lines

- ♠ Lines inclined at an angle can be drawn using a straight edge ruler after locating any two points on the line using protractor.
- ♠ However, lines inclined at an angle equal to 15° or a multiple of 15° (30° , 45° , 60° , etc.) can be drawn using the T-square and the set-squares.

5) Drawing parallel lines

- ♠ To draw a line parallel to a given line:
 - a) Adjust the hypotenuse of one of the triangles to the given line;
 - b) Support the triangle with the T-square or the other triangle;
 - c) Finally, slide the triangle to the desired position and draw the required parallel line.

6) Drawing perpendicular lines

- ♠ To draw a line perpendicular to a given line:
 - a) Adjust one of the legs of either triangle with the given line;
 - b) Support the triangle with the T-square or the other triangle;
 - c) Finally, slide the triangle to the desired position and draw the required perpendicular line.

7) Drawing circles and arcs



- ♠ The compass is used to draw circles and arcs.

Before starting using a compass:

- Make sure that the compass is rigid enough not to swing inward or outward while drawing a circle.
- Adjust the needle point and the lead point of the compass in such a way that the needle point is a little longer than the lead point.

- ♠ To draw a circle or an arc:

- Draw two perpendicular centre lines of the circle;
- Set off the required radius on one of the centre lines;
- Place the needle point at the intersection point of the centre lines;
- Adjust the compass to the required radius;
- Lean or incline the compass forward slightly;
- Draw the circle in a clockwise direction, beginning at the lowest point. As you draw the circle rotate the handle of the compass between the thumb and forefinger.

8) Drawing Irregular Curves

Curves other than circles and arcs are called irregular curves. French curves are used to draw irregular curves of various kinds. When using the French curves to draw irregular curves, the following steps are recommended.

- a. Plot all the points you wish to connect.
- b. Sketch a very light line connecting all these points.
- c. Place the French curve so that you align as many points as possible and the curvature of the French curve in the direction the curvature of the curves to drawn increases. At least four points need to be aligned except for the end spaces.
- d. Draw the line connecting these points except for the space at each end.
- e. Reposition the French curve so that the first space aligned overlaps with the end space drawn last. Continue this procedure until the entire curve is drawn.

Note that: - when drawing symmetrical curves, such as ellipses, the same portion of the French curve should be used on all similar parts of the curve to be drawn.

2. Alphabets of Line

The alphabets of lines may be categorized in to three groups based on their weights or thicknesses.



The object line and the short break lines should be drawn thick. The centre lines, dimension lines, extension lines, section lines should be thin and the hidden lines should have an intermediate thickness between the thin and the thick lines.

1) Object lines —————

Object lines are solid dark lines used to show visible edges of an object. These lines are the most prominent lines on drawings. The object line is also identified as visible line.

2) Hidden lines - - - - -

Hidden lines are medium weight short dashes. They are used to show hidden edges of an object. The dashes of hidden lines should be drawn approximately 3.0 mm long with a space of 1.0 mm left between each dash. However, the length may vary slightly to suit the size of the drawing.

3) Centre lines - . - . - . - . - . - .

Centre lines are thin lines composed of one long dash and one short dash spaced alternately. It is used to indicate axis of circles and symmetrical surfaces of an object. Depending up on the size of the drawing, the length of the long dash approximately ranges from 20-40 mm. the short dash is about 3 mm and the spacing between the long and short dashes is about 1.5 mm.

4) Dimension lines |—————|

Dimension lines are thin lines with arrowheads at its ends. It is used to indicate the extent and direction of dimensions.

5) Extension lines ←————→

Extension lines are thin solid lines used to indicate the termination of dimensions. An extension line is drawn approximately 1.5 mm away from object line and is extended 3 mm long beyond the outer most arrowheads.

6) Section lines —————

Section lines are used to show the cut surface of an object in sectional view. The section lines should be drawn thin to produce a contrast with visible line. It should be equally spaced and proportional to the mass of the sectioned surface.



Self-Check -1	Written Test
---------------	--------------

1 Define section line and Extension line

2 A line with arrowheads at its ends used to indicate the extent and direction of dimensions.

A. Section line B Dimension line C-section line D. Central line

Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

You can ask your teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

Information Sheet-4	Drawing sketches
---------------------	------------------

3.4 Drawing sketches

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.



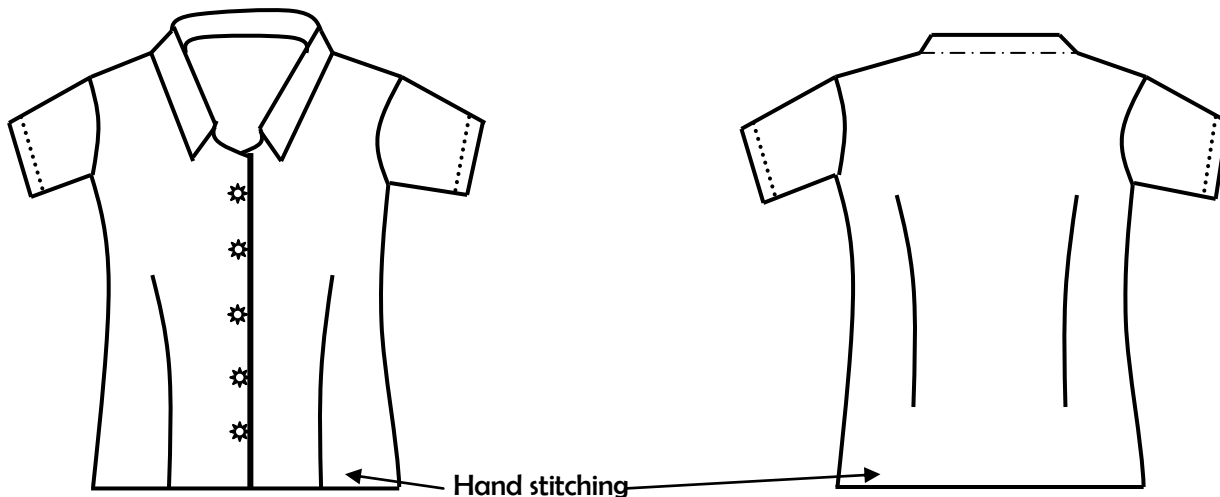
2) To convey the ideas of the designer to the pattern maker.

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.

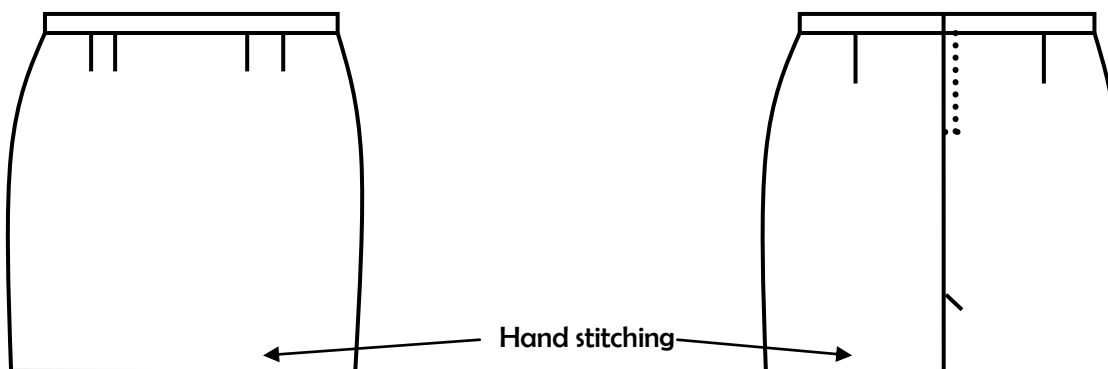
One of the advantages of freehand sketching is only few drawing instruments are used to produce sketches that are as good as instrumental drawing. The material required for sketching are paper, pencil, and eraser.

Exercise: - Sketch a basic blouse and skirt as shown below.



Front View

Back View



Self-Check -1

Written Test



1. Define sketches and their uses?
2. Write the use of free hand sketches?

Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

Information Sheet-5	Identifying and labeling relevant parts of sketches
---------------------	---

3.5 Identifying and labeling relevant parts of sketches

Technical Drawing of Style

Drawing of upper body parts

1. Principle of prorating

Examples(1) : Measurement M:

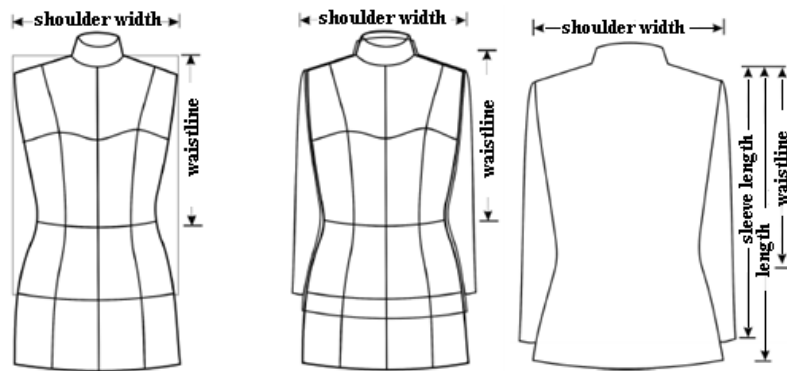
Specification:

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



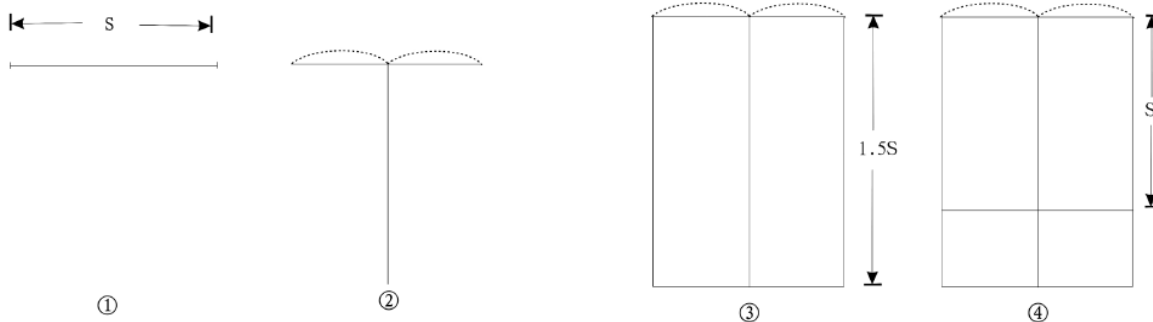
Example : drawing of women's suit

PROCESS

Front view

1. Basic of frame

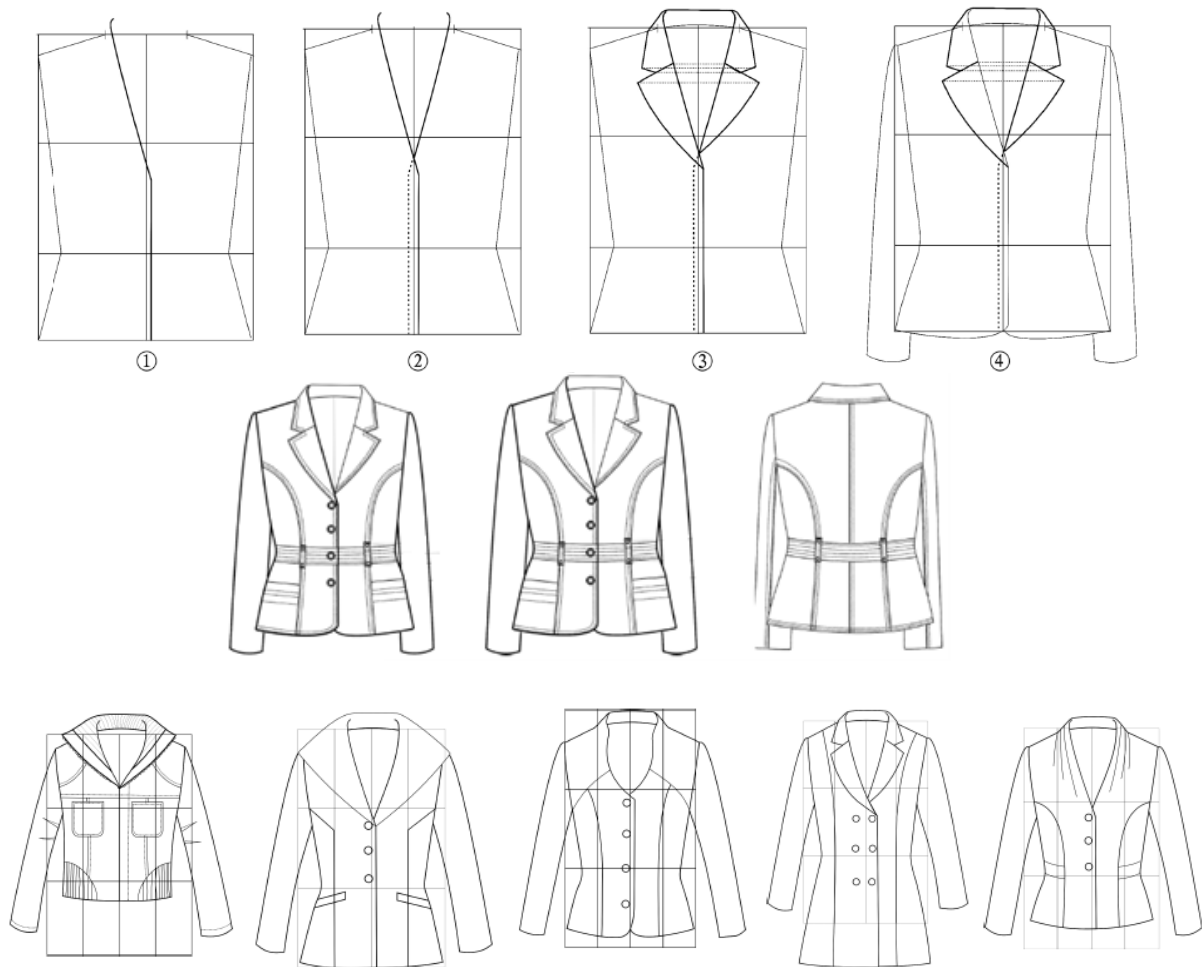
- (1) decided shoulder width
- (1) drawing center axis
- (2) clothing length line: length about $1.5S$
- (3) waist line:(from shoulder width line move down S)
- (4) bust line:(from shoulder width line move down $0.5S$)
- (5) neck width: $1/3S$
- (6) shoulder line: $0.1S$
- (7) waist width: $0.8S$
- (8)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



(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



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

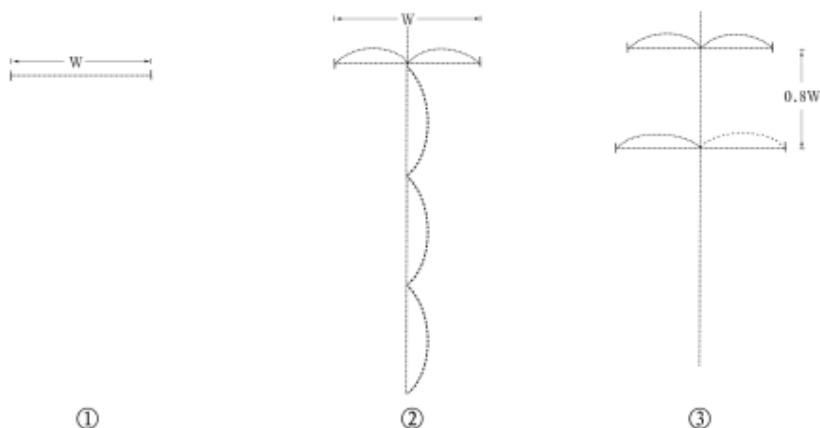
(6) bottom line: $0.4W$

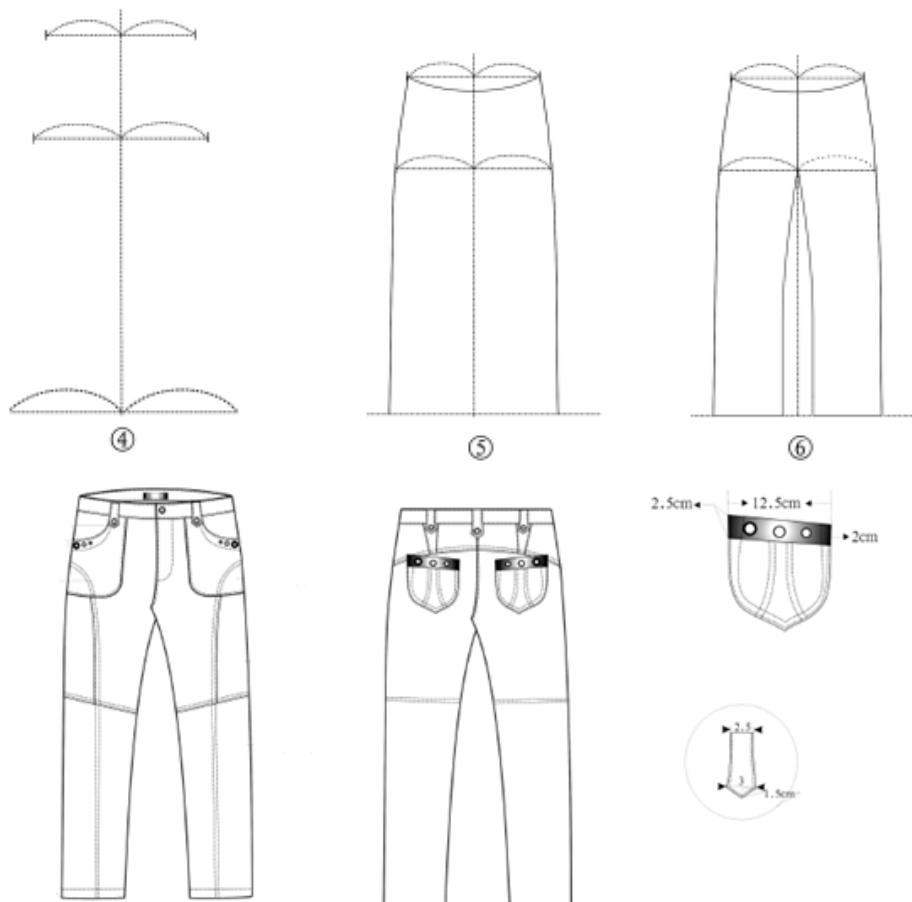
(7) Connect waist line

(8) Drawing structure of detail: Pocket; welt loop

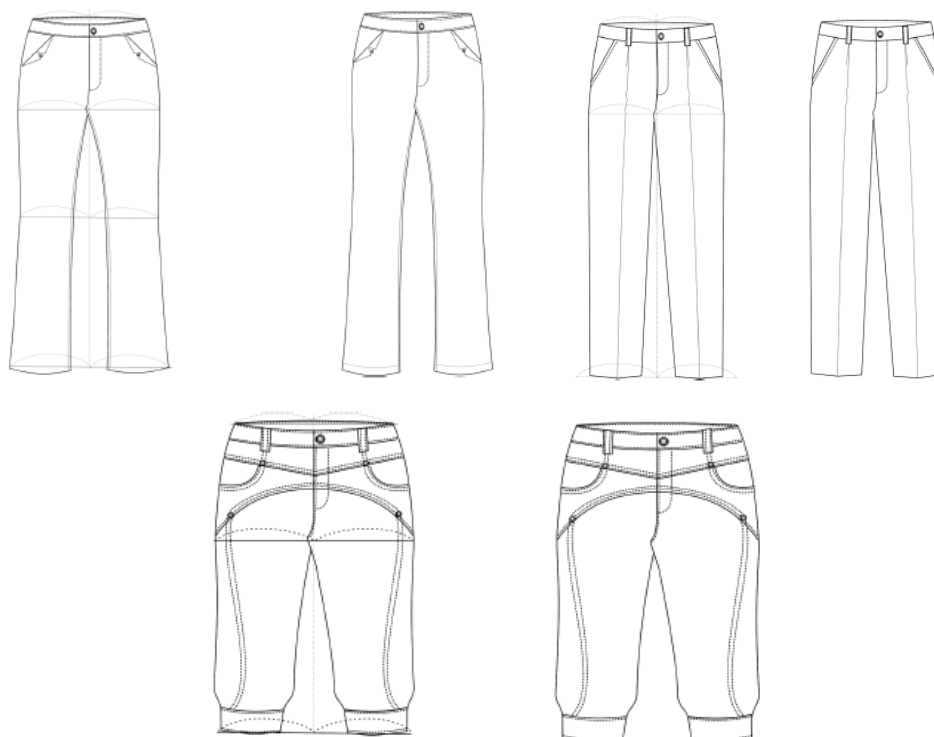
(9) Finishing the style

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

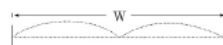
- (1) waist width W
- (2) drawing center axis
- (3) hip depth line $0.5W$
- (4) hip width line: $1.2W$

Skirt length line: $1.5W$

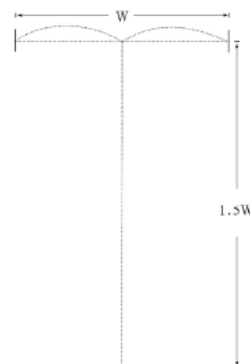
- (5) side seam:

Hem line

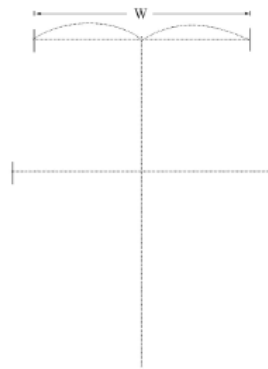
- (6) Drawing structure of detail: Pocket; welt loop
- (7) Finishing the style
- (8) Back view



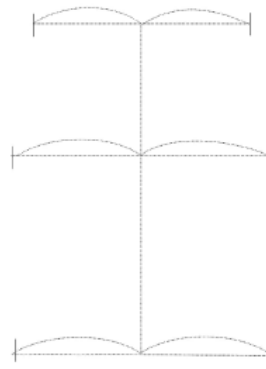
①



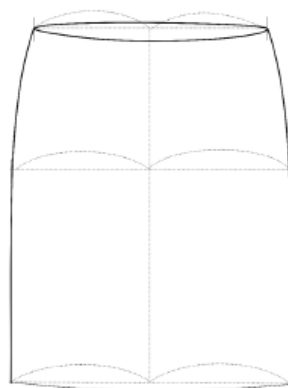
②



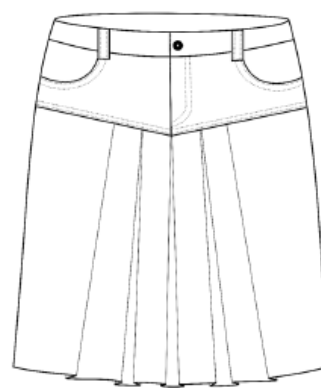
③



④

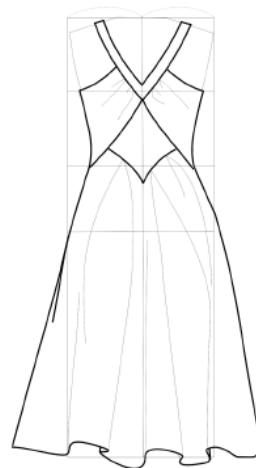
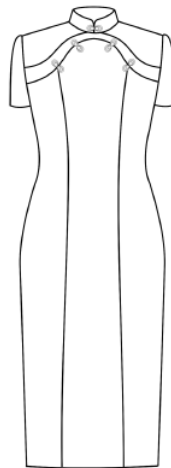
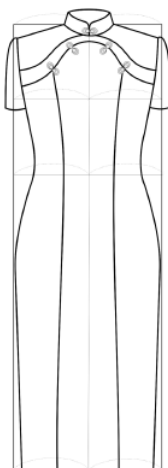


⑤



⑥

Drawing skill of one –piece dress



Self-Check -1

Written Test



1. Draw one piece dress with different style (each four times)

Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

You can ask your teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

List of Reference Materials

- 1- www.sketch.com .docs the interface inspection
- 2- <https://www.researchgate.net> pipcation (Associate design of fashion sketch and pattern
- 3- <https://www.youtube.com/TUTORIAL-Fashion> figure step by step
- 4- <https://www.youtube.com/steps> in fashion illustration
- 5- <https://www.youtube.com/watchdresses> drawing step by step



Draw and Interpret Basic Sketch

Level I

Learning Guide -17

Unit of Competence: Draw and Interpret Basic Sketches

Module Title: Drawing and Interpreting Basic Sketches

LG Code: IND BAP1 M05 0919 LO4-17 TTLM

TTLM Code: IND BAP1 M05 TTLM 0919v1

LO 4: Interpret sketch

Instruction Sheet	Learning Guide #17
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- Identifying features of design
- Interpreting specifications
- Determining required fabric



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 –

- Identify **Features of design** are from sketch.
- Interpret sketch specifications where we use
- Determine sketch required fabric for the construction of garment.

Learning Instructions:

47. Read the specific objectives of this Learning Guide.
48. Follow the instructions described in number 75 to .
49. 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.
50. Accomplish the “Self-check 1” in page 78.
51. 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).
52. 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.
53. Submit your accomplished Self-check. This will form part of your training portfolio.
54. Read the information written in the “Information Sheet 2”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
55. Accomplish the “Self-check 2” in page 80 .
56. 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 2).
57. Read the information written in the “Information Sheets 3 . Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
58. Accomplish the “Self-check 3” in page 11.
59. 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 3).
60. If you earned a satisfactory evaluation proceed to “Operation Sheet 1” in page 12. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
61. Read the “Operation Sheet 1” and try to understand the procedures discussed.
62. If you earned a satisfactory evaluation proceed to “Operation Sheet 2” in page 13. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
63. Read the “Operation Sheet 2” and try to understand the procedures discussed.
64. If you earned a satisfactory evaluation proceed to “Operation Sheet 3” in page 14. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
65. Read the “Operation Sheet 3” and try to understand the procedures discussed.
66. Do the “LAP test” in page 15 (if you are ready). Request your teacher to evaluate your performance and outputs. Your teacher will give you feedback and the evaluation will be



either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advise you on additional work.

Information Sheet-1	Identifying features of design
---------------------	--------------------------------

Pattern pieces

(A) Geometric Patterns refer to textural patterns, stripes, checks and plaids that are woven, printed or knitted such as Gingham, left-hand twill, striped chambray, window pane linen or pin stripe.

(B) Conventional Patterns Conventional patterns refer to naturalistic motifs that are stylized. Conventional patterns combine the rhythm of stripes with the soft natural charm of floral in pattern. For example, fancy woven stripe on dimity, woven silk brocade or block print on linen

(C) Naturalistic Patterns Principally floral, although other motifs may be used, ranging from leopard spots to candy canes such as paisley on acetate jersey, naturalistic floral on cotton and stylized floral on silk crepe

Garment style

There is a lot of garment styles according to basics.

Basic style for ladies dress



digital sewing patterns



www.mc2-patterns.com

Dress Styles

				
A-Line	Apron	Asymmetrical	Ball Gown	Basic
				
Blouson	Bodycon	Caftan	Empire I	Empire II
				
Charleston/Flapper	Dolman	Halter	High Waist	Jumper Dress
				
Low/Drop Waist	One-Shoulder	Pouf/Balloon	Princess-Line	Qi Pao
				
Sheath	Shift	Shirt Dress	Slip Dress	Strapless
				
Sun Dress	Tent	Tunic Dress	Wrap Dress	Yoke Dress

Clothing Guide



Fashion Vocabulary



Garment Features



Self-Check -1	Written Test
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1. Geometric patterns refer to naturalistic motifs that are stylized.(true or false)
2. Mention at least three ladies dress styles

Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

Information Sheet-1	Interpreting specifications
---------------------	-----------------------------

4.2 Interpreting specifications

As we know there is a lot of garment specification that we are going to specify those basic styles



OFF-SHORE SIZE SPEC

HIGH SOCIETY LTD, 155 LINCOLN ROAD, HENDERSON, AUCKLAND ... TELEPHONE: (09) 8371001 ... FAX: (09) 8370380 ... www.highsociety.co.nz							
RANGE:	STORY:	DATE:	DESIGNER:	DATE:	PMAKER:	APPROVAL:	DATE:
SEASON:	DESCRIPTION:						
STYLE NO:			MAKER:				

SKETCH - FRONT & BACK VIEW

GARMENT DETAIL:

CATCH SEAM INSIDE CUFF BAND
STITCH AS LAST SEAM
ON THE ROUND

DESCRIPTION	8	10	12	14	16	18	GRADE	TOL+/-
A BODY LENGTH from HSP	63.40	64.00	64.60	65.20	65.80	66.40	0.60	
B 1/2 CHEST WIDTH @ underarm	47.50	48.00	48.50	49.00	49.50	50.00	0.50	
C 1/2 WAIST @ 15cm BELOW ARMHOLE	42.50	43.00	43.50	44.00	44.50	45.00	0.50	
D 1/2 HIP @ 35cm BELOW ARMHOLE	48.50	49.00	49.50	50.00	50.50	51.00	0.50	
E 1/2 HEM WIDTH	2.50	2.50	2.50	3.00	3.00	3.00	0.50	
F NECK WIDTH	0.50	0.50	0.50	0.50	0.50	0.50	0.00	
G FRONT NECK DROP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
H FRONT NECK DROP - V NECK (subjective)	0.50	0.50	0.50	0.50	0.50	0.50	0.00	
I BACK NECK DROP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
J SHOULDER WIDTH	1.20	1.20	1.20	1.20	1.20	1.20	0.00	
K ARMHOLE ON CURVE @ front	1.00	1.00	1.00	1.00	1.00	1.00	0.00	
L ARMHOLE ON CURVE @ back	1.00	1.00	1.00	1.00	1.00	1.00	0.00	
M 1/2 BICEP WIDTH - sleeve	1.00	1.00	1.00	1.00	1.00	1.00	0.00	
N 1/2 ELBOW WIDTH - or 3/4 sleeve cuff width	0.50	0.50	0.50	0.50	0.50	0.50	0.00	
O 1/2 CUFF WIDTH at wrist	0.25	0.25	0.25	0.25	0.25	0.25	0.00	
P SLEEVE LENGTH from LSP	0.50	0.50	0.50	0.50	0.50	0.50	0.00	
Q								
R								
S								
T								

ALL MEASUREMENTS ARE IN CENTIMETRES

HIGH SOCIETY DRAFT SPEC.xls

17/08/10

Design sketch

SIZE SPECIFICATION (UNIT: Cm)				
SIZE	95	100	105	
CHEST	122	126	134	
WAIST	*	*	*	
BOTTOM	118	124	130	
SLEEVE LENGTH	63	64	65	
BACK LENGTH	74	76	78	
BICEPS (1/2 STRAIGHT)	28	29	29	
CUFFS(1/2)	15	15	16	
NECK WIDTH (bottom/UP)	57/56.5	58.5/58	60/59.5	
NECK HEIGHT	8.5/9	8.5/9	8.5/9	
HOOD width/height	27/36	27/36	28/39	
SHOULDER	48	50	52	
CHEST PK ZIP	16.5	16.5	16.5	
SIDE PK ZIP	23.5	23.5	24	
INNER PK ZIP	16	16	16	
HOOD ZIP	29.5	29.5	30	
FRONT ZIP	69	71	73	

- CASE: 20cm x 13cm, 2-2 mesh, POINT LABEL
- STOPPER 1
- STOPPER 2 (O-RING)
- SNAP
- YKK WP ZIP
- STOPPER 3
- STOPPER 4
- PVC CODE
- Package hood (attach head)
- Some pattern as JCT713
- VELCRO+ RUBBER TAB
- 3M LOGO
- Rubber plate
- One piece laminated storm front with #5 vision zipper
- P3F EMS
- Personalized die cut cuff tab
- Laser cut color film and laminated the chest pocket zipper
- Side pocket with laminated waterproof zipper
- 3M LOGO

https://clothingindustry.blogspot.com

ASSORT(PCS)							SWATCH /COLOR		
color	size	90	95	100	105	110	TOTAL	MAIN: BLACK (WLDING-CHARCOAL)	MAIN: BLUE WELDING-BLACK
BLACK			400	600	400		1400		



Self-Check -1	Written Test
---------------	--------------

1. Drive a specification from the following designs.



Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet-3	Determining required fabric
----------------------------	-----------------------------

FABRIC PROPERTIES AND THEIR INFLUENCE ON PRODUCT PERFORMANCE

A number of fabrics are used in performance and sportswear apparel include – smart fabrics which has intelligent approach to high body or ambient temperature – the warmer the material gets the faster the moisture management system functions – Burlington's smart fabric temperature management. The technology uses micro-encapsulated phase change materials called Thermocouples to absorb and release heat to enhance comfort. Light weight, stretchable and soft waterproof or breathable fabrics; fabrics made of fine micro-fibers with breathability; soft shell or three layer fabrics which are bonded as well as laminated made of tricot warp knits or woven fabric for wind insulation or water proof; knits – with synthetic or natural fiber blends and up to 30% elastic fibers for stretch and recovery, fleece and brushed knit made of synthetic fibers that has a natural feel, stretchy and smooth surface; woven shirts with varying fabric weight (160 to 400 g/m²); eco friendly fabrics include recycled polyester; fancy fabrics with patterns, designs and finishes, laser or etched burnt out, 3D knits, honey comb patterns and work wear and protective wear fabrics include durable rugged finish, cut resistant, flame retardant, Resistance to abrasion, reflective facings, etc.

GARMENTS USED

Typical garments include tops, trousers, base layer tights, socks, compression tops and shorts, soft shell jacket, and knee support shirts, trousers, jackets, water proof jackets and socks

ESSENTIAL PROPERTY OF FABRIC

- Moisture (sweat) management
- Breathable
- Washable
- Color fastness
- Anti-cling
- Moisture management
- Thermal insulation
- Light weight fabric
- Anti-odor
- Anti-static
- Durable



Self-Check -1	Written Test
---------------	--------------

1. Mention essential fabric property with relating to fabric type?

Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Question

List of Reference Materials

[www.basic sketches styles.com](http://www.basic-sketches-styles.com)

www.fashionstyle.com



Draw and Interpret Basic Sketch

Level I

Learning Guide -18

Unit of Competence: Draw and Interpret Basic Sketches

Module Title: Drawing and Interpreting Basic Sketches

LG Code: IND BAP1 M05 0919 LO5-18 TTLM

TTLM Code: IND BAP1 M05 TTLM 0919v1

LO 5: Complete work



Instruction Sheet

Learning Guide #18

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

- Inspecting sketch
- Carry out any changes or adjustments
- Completing documentation relating

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 –

- Inspect Sketch against quality standards.
- Carryout any changes or adjustments sketch as required.
- Complete Documentation relating to sketch.

Learning Instructions:

67. Read the specific objectives of this Learning Guide.
68. Follow the instructions described in number 3 to 20.
69. 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.
70. Accomplish the “Self-check 1” in page 5.
71. 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).
72. 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.
73. Submit your accomplished Self-check. This will form part of your training portfolio.
74. Read the information written in the “Information Sheet 2”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
75. Accomplish the “Self-check 2” in page 7.
76. 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 2).
77. Read the information written in the “Information Sheets 3”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
78. Accomplish the “Self-check 3” in page 11.
79. 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 3).



80. If you earned a satisfactory evaluation proceed to “Operation Sheet 1” in page 12. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
81. Read the “Operation Sheet 1” and try to understand the procedures discussed.
82. If you earned a satisfactory evaluation proceed to “Operation Sheet 2” in page 13. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
83. Read the “Operation Sheet 2” and try to understand the procedures discussed.
84. If you earned a satisfactory evaluation proceed to “Operation Sheet 3” in page 14. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
85. Read the “Operation Sheet 3” and try to understand the procedures discussed.
86. Do the “LAP test” in page 15 (if you are ready). Request your teacher to evaluate your performance and outputs. Your teacher will give you feedback and the evaluation will be either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advise you on additional work.



Information Sheet-1	Carry out any changes or adjustments
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5.2 Carry out any changes or adjustments

As you expand your drawing experiences, you'll want to include more of yourself in your art. No, we don't mean that you should sketch your own face on your models! As you get more comfortable with pencil and paper, work on incorporating a technique or two that tells the viewer that this drawing was done by you, not one of the hundreds of other artists out there. The following sections give you some tips on putting your own stamp on your art.

Developing a signature style

The Great Masters of art have recognizable styles, and you need to have a distinctive style as well. You see the world with your own lenses and put your own spin on it — that uniqueness needs to come through in your artwork! Look at other artists and take from them the things you love, but never try to imitate someone else's style

Keeping your work fresh and refining techniques

After you find ways to make your drawings your own, continue to practice and work on your skills. Be open to taking classes or experimenting with different styles. Even after you develop a drawing style, you can continue to improve or change up your work. Remember, improving doesn't mean your drawings aren't good the way they are — there's always room to develop your technique. Never stay satisfied with the status quo in your art, or your drawings will get stagnant as you draw things the same way every time. It's one thing to develop a signature look and quite another to draw predictable work.



Self-Check -1

Written Test

1. Developing a signature style is giving you some tips on putting your own stamp on your art or design? (True or False) and why?
2. Drawing style is a continues process to improve or change up your work ?(True of False)

Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions



Information Sheet-3	Completing documentation relating
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5.3 Completing documentation relating

Evaluation of Collection After completing the individual garment design, the next stage is the consideration of the range plan and evaluation of the design.

(A) Range Plan In addition to the decisions made on each individual garment, the balance of the range as a whole also needs to be considered. Fashion designers develop a whole range of related ideas to produce groups of garments that work not only as stand-alone outfits but also as a collection. A consistent approach to important factors such as colour, silhouette, fabric, pattern and proportion helps create this cohesion. Moreover, range planning involves the devising of the ratio of garments to be designed in any given collections such as a basic range may consists of two dresses, four pants, eight tops, three skirts, two blazers, four sweaters and two twin sets in four colour choices. Every collection needs to have colour and size breakdown of units so that customers can make right choices and be able to put together a combination of outfits. If more volume sales come from tops or blazers, then it makes sense to provide more of these in a given collection.

(B) Evaluate of the Design In many fashion companies, the development of each new season's collection is based upon the last season's sale figures. Often it is difficult for designers to evaluate what elements of the designs have been successful as the communication between the designers and the end users is blocked by the wholesales in the retail processes. A particular executive suiting may sell well in Central but not in Tuen Mun; it may sell 102

well in warm weather, only at certain time in the season in certain colours or in particular positions within the store. All these different factors should be taken into consideration when it comes to the evaluation of any designs and collections.

(C) Promotion of the Range The branding trend in recent years has become central to promoting and marketing fashion goods. The branding process requires the range to have a 'name'. Producing a name requires some thought regarding the creative ideas of the range and how this can be interpreted into an evocative word or words. As designers, it is very important to stand apart from other brands and designers.



Self-Check -1

Written Test

1. What a fashion designers develop with related to idea of range plan?
2. What are branding and their trends?

Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

List of Reference Materials

1. Basic fashion design construction
2. Fabric properties and their criteria
3. Fashion illustration



List of Reference Materials