RMS Fashion Runway
8th Grade Cycle Class

"Style is a way to say who you are without having to speak."

-Rachel Zoe

Visual and Performing Arts Department
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Curriculum Developed
July 2018

Date of Board Approval
September 4, 2018

Randolph Township Schools
Department of Visual and Performing Arts
Family and Consumer Science

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools
Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards.   The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION
EDUCATIONAL GOALS
VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:
- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Randolph Middle School
Visual and Performing Arts Department

Introduction

RMS Fashion Runway offers students in grades 6-8 the opportunity to work with various tools of the trade along with developing hand sewing and machine sewing techniques. These techniques will be introduced and be integrated throughout the course. Students will take part in various projects focused around a community service project along with a recycled fashion project. The culminating activity will involve students displaying their finished products during a Runway style show. This course will provide the foundations of fashion and help to prepare them for our high school fashion program.

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
2 weeks Ongoing	I	Sewing 101
2 weeks	II	Machine Sewing
2 weeks	III	Sewing for Service
2 weeks	IV	Project Re-design
2 weeks	V	RMS Runway Show

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
RMS Fashion Runway
Unit I – Sewing 101

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CRP2 – Apply appropriate academic and technical skills. **CRP4** – Communicate clearly, effectively and with reason. **CRP6 -** Demonstrate creativity and innovation. **CRP8**– Utilize critical thinking to make sense of problems and persevere in solving them. **16.2.2** Evaluate the performance characteristics of textile fibers and fabrics. **16.2.5** Demonstrate appropriate procedures for care disposal or recycling of textile products. **16.3.3** Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion and apparel. **16.4.1** Demonstrate professional skills in using traditional and technologically innovative equipment, tools and supplies in textiles, fashion, and apparel construction, alteration, repair and recycling. **16.4.5** Demonstrate basic skills for the production, alteration, repair and recycling of textiles, fashion and apparel.	Sewing is an essential skill that can be used throughout life.	• How can sewing skills be incorporated into everyday life?
	Properly following procedures is a key component in order to maximize the time allotted for the completion of any sewing project.	• Why is following directions an important skill?
	Safely utilizing appropriate tools and machinery is essential to successfully constructing fashion products?	• Why is it necessary to take precautions when utilizing equipment in the sewing room?
	KNOWLEDGE	**SKILLS**
	Students will know: Basic hand sewing involves the use of a needle and thread, as well as cutting implements. There are a variety of hand sewing stitches that can be used for different purposes, such as overcast and basting. A knotted double thread is the essential component of most hand sewing tasks.	**Students will be able to:** Identify basic hand sewing equipment. Identify the purpose for the various types of hand sewing stitches. Implement the hand sewing stitches within a sewing project. Demonstrate how to thread a needle and create a knot so that it is ready to be used in a hand stitch.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas. **9.3.12.AR-VIS.3** Analyze and create two and three-dimensional visual art forms using various media. **9.2.8.B.3** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	Simple sewing tasks can be completed without the use of a sewing machine. Following directions sequentially is important to completing any sewing project. Safety is an essential part of sewing. **VOCABULARY:** Needle, thread, pins, knot, double thread, sewing shears, sewing scissors, overcast stitch, basting stitch, seam gauge, seam ripper, and back stitch.	Demonstrate how to sew using both basting and overcast stiches. Create a small pin cushion by following basic instructions. Demonstrate the safe usage of the essential tools of the trade that are part of the equipment in the sewing room. Identify and understand the purpose of the tools that are used for accomplishing tasks in the sewing room.

ASSESSMENT EVIDENCE: Students will show their learning by:
- Organizing a group sewing kits.
- Identifying the equipment used for hand sewing.
- Identifying and completing backstitch, overcast stitch, and basting stitch on scrap fabric.
- Completing of pin cushion creation.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will participate in a teacher discussion of sewing safety, kits, and tools.
- Students will view a demonstration of basic stitch techniques.
- Students will create a sampler of stitch techniques on scrap fabric.
- Students will create their own pin cushion using basic hand sewing stitches.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
RMS Fashion Runway
UNIT I – Sewing 101

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks Ongoing	Hand Sewing Equipment Hand Sewing Techniques Sewing Project	**Sewing on a Button** https://www.youtube.com/watch?v=MjmUaWkzF-I **Basic Sewing Series** https://www.youtube.com/watch?v=i1-B01FB56s

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CRP2 – Apply appropriate academic and technical skills. **CRP4** – Communicate clearly, effectively and with reason. **CRP8**– Utilize critical thinking to make sense of problems and persevere in solving them. **CRP11-** Use technology to enhance productivity **16.2.2** Evaluate the performance characteristics of textile fibers and fabrics. **16.2.5** Demonstrate appropriate procedures for care disposal or recycling of textile products. **16.2.7** Evaluate quality of textiles, fashion, and apparel construction and fit. **16.3.3** Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion and apparel. **16.4.1** Demonstrate professional skills in using traditional and technologically innovative equipment, tools and supplies in textiles, fashion, and apparel construction, alteration, repair and recycling. **16.4.5** Demonstrate basic skills for the production, alteration, repair and recycling of textiles, fashion and apparel.	Safely operating a sewing machine is essential to completing projects.	• Why is it necessary to take precautions and prevent accidents when operating a sewing machine?
	Sewing machines can make a project more manageable and time efficient.	• How would someone decide to make an item versus purchasing it?
	Sewing machines are an integral part of the fashion industry.	• How is the value of a garment determined?
	KNOWLEDGE	**SKILLS**
	Students will know: The sewing machine has many parts such as the take-up lever, thread guides, presser foot, feed dogs and hand wheel, which need to be set up properly before each use. Controlling the sewing machine is essential to project construction.	**Students will be able to:** Identify the important parts of a sewing machine and describe their function. Show how to properly thread the sewing machine. Experiment with machine sewing by practicing on scrap fabric to build control skills.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.	Safety precautions must be observed when operating a sewing machine.	Discuss how to avoid accidents when operating a sewing machine.
		Demonstrate safe control of the sewing machine by creating practice pieces on scraps of fabric.
		Create simple sewing projects using a sewing machine.
	VOCABULARY: Sewing machine, thread, bobbin, spool cap/pin, take-up lever, stitch length dial, thread guides, reverse stitch, presser foot, feed dogs, hand wheel, needle plate, and machine needles.	

ASSESSMENT EVIDENCE: Students will show their learning by:
- Correctly labeling and identifying the parts of a sewing machine.
- Correctly threading the sewing machine during teacher observation.
- Completing correct machine stitching on practice scraps.
- Creating a bandana backpack using a sewing machine.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will view teacher demonstration of the parts of the sewing machine.
- Students will participate in practicing threading the sewing machine.
- Students will participate in machine stitching on fabric scraps.
- Students will participate in creating simple sewing machine projects such as a bandana backpack.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
RMS Fashion Runway
UNIT II – Sewing Machine

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 weeks	The Sewing Machine Safety, use and care, control, threading Basic Stitching Samples Sewing Machine Projects	Pinterest **DIY Drawstring Backpack** www.Cleverlittlemouse.com **Tote Bag Tutorial** www.Kids-sewingprojects.com **5 Minute Drawstring Bag Tutorial** www.Onthecuttingfloor.com

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CRP1-Act as a responsible contributing citizen and employee. **CRP2** – Apply appropriate academic and technical skills. **CRP4 –** Communicate clearly, effectively and with reason. **CRP5-** Consider the environmental, social, and economic impacts of decisions. **CRP7-** Employ valid and reliable research strategies. **CRP8**– Utilize critical thinking to make sense of problems and persevere in solving them. **CRP11-** Use technology to enhance productivity. **16.2.5** Demonstrate appropriate procedures for care disposal or recycling of textile products. **16.2.6** Evaluate fibers and fabrics for sustainability factors. **16.2.7** Evaluate quality of textiles, fashion, and apparel construction and fit. **16.3.3** Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion and apparel.	• Contributing to your community is an important part of being a concerned global citizen. • There are multiple ways to put sewing talents to use.	• In what ways can sewing support those in need? • How is sewing used in the workplace?
	KNOWLEDGE	**SKILLS**
	Students will know: Non-profit organizations look for contributions of hand-made items such as blankets and toiletry cases for shelters. Sewing skills can be used to help others by providing custom items such as pet beds for the animal shelter or pillow for veterans. Community service is one way to improve sewing skills while helping in the community. **VOCABULARY:** Community outreach, non-profit, and global citizen.	**Students will be able to:** Research and identify community need. Compare and contrast organizations that require community assistance. Choose a product to produce. Create sewn items that can be donated to those in need.

16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools and supplies in textiles, fashion, and apparel construction, alteration, repair and recycling. **16.4.5** Demonstrate basic skills for the production, alteration, repair and recycling of textiles, fashion and apparel. **9.3.12.AR-VIS.3** Analyze and create two and three-dimensional visual art forms using various media. **9.2.8.B.3** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.		

ASSESSMENT EVIDENCE: Students will show their learning by:
- Researching and selecting an organization to help.
- Completing a community outreach project.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will participate in a class discussion on the importance of community outreach projects.
- Students will participate in the "Sew Helpful" community outreach project by creating a sewing project that will be donated to a group in need.

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 weeks	Research Community Need Choose Project to Fit Needs Project "Sew Helpful"	**Friends of Randolph Animal Shelter** http://www.randolphregionalanimalshelter.org **Veterans and Troops** http://operationjerseycares.org **Jersey Battered Woman's Service** **http://www.jbws.org** **Promoting Positive Outcomes for Adults and Families** **https://www.cornerstonefamilyprograms.org** **http://www.njfccla.org**

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CRP1-Act as a responsible contributing citizen and employee.	The textile industry is the second largest contributor to pollution.	• How does an excess of material items impact our lives and environment?
CRP2 – Apply appropriate academic and technical skills.	Up-cycling fashion can be a way to conserve resources by repurposing clothing to give it new and extended life.	• How can you conserve resources relative to fashion?
CRP4 – Communicate clearly, effectively and with reason.		
CRP5- Consider the environmental, social, and economic impacts of decisions.	Up-cycling fashion can be a way for designers to express their creativity through problem solving.	• How can you re-conceptualize a pair of jeans that no longer fit?
CRP6- Demonstrate creativity and innovation.	**KNOWLEDGE**	**SKILLS**
CRP7- Employ valid and reliable research strategies.		
CRP8– Utilize critical thinking to make sense of problems and persevere in solving them.	**Students will know:**	**Students will be able to:**
CRP11- Use technology to enhance productivity.	The fashion industry is rated as the second largest contributor to waste in the world.	Identify connections between UN Goals for Sustainable Living and the fashion industry.
16.2.4 Analyze characteristics of textile components in the design, construction, care, use, and maintenance of disposal or recycling of products.	Clothing items that are outgrown or out of style can be re-designed to serve another purpose.	Adapt and repurpose clothing items to conserve materials.
16.2.5 Demonstrate appropriate procedures for care disposal or recycling of textile products.	Using their creativity and imagination can help solve problems and design beautiful yet functional garmenst/accessorys.	Re-imagine and create uniquely re-designed garment/accessories from existing items that students own.
16.2.6 Evaluate fibers and fabrics for sustainability factors.		

16.2.7 Evaluate quality of textiles, fashion, and apparel construction and fit. **16.3.2** Apply basic and complex color schemes and color theory to develop and enhance visual effects. **16.3.3** Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion and apparel. **16.4.1** Demonstrate professional skills in using traditional and technologically innovative equipment, tools and supplies in textiles, fashion, and apparel construction, alteration, repair and recycling. **16.4.5** Demonstrate basic skills for the production, alteration, repair and recycling of textiles, fashion and apparel. **9.3.12.AR-VIS.2** Analyze how the application of visual arts elements and principles of design communicate and express ideas. **9.3.12.AR-VIS.3** Analyze and create two and three-dimensional visual art forms using various media.	The principles and elements of art and design impact choices. **VOCABULARY:** Textiles, up-cycled, re-cycled, color wheel, principles of design, elements of art, and garments.	Identify and utilize key principles and elements of art and design throughout each project.

ASSESSMENT EVIDENCE: Students will show their learning by:
- Identifying ways in which the textile industry contributes to pollution.
- Identifying ways in which up-cycling can conserve resources.
- Creating a usable or wearable item from pre-existing resources.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will participate in class discussion on UN Goals for responsible production and consumption and how it relates to the textile industry.
- Students will participate in class discussion on up-cycling and re-design.
- Students will participate in "Project Re-design" by creating a usable or wearable item from something they already own.

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 weeks	Responsible Production and Consumption (Capstone) Up-cycling versus re-cycling Elements of Art and Principles of Design "Project Re-design"	Northeast Recycling Council https://nerc.org/news-and-updates/blog/nerc-blog/2018/01/02/lets-take-on-industry-polluter-2?gclid=EAIaIQobChMI5tW2-aqS3AIVF43ICh22WgMUEAAYASAAEgKAvfD_BwE UN Goals for Sustainable Living https://www.un.org/development/desa/disabilities/envision2030.html Monthly Lesson Plans http://www.familyconsumersciences.com

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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	KNOWLEDGE	**SKILLS**
	Students will know: Self-expression can be explored through fashion when creating a look that is unique. There are many different careers in the fashion industry such as designing, producing, and distributing. The principles and elements of art and design impact choices. Marketing and displaying fashion designs are both fundamental aspects of garment production.	**Students will be able to:** Develop a capsule collection containing a variety of articles of clothing. Recognize a variety of careers in the fashion industry. Identify and utilize key principles and elements of art and design in their work. Collaborate with peers to showcase their work.

16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects. **16.3.3** Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion and apparel. **16.4.1** Demonstrate professional skills in using traditional and technologically innovative equipment, tools and supplies in textiles, fashion, and apparel construction, alteration, repair and recycling. **16.4.5** Demonstrate basic skills for the production, alteration, repair and recycling of textiles, fashion and apparel. **9.3.12.AR-VIS.2** Analyze how the application of visual arts elements and principles of design communicate and express ideas. **9.3.12.AR-VIS.3** Analyze and create two and three-dimensional visual art forms using various media. **9.2.8.B.3** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	Capsule wardrobes include four or more pieces that can be worn in different ways. **VOCABULARY:** Capsule wardrobe, marketing, hue, color wheel (Primary, secondary, tertiary), color schemes (Monochromatic, complementary, analogous), principles of design, elements of art, and garments.	Group together clothing from personal wardrobe to create a capsule collection. Explain and present capsule wardrobe choices.

ASSESSMENT EVIDENCE: Students will show their learning by:
- Creating a fashion capsule wardrobe collection.
- Participating in "RMS Runway" critiquing fellow designers.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will participate in a class discussion on fashion, capsule wardrobe, and subscription boxes "Stitch-Fix".
- Students will prepare a "Capsule Wardrobe" by creating a seasonal fashion collection of clothing with items they already own. This collection will be showcased through a creative presentation (poster, iMovie, Powerpoint, etc.) that will be analyzed by peers.
- Students will participate in "RMS Runway" a culminating activity to highlight the items made throughout the course including their capsule collection, up-cycled design, and their bandana backpack.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
RMS Fashion Runway
UNIT V – RMS Runway

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 weeks	Elements of Art and Principles of Design Capsule Wardrobe "RMS Runway" Presentation	Capsule Wardrobe http://www.familyconsumersciences.com/?s=capsule+wardrobe Project Runway Junior Episodes www.Mylifetime.com *Make It Work* A Fasion Lovers Journal, Olivia London