

Consumer & Life Studies
Fiber Arts
Unit 5: Sewing

Essential Understandings	Fabrics are joined together by the process of sewing by hand or by using a sewing machine.
Essential Questions	- When was the sewing machine invented? - What was the impact of a machine that could sew? - What are the parts of a sewing machine? - How do I thread and operate a sewing machine?
Essential Knowledge	- The first lockstitch machine was devised about 1834 by the American inventor Walter Hunt. Several other inventors before him tried and failed. - Sewing machines were first operated with a hand crank or a treadle. - Today sewing machines are electric, and many are computerized. - The success of a machine that could sew changed the way home goods and clothing could be purchased. Items could be purchased ready made. - All sewing machines are built with the same parts, however each brand and style looks slightly different. - All sewing machines include thread guides, top and bottom tension disks, a needle, a bobbin, and an accelerant. - Lockstitch machines use a top and a bottom thread. - The instruction manual for your sewing machine will instruct you how to thread that machine, wind the bobbin and change stitches. - The presser foot must be in the down position to sew. - Operate a sewing machine in a slow and steady speed, following the path that you desire.
Vocabulary	<u>Terms</u>: - feed dog, hand wheel, presser foot, presser foot lifter, stitch pattern controls, tension disks, bobbin, seam ripper
Essential Skills	- Explain the impact of the sewing machine on our society. - Thread a sewing machine correctly. - Wind a bobbin - Operate a sewing machine safely and accurately.
Related Maine Learning Results	<u>Visual and Performing Arts</u> A. Disciplinary Literacy – Visual Arts A1.Artist’s Purpose Students research and explain how art and artists reflect and influence culture and periods of time.

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Related Maine Learning Results	A2.Elements of Art and Principles of Design Students evaluate all the features of composition. a. Evaluate Elements of Art: color, form, line, shape, space, texture and value. b. Evaluate Principles of Design including balance, contrast, emphasis. Movement, pattern, rhythm, and unity. A3.Media, Tools, Techniques, and Processes Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles and expressive qualities in art forms and genres. B. Creation, Performance, and Expression – Visual Arts B1.Media Skills Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. B2.Composition Skills Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. B3.Making Meaning Students create a body of original art work. a. Demonstrate sophisticated use of media, tools, techniques, and processes. b. Demonstrate knowledge of visual art concepts. c. Communicate a variety of ideas, feelings, and meanings. B4.Exhibition Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. C. Creative Problem Solving C1.Application of Creative Process Students apply and analyze creative problem solving and creative thinking skills to improve or vary their own work and/or the work of others. D. Aesthetics and Criticism D1.Aesthetics and Criticism Students analyze and evaluate art forms. b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources. d. Research and explain how art and artists reflect and shape their time and culture.
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Related Maine Learning Results	E. Visual and Performing Arts Connections E1.The Arts and History of World Cultures Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures E2.The Arts and History of World Cultures Students analyze skills and concepts that are similar across disciplines. E3.Goal-Setting Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. E4.Impact of the Arts on Lifestyle and Career Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. E5.Interpersonal Skills Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. a. Getting along with others. b. Respecting differences. e. Accepting/giving/using constructive feedback. f. Accepting responsibility for personal behavior. h. Following established rules/etiquette for observing/listening to art. i. Demonstrating safe behavior.
Sample Lessons And Activities	▪ Observe threading, winding a bobbin, and operating a sewing machine ▪ Demonstrate ability to thread, wind a bobbin, operate a sewing machine, and sew accurately ▪ Sew a project with multiple seams ▪ Part 2, lessons 1 and 3 ▪ Worksheet
Sample Classroom Assessment Methods	▪ Worksheet ▪ Daily Participation ▪ Completed sewing project

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Sample Resources	▪ <u>Publications:</u> ○ <u>Clothing, Fashion, Fabrics & Construction</u>, Glenco/McGraw-Hill, 1997
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