

1990

4-H 305 Challenging Patterns : Leader's Guide

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Nebraska Cooperative Extension 4-H 305

CHALLENGING PATTERNS

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Textiles, Clothing, and Design



Leader's Guide

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CHALLENGING PATTERNS

Leader's Guide

by Rose Marie Tondl
Extension Clothing Specialist

During this project, members will learn new construction skills using more detailed and intricate pattern designs. Other topics include:

- * Planning your wardrobe
- * Selecting challenging patterns
- * Coordinating pattern and fabric
- * Design elements — line, color, texture
- * Design principles — proportion, balance, rhythm, emphasis and harmony
- * Face shapes — hair styles, necklines, and accessories
- * Serger sewing
- * Selecting accessories
- * Western wear
- * Careers in textiles and clothing

To complete this project, members should learn ten new skills from the 4-H Clothing Construction Skills Checklist for each year they take the project. Members should plan, select and make at least one complete, wearable outfit each year they are in the project.

All ten new skills do not have to be on this one outfit. Members can make more than one garment or can make samples.

Encourage members to try new techniques. They may make any type of garment using any type of fabric to accomplish the selected skills. Suggest to members that they practice any new or unusual construction techniques with samples before making the actual garment.

SUGGESTED REFERENCES:

- 4-H 304 Challenging Patterns (member's manual)
- 4-H 224 Clothing Level 2 (member's manual)
- 4-H 223 Clothing Level 1 (member's manual)
- 4-H 167 Sewing For Fun (member's manual)
- Commercial patterns and sewing books

Serger instruction manual
Sewing machine instruction manual
Home Economics Fact Sheets

- 3.1 Banded Collars or Collars with Stands
- 3.3 Button Band on Shirt Style Blouses
- 3.4 Concealed Button Closure for Blouses
- 3.7 Lapped Zipper Application
- 3.12 Attaching Fasteners at Top of Neckline Zippers
- 3.13 Back Neck Facing with Lapped Zipper Application
- 3.14 Exposed Zipper Application
- 3.15 Fly Front Zipper
- 3.16 Slot Seam or Centered Zipper Application
- 3.17 Machine Stitched Hems for Blouses
- PNW 0197 Quality Standards in Clothing Construction

There also are a number of slide sets that can be checked out from the state 4-H Audio-visual Aid Library. Request visual aids from the Extension office using form F-0-41-79.

Suggested visuals for Challenging Patterns:

- CL 18 Fashion and You
 - Part I - Fashion and Style
 - Part II - Creating Your Own Style
 - Part III - Collecting a Wardrobe
- CL 31 Start to Sew Darts
- CL 37 Your Clothing Personality
- CL 38 Your Clothing Collection
- CL 39 The Clothes We Wear
- CL 40 Spending Your Clothing Dollars
- CL 69 Shape Up With Clothes
- CL 71 1983 National 4-H Fashion Revue
- CA-2 Careers in the Fashion Industry

Your Extension office also can contact the Textiles, Clothing and Design Loan Library for these other visuals.

SLIDE/SETS

Accessory Power
American Woman -
Two Hundred Years
Color Clues
The Way We Live,
The Way We Dress

KITS

Color Cues
Collars
Color Camouflage Your
Figure
Hems
Seam Finishes
Sleeves
Zippers

VIDEOCASSETTE LIBRARY

Your Extension office can order the following from
Ag Communications (472-3035):

4-H-VC-116 Accessorizing the 4-H Style Revue
Costume
40-VC-342 Contemporary Serging
40-VC-199 1986 National Fashion Revue
60-VC-128 Serger/Overlock Sewing

SUGGESTED MEETING FORMAT

Use a variety of teaching techniques during the meetings to stimulate and maintain the interest. Learning increases as members move from listening to seeing to doing. The following is a brief outline and intended only as a guide.

1. Select objective(s) for the meeting.
2. Decide what concepts to teach.
3. Select one or two activities. See ideas listed under Teaching Ideas.
4. Prepare for the meeting ahead of time. Arrange for a field trip, order slides from 4-H Loan Library, set up a demonstration, prepare any visuals, etc.
5. Present educational idea or ideas.
6. Have members participate in an activity or activities.
7. Evaluate what was learned.
8. Plan for the next meeting.

MEMBER SHOULD LEARN

SETTING GOALS

Using the skills checklist

Selecting a garment

ACTION IDEAS

WHAT IS FASHION

Changing fashions

Social rules

TEACHING IDEAS

Help members fill out the Clothing Construction Skills Checklist at the beginning of the year. Review the construction skills listed for this project.

Suggest a pattern style that the member can realistically complete within the year.

Encourage members to do additional research on topics listed under Action Ideas in the member's manual.

Use magazines or books to illustrate changes in fashion over the past few centuries.

Check your public library for resources. Talk about reasons for fashion changes: wealth, occupation, availability of materials and other technological developments. Show slide sets - Fashion and You Part I - "Fashion and Style" or "The Clothes We Wear."

Talk about the cycle of fashion designs. What are the current looks? Using magazines or catalogs, have members describe current fashion silhouettes, colors, accessories, etc. As the leader, discuss what the fashions were like when you were a teenager. Use your high school annuals as a resource, if you have them. Show slide set - "American Women - Two Hundred Years."

Ask members to give examples of clothing styles worn because of social rules. Discuss how these rules have changed in the past twenty years. What changes can we anticipate in the future? Show slide set "The Way We Live, The Way We Dress."

MEMBER SHOULD LEARN

Clothing design types

- tailored
- casual
- dressy
- chic
- classic
- contemporary

Clothing design functions

- school wear
- bedtime wear
- dressy wear
- outdoor wear
- sports wear
- active sportswear

WARDROBE BUILDING

Taking inventory

- wearables
- almost wearables
- no longer wearables

Using a plan chart

Planning clothing needs

- select basic styles
- work with one or two basic colors
- use coordinates
- select accessories to go with several outfits
- use novelty or high fashion items sparingly
- keep clothing care in mind
- keep the wardrobe up to date

TO BUY OR SEW?

Decision making

DESIGN ELEMENTS

Physical characteristics

TEACHING IDEAS

Terms such as "tailored" describe types of garments. Ask members to suggest design details or fabrics that are used for each type. Fashion catalogs are a possible resource.

Discuss with members what clothing designs and fabrics are often used for different occasions and formal activities. Why? For example, bedtime wear should be comfortable, so its usually soft.

Ask members to work with their parents and evaluate their existing wardrobe. The "no longer wearables" might be recycled or given away. The "almost wearables" can be cleaned, repaired or remodeled and counted as wearables. Show slide sets, "Your Clothing Collection" or Fashion and You Part III, "Collecting a Wardrobe."

Record the wearables on the chart in the member's manual. The member should use this information to determine what the member's clothing needs are. Help members learn how to distinguish needs from wants.

Using the guidelines listed, explain how each can help to extend a wardrobe. Working with magazines or catalogs, have members set up different wardrobe plans. One wardrobe might be for a limited budget; one for a casual lifestyle; one for a person who entertains formally.

Suggest that members review their wardrobe plan regularly.

Use the member's manual to start a discussion about whether a garment should be home-sewn or purchased as ready-to-wear.

Buy It or Make It? Cut out a variety of clothing items from various magazines (different styles of shirts, blouses, pants, undergarments, jackets, skirts and dresses). Have a large piece of paper or cardboard marked in half. Label one side Buy It and the other side Make It. Let each member draw for an item and explain on which side they would place it and why.

Consider time, energy, creativity, ability and money. Help members and parents evaluate their resources and clothing needs with these in mind.

Encourage members to select fashions that will compliment them.

MEMBERS SHOULD LEARN

TEACHING IDEAS

LINES

Silhouette lines
vertical lines
horizontal lines
diagonal lines
curved lines

Review the Clothing Level 2 manual. Using pictures, point out the bell, tubular, and back-fullness or bustle silhouettes. Show how the different silhouette lines change apparent body proportions with optical illusions.

Have members discuss what are the lines of the clothes they have on. For example, a print shirt tucked into jeans creates a horizontal line at the waist. Show slide set, "Your Clothing Personality."

TEXTURE

Texture in fabrics
The meaning of the word

Ask members what the word texture means. Have them list words describing texture. Show several different fabrics to illustrate different textures.

Affect apparent size
Increase size
Decrease size

Mix a variety of differently textured fabrics in a bag. Have members pull out a sample and describe how that sample would affect apparent size. For example, shiny fabrics reflect light and increase apparent size.

COLORS

Personal coloring

Review the member's manual for Clothing Level 2. Continue stressing personal color awareness. Using fabric swatches borrowed from the Extension office or TCD Loan Library, have members look for skin color undertones. Use the kit "Color Clues."

Color in design

Ladies should consider their personal coloring when using makeup. Invite a make-up specialist to a meeting.

Contrasting colors in an outfit give the illusion of lines. Ask members to find examples in magazines or catalogs. Go over color and line examples in the member's manual to show how design can be used to emphasize good features. Talk about building on the positive, rather than hiding the negative. Use "Color Camouflage Your Figure" Kit.

Color aid

Help members make a color aid to use when shopping. They may have done this in Clothing Level 2. Match skin, hair and eye colors with fabric or paper samples and mount them on a cardboard strip.

DESIGN PRINCIPLES

Proportion
Affect on appearance

Members should consider some ways to use proportion and scale in the way they dress. Ask members to find pictures of clothing that illustrate the principle of proportion. Discuss how lines of the garment affect the division of space. For example, the affect jacket length has on the apparent height of a person.

Balance
symmetrical
asymmetrical

Members should be able to recognize balance in clothing. Ask members to find pictures of clothing showing symmetrical and asymmetrical balance.

Rhythm
Repetition
Progression
Continuous lines
Radiation— transition
Affect on appearance

Ask members to define rhythm in apparel. Have them compare it to rhythm in music. Ask members to bring different pictures showing the various kinds of rhythm in apparel.

Analyze effects of rhythm in clothing on appearance. Show slide set "Shape Up With Clothes."

MEMBER SHOULD LEARN

Emphasis

Create a center of interest

Affect on appearance

Harmony

Total look

Design elements

Design principles

YOUR FACE SHAPE

Oval

Oblong

Round

Triangle

Square

Diamond

Inverted triangle

SELECTING ACCESSORIES

Optical illusions

Creating emphasis

SEWING BASICS

Standards of quality

Construction techniques

Serger Sewing

tension

stitch length

stitch width

rolled hem

TEACHING IDEAS

Demonstrate ways of creating emphasis in dress. Use scarves, jewelry, belts, hats and ties as examples. Talk about accenting positive features. (See page ____ Selecting Accessories.)

Describe ways emphasis affects appearance. For example, attention at waistline emphasizes waist and helps de-emphasize height, while emphasis high on the body helps create an illusion of height.

Show examples of harmonious and unharmonious outfits from catalogs. Have members explain what happens when a garment is not harmonious. What design elements or principles are being violated?

Have members draw their face on a mirror using a bar of soap or eyebrow pencil. Or, have a member stand on the other side of a glass door and trace his or her face. Have members compare their face shape to those sketched in manual. Experiment with how make-up, collars and jewelry can create the illusion of the ideal oval shape.

Have members try on different kinds of accessories to create optical illusions with line, color, texture and placement. Ask members to demonstrate different ways of creating emphasis using accessories such as scarves, belts, jewelry, hats and ties. Show the slide set Fashion and You Part II "Creating Your Own Style."

Show the slide set "Accessory Power." Discuss the importance of selecting appropriate accessories for that finishing touch. See questions in the member's manual.

Watch the videotapes "Accessorizing the 4-H Style Revue Costume" and "1986 National Fashion Revue" and the slides on the 1983 National 4-H Fashion Revue for accessory ideas.

Review the standards of quality discussed in Sewing for Fun, Clothing Level 1 and Level 2 and PNW 0197, Quality Standards in Clothing Construction.

Usually more than one technique can be used for a particular part of a garment. Encourage members to try more than one and then determine which method works best.

Ask a local dealer or someone who owns one to demonstrate how a serger works.

At a club meeting, display the different kinds of serger thread and yarn. Demonstrate how each yarn and thread works.

MEMBER SHOULD LEARN

Thread
regular
decorative
yarn

FIT OF YOUR GARMENT

Grain
Line
Ease
Balance
Overall smoothness

WESTERN WEAR

Western wear apparel

Planning a western wardrobe

SEWING WESTERN WEAR

EVALUATION

COMMUNITY SERVICE

TEACHING IDEAS

Discuss the importance of tension and how to use the tension dials. Show balanced and unbalanced tension.

Demonstrate how stitch length and stitch width can be changed. Have members practice on different types of fabric.

Explain how the machine can be adjusted to do a rolled hem. Have members decide where a rolled hem would be appropriate on a garment.

Show pattern envelopes that picture a high waist or a dropped shoulder design. Ask members to look for other pattern designs that indicate how the designer wants the garment to fit.

Encourage members to "fit as they sew." Go over the fitting points listed in the member's manual.

Ask members to make a list of people they know who wear western clothing. What is their profession? Are they active participants or spectators?

Look at western catalogs or go to a western wear retail store to look at the variety in western wear. Ask members to list the activities or occasions where they will wear western clothing. This will help them plan the type of clothing they could sew.

Discuss or display accessories worn with western clothing. Check a catalog or store for ideas. Discuss the suitability of specific accessories for different occasions.

Evaluate construction techniques on ready-to-wear clothes. Have members determine what techniques they can sew.

Look at various western wear patterns. Discuss how methods of construction differ from other patterns they have made.

Review the items under How Do You Rate. Show members what to look for and areas in which they can improve.

Conduct or assist with a fashion show for a community organization such as senior citizens. Or, invite the general public to a show featuring ready-made, recycled, or home-sewn clothing.

Make a scrapbook of ideas of self-help or growth features for children's clothes for the pediatrician's office. Self-help features include snaps, elastic waist bands, buttons/buttonholes, and tabs on zippers.

Make or remake clothing for needy people or to raise funds for a worthy cause.

Sew activity or promotion items for a group such as 4-H groups, scouting, Jaycees, etc. Easy and quick items include aprons, caps, chef hats, vests, jackets, etc.

MEMBER SHOULD LEARN

TEACHING IDEAS

CAREERS IN TEXTILES AND CLOTHING

Take older adults or handicapped persons shopping for clothing or accessories.

Present a program on a clothing-related topic (fashion, recycling, grooming, accessories) to a community organization, or at a workshop, seminar or clinic.

Organize a pattern exchange through your local library or second hand clothing store.

Have members interview different people in their community who work with textiles, clothing or design. Question them about qualifications, opportunities, benefits, likes and dislikes, and educational training. Have members report what they learned at a club meeting.

Show slide sets from the series "Careers in the Fashion Industry." Titles include: Who Needs Fashion, Jobs — Lots of Them, Careers in Design and Merchandising, Careers in Manufacturing, Careers in Retailing, Careers in Promotion, Careers in Media, and Making Your Career Decision.



Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Leo E. Lucas, Director of Cooperative Extension, University of Nebraska, Institute of Agriculture and Natural Resources.

