

FORM 3 TERM PLAN

TERM 3

This 9-week term plan is designed for **Grade 9** students to introduce them to the fundamentals of clothing construction through the creation of a **Circle (Umbrella) Dress**. It balances theoretical knowledge of textiles with hands-on practical skills.

Design & Planning (Weeks 1-2)

- **Week 1: Introduction to the Circle Dress**
 - Discussion on garment styles: Full circle vs. half circle.
 - Identifying suitable fabrics (cotton, rayon, African prints) and their properties.
 - **Activity:** Sketching the final design and selecting a color scheme.
- **Week 2: Measurements & Calculations**
 - Demonstration of taking accurate body measurements (Bust, Waist, Hip, Full Length).
 - Introduction to the "Divide by 4" rule for pattern drafting.
 - **Activity:** Recording personal measurements in a project folder.

Pattern Drafting & Cutting (Weeks 3-4)

- **Week 3: Drafting the Pattern**
 - Guided practice on drafting the bodice, armholes, and neckline on brown paper.
 - Learning the "Pivot Method" to create a curved hemline.
 - **Activity:** Creating a 1:4 scale pattern before moving to full-scale.
- **Week 4: Fabric Layout & Cutting**
 - Demonstrating the "Triangle Fold" technique shown in the tutorial.

- Instruction on pinning patterns to grainlines and adding seam allowances.
- **Activity:** Cutting the main dress pieces and strap strips.

Phase 3: Construction (Weeks 5-7)

- **Week 5: Stay-Stitching & Side Seams**
 - Introduction to stay-stitching curved edges (neckline/armholes) to prevent stretching.
 - Sewing the side seams using a plain seam.
 - **Activity:** Pinning and stitching the front and back together.
- **Week 6: Finishing Edges (Facings or Hems)**
 - Techniques for neatening armholes and necklines (double-fold hem or bias binding).
 - **Activity:** Hemming the bodice openings.
- **Week 7: Strap Construction & Attachment**
 - Folding and top-stitching the straps.
 - Correct placement of straps for comfort and aesthetics.
 - **Activity:** Securely attaching straps to the bodice.

Phase 4: Finishing & Evaluation (Weeks 8-9)

- **Week 8: The Hemline & Pressing**
 - Leveling the hem (circle dresses often "drop" or stretch over time).
 - Final hemming using a narrow machine hem.
 - **Activity:** Final pressing and removing loose threads.
- **Week 9: Project Display & Evaluation**
 - Self-evaluation: What went well? What was challenging?
 - Peer review and "Runway" showcase.
 - **Activity:** Submitting the completed garment and project journal.

Teacher's Note: For Grade 9, focus on **seam neatness** and the **accuracy of the hem curve**, as these are the most common areas where beginners struggle with the circle silhouette.

LIST OF MATERIAL

1. Essential Fabric

- **Main Fabric:** 2 to 3 yards (depending on student height/desired length).
 - *Recommended:* 100% Cotton, African Print (Ankara), or Rayon.
 - *Note:* Ensure fabric width is at least **45 to 60 inches**.

2. Measuring & Drafting Tools

- **Body Measuring Tape:** For taking personal measurements and drafting the hem curve.
- **Brown Pattern Paper:** For drafting the initial template before cutting the fabric.
- **Marking Tools:** Tailor's chalk, a tracing wheel, or fabric markers.
- **Yardstick or Long Ruler:** To help draw the straight edges of the triangle fold.

3. Cutting Tools

- **Fabric Shears:** Sharp scissors for cutting the garment pieces.
- **Paper Scissors:** To be used strictly for the paper pattern to preserve the fabric shears' edge.

4. Sewing Notions & Equipment

- **Matching Thread:** 1–2 spools of all-purpose polyester or cotton thread.
- **Common Pins:** To secure seams and the curved hem.
- **Seam Ripper:** Essential for making corrections.
- **Safety Pin:** Useful for turning the fabric straps right-side out.

5. Finishing Tools

- **Steam Iron & Ironing Board:** Necessary for pressing seams and achieving a professional finish on the hem.
- **Project Folder:** To store sketches, measurement sheets, and pattern pieces.

DIVIDE BY 4 RULE

In pattern drafting, the "**Divide by 4**" Rule is a fundamental principle used to convert three-dimensional body measurements into a two-dimensional flat pattern.

Since most garments are symmetrical (the left side is a mirror image of the right), patterns are typically drafted using **one-quarter** of the body's total circumference.

How It Works

When you draft a basic bodice, skirt, or trouser pattern, you are usually drafting only **half of the front** and **half of the back**. Together, these four quarters ($\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$) make up the full garment.

The rule applies to the primary "round" measurements of the body:

- **Bust/Chest**
- **Waist**
- **Hips**

The Formula

To find your drafting measurement, you use the following calculation:

$$\text{Drafting Measurement} = \frac{\text{Full Circumference} + \text{Ease}}{4}$$

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Why We Use It

1. Symmetry

By drafting one-quarter of the garment, you ensure that the left and right sides are perfectly identical. When you place the pattern piece on the "**Fold**" of the fabric and cut, it opens up into a full half-piece (either the full front or full back).

2. Managing Ease

"Ease" is the extra room added to a measurement so you can move, breathe, and sit. It is much easier to add 2 inches of total ease to a measurement and then divide the whole sum by 4 than to try and guess how much to add to each individual seam.

3. Balancing Front and Back

While we divide by 4, the front and back pieces are not always exactly the same size. For example:

- **In Trousers:** The back "quarter" is usually drafted slightly larger than the front quarter to account for the curve of the seat.
- **In Bodices:** The front may be slightly wider than the back to accommodate the bust.

Even with these slight adjustments, the **Divide by 4** remains the starting baseline for the draft.

Practical Example

If a student is drafting a skirt for a waist measurement of **28 inches** with **1 inch** of ease:

1. **Total:** $28 + 1 = 29$ inches.
2. **Divide by 4:** $29 \div 4 = 7.25$ inches.
3. **Draft:** The student will draw the waistline of their pattern piece exactly **7.25 inches** wide.

Pro-Tip: Always remember that the "Divide by 4" rule gives you the **finished** edge of the pattern. You must still add **seam allowances** (usually 0.5" or 1.5cm) to the outside of that line before cutting your fabric!

Week 1 Lesson Plan: Introduction to the Circle Dress

Subject: Textiles, Clothing, and Fashion

Form:3

Duration: 1hr

Topic: Garment Styles and Fabric Selection

Lesson Objectives

By the end of this lesson, students will be able to:

1. **Distinguish** between a full circle and a half-circle (umbrella) dress silhouette.
2. **Identify** at least three fabrics suitable for the project based on drape and weight.
3. **Sketch** a personalized design for their project.

Materials Needed

- Sample garments or fabric swatches (Cotton, Rayon, African Print/Ankara).
- Sketchbooks and drawing pencils.
- Visual aids (diagrams of circle dress rotations).

Lesson Procedure

Introduction & Hook

- **The Silhouette:** Display a finished circle dress. Twist or "twirl" the fabric to show the volume.
- **Discussion:** Ask students where they usually see this style (summer wear, carnival/festival outfits, casual sundresses). Explain that its name comes from the shape the fabric makes when laid flat on the floor.

Technical Theory

- **The Geometry of Fashion:** Briefly explain the difference:
 - **Full Circle:** Maximum volume, 360° of fabric, requires more material.
 - **Half Circle (The Umbrella Dress):** Used in the project. It uses a 180°-fold, providing a balance of "swing" and fabric economy.
- **Suitability:** Discuss why we use light-to-medium weight fabrics.
 - *Why avoid heavy denim?* (Too stiff, won't drape well).
 - *Why use Cotton or Ankara?* (Easy to handle for beginners, holds the shape of the "triangle fold" well).

Design Activity: The Creative Brief

- **Sketching:** Students will draw a "Croquis" (fashion figure) or a flat sketch of their dress.
- **Personalization:** Encourage students to decide on:
 - **Length:** Top or mini
 - **Neckline:** Will it be high or scooped?
 - **Strap Style:** Thin "spaghetti" straps or wider, functional straps.
- **Fabric Type:** African, plain cotton, or poly-cotton

Wrap-up & Evaluation

- **Preparation for Week 2:** Remind students to bring their tape measures next week, as they will be moving from "art" to "math" to take body measurements.

Assessment

- **Formative:** Observe student participation during the discussion on fabric properties.
- **Summative:** Check project folders for a completed sketch with labelled design features (neckline, length, strap width).

Note to Students: Remember that the beauty of the umbrella dress is in the **drape**. When choosing your fabric for next week, look for something that feels "fluid" rather than "stiff."