

CSEC TEXTILES CLOTHING AND FASHION

SUGGESTED TEACHING GUIDE

This document serves as a suggested guide, over a *two-year* period commencing in Form Four, for teacher delivery of topics and practical activities in the subject area. It **MUST** be used in conjunction with the **Objectives** and **Content** as outlined in the CXC syllabus for *Food, Nutrition and Health*.

- Teachers may adjust the guide according to the needs and/or challenges experienced in the subject/school.
- The content of this subject may be communicated to students using a combination of deliverables such as face-to-face, asynchronous and/or synchronous sessions, with the application of a variety of learning and teaching strategies.
- Teachers are encouraged to use the first week in Form Four (4) to:
 - Introduce students to the subject area
 - Discuss the SBA requirements
 - Identify possible Career choices/paths in the subject area.

Section 1 Fibres, Yarns and Fabrics

Specific Objective	Content	Suggested Topics	Suggested Teaching Strategies	Form	Term
1. Discuss the importance of textiles	Importance of textiles	Clothing, household furnishings, industrial uses	Brainstorming and class discussion; picture/swatch sorting; think-pair-share using everyday textile products.	4	1
2. Explain terminologies relating to textiles	Textile terminology	Fibre, yarn, fabric, textile	Vocabulary word wall; matching activity; use labelled fibre, yarn and fabric samples.	4	1
3. Outline the classification of textile fibres	Classification of fibres	Natural fibres; man-made fibres	Teacher explanation with fibre samples; sorting/classification activity; concept mapping.	4	1
4. Describe the physical structure and properties of natural and man-made fibres	Fibre properties	Cotton, linen, wool, silk, rayon, polyester, nylon	Observation of fibre samples; comparison chart; research on fibre properties and uses.	4	2
5. Conduct tests for the analysis of fibres and fabrics	Fibre testing	Burn test; microscopic test; fabric analysis	Teacher demonstration; supervised laboratory testing; students record and compare observations.	4	2
6. Outline methods of yarn construction	Yarn construction	Spinning; filament yarns	Video/diagram presentation; teacher demonstration; sequencing activity on yarn construction.	4	2
7. Outline methods of fabric construction	Fabric construction	Weaving; knitting; felting; bonding	Examine fabric samples; teacher demonstration; group identification and comparison of construction methods.	4	2
8. Discuss technological developments in fabric construction	Technological developments	Smart textiles; performance fabrics	Research/video clips; product analysis; small-group presentations on smart and performance textiles.	5	1
9. Discuss factors to consider when selecting fabrics	Fabric selection	End use; care requirements; durability; cost	Case-study scenarios; fabric swatch evaluation; decision-making chart based on end use, care, durability and cost.	4	3

Section 2 Textiles Colouring and Finishing

Specific Objective	Content	Suggested Topics	Suggested Teaching Strategies	Form	Term
1. Explain terms relating to colours	Colour terminology	Hue, tint, shade, tone	Use colour samples and visuals; vocabulary matching; guided discussion using familiar objects and fabrics.	4	1
2. Identify colours on the colour wheel	Colour wheel	Primary, secondary, tertiary colours	Teacher demonstration; hands-on colour-wheel construction; quiz/game to reinforce colour relationships.	4	1

Specific Objective	Content	Suggested Topics	Suggested Teaching Strategies	Form	Term
3. Explain reasons for colouring fabrics	Fabric colouring	Decoration; identification; fashion	Brainstorming with fabric examples; image analysis; discussion of decorative, identification and fashion purposes.	4	1
4. Discuss classification of dyes	Dyes	Natural dyes; synthetic dyes	Compare natural and synthetic dye examples; research task; classification chart.	4	2
5. Differentiate among methods of colour application	Colour application	Dyeing; printing; painting	Teacher demonstration; station rotation using samples; comparison of dyeing, printing and painting.	4	3
6. Use techniques to apply colours and designs	Decorative techniques	Tie-dye; batik; stencil printing	Teacher demonstration followed by practical work; individual/group design project; peer critique.	4	3
7. Classify fabric finishes	Fabric finishes	Preparatory; functional; aesthetic	Examine finished fabric samples; sorting activity; product-label investigation to identify types of finishes.	5	1
8. Select simple fabric finishes	Fabric finishes	Permanent press; flame resistant; water repellent	End-use scenarios; sample testing/observation; group selection task with reasons for choices.	5	1

Section 3 Care and Maintenance of Textile Products

Specific Objective	Content	Suggested Topics	Suggested Teaching Strategies	Form	Term
1. Discuss different kinds of laundry materials	Laundry materials	Soaps; detergents; bleaches	Display actual laundry products and labels; classification activity; comparison chart.	5	1
2. Discuss different kinds of laundry equipment	Laundry equipment	Washing machine; iron; dryer	Teacher demonstration of equipment; learning stations; guided questioning on functions, use and care.	5	1
3. Explain properties of soap and detergent	Laundry agents	Cleaning action	Simple experiment/animation on cleaning action; labelled diagram; guided questioning.	5	1
4. Discuss environmental problems relating to soaps and detergents	Environmental concerns	Pollution; biodegradable products	Case study on water pollution; research biodegradable products; class debate/discussion on responsible use.	5	1
5. Explain differences between soaps and detergents	Soap vs detergent	Advantages and disadvantages	Venn diagram; product-label comparison; think-pair-share on advantages and disadvantages.	5	1
6. Use laundry processes and equipment	Laundry procedures	Washing; drying; ironing	Teacher demonstration; supervised practical laundry session; process checklist and peer/self-assessment.	5	1

Specific Objective	Content	Suggested Topics	Suggested Teaching Strategies	Form	Term
7. Explain storage processes for garments and household articles	Storage	Folding; hanging; pest prevention	Teacher demonstration; storage stations; problem-solving scenarios on folding, hanging and pest prevention.	5	2
8. Demonstrate stain removal techniques	Stain removal	Food stains; grease stains; ink stains	Teacher demonstration; practical stain-removal tests; students record methods, results and safety precautions.	5	1
9. Recycle garments and household articles	Recycling	Upcycling projects	Project-based upcycling; design brief; construction task; class display and reflection on waste reduction.	5	2

Section 4 Clothing and Culture

Specific Objective	Content	Suggested Topics	Suggested Teaching Strategies	Form	Term
1. Explain management principles in working with others	Management principles	Teamwork; cooperation	Cooperative learning task with assigned group roles; discussion; reflection on teamwork and cooperation.	5	2
2. Evaluate ways of resolving conflict while working with others	Conflict resolution	Communication; compromise	Role-play conflict situations; case-study analysis; class discussion of communication and compromise.	5	2
3. Explain reasons for choosing clothing	Clothing selection	Protection; modesty; decoration	Brainstorming; picture analysis; scenario matching to protection, modesty and decoration.	4	1
4. Discuss factors to consider when selecting clothing	Clothing selection factors	Age; occupation; climate; occasion	Case-study clothing choices; group selection task; short presentations justifying choices.	4	1
5. Discuss cultural influences of dress on Caribbean people	Cultural influences	Ethnicity; religion; traditions	Use photographs/videos of Caribbean dress; student research; compare-and-contrast discussion.	4	1
6. Identify clothing used in ceremonial rites and festivals	Ceremonial clothing	Weddings; Carnival; religious festivals	Photo gallery or digital presentation; research task; group presentations on ceremonial and festival clothing.	4	1
7. Discuss careers in clothing and fashion industries	Careers	Fashion designer; merchandiser; textile technologist	Career research; guest speaker/video interview; career poster/profile or mini career fair.	4	1

Section 5 Fashion for the Individual and the Home

Specific Objective	Content	Suggested Topics	Suggested Teaching Strategies	Form	Term
1. Discuss the social and economic nature of consumerism	Consumerism	Fashion consumption	Case study on fashion consumption; debate; analyse social, environmental and household spending impacts.	4	3
2. Explain terminology relating to fashion	Fashion terminology	Style; trend; fad	Use fashion magazines/social media examples; glossary building; matching game for style, trend and fad.	4	3
3. Examine concepts relating to fashion	Fashion concepts	Classic; contemporary	Image-sorting activity; compare classic and contemporary examples; gallery walk and discussion.	4	3
4. Discuss history of fashion	Fashion history	Historical influences	Create a fashion timeline; group research on fashion eras; visual presentations linking past and present trends.	4	3
5. Explain elements of design	Elements of design	Line; shape; colour; texture	Garment/object analysis; teacher modelling; design exercises applying line, shape, colour and texture.	5	1
6. Explain principles of design	Principles of design	Balance; harmony; emphasis; proportion	Critique garments/interiors; group analysis; practical design exercise applying balance, harmony, emphasis and proportion.	5	1
7. Plan a basic wardrobe	Wardrobe planning	Family members; occasions	Wardrobe-planning scenario; clothing inventory worksheet; budgeting/capsule-wardrobe activity.	4	1
8. Select soft furnishings	Home furnishings	Curtains; cushions; bed linen	Use catalogues/fabric samples; room-design scenarios; mood-board activity and selection with justification.	5	1

Section 6 Fashion Sketching, Drawing and Pattern Development

Specific Objective	Content	Suggested Topics	Suggested Teaching Strategies	Form	Term
1. Explain elements of fashion	Fashion elements	Silhouette; detail; colour	Analyse fashion images; identify and label silhouette, detail and colour; guided design critique.	5	2
2. Classify equipment, tools and supplies	Equipment and tools	Rulers; curves; pencils	Display and identify tools; equipment stations; matching activity on names, uses, care and safety.	4	1
3. Discuss measurements required	Body measurements	Taking measurements	Teacher demonstration on a model/mannequin; supervised partner practice; measurement checklist for accuracy.	4	1
4. Analyse fashion figures and faces	Fashion figures	Proportions	Use proportion guides/templates; analyse fashion figures; measuring and drawing exercises.	5	2
5. Sketch and draw basic human shapes	Fashion drawing	Adult and child figures	Step-by-step teacher demonstration; guided drawing practice; peer feedback using simple criteria.	5	2

Specific Objective	Content	Suggested Topics	Suggested Teaching Strategies	Form	Term
6. Apply principles of fashion sketching and drawing	Fashion illustration	Garment rendering	Teacher demonstration of garment rendering; guided practice; portfolio exercise and peer/teacher critique.	5	2
7. Create illusions using silhouette, lines and colours	Design effects	Visual illusions	Use visual examples; sketching experiments with lines, colour and silhouettes; compare the visual effects created.	5	2
8. Design clothing using elements and principles of design	Fashion design	Original designs	Design brief; mood-board development; iterative fashion sketches; peer critique using elements and principles of design.	5	2
9. Apply principles of pattern development and adaptation	Pattern drafting	Adaptation techniques	Teacher demonstration; step-by-step pattern drafting; guided adaptation practice; checking/truing of completed patterns.	4	3

Section 7 Construction Processes

Specific Objective	Content	Suggested Topics	Suggested Teaching Strategies	Form	Term
1. Apply health and safety standards	Health and safety	Workshop safety	Workshop safety tour; hazard-identification activity; safety scenarios/role-play; class safety checklist.	4	1
2. Apply environmental hazard management skills	Environmental management	Waste reduction	Waste audit; problem-solving activity; group plan/project for reducing, reusing and recycling textile waste.	5	1
3. Discuss features, functions and care of tools and equipment	Sewing equipment	Machines; pressing equipment	Teacher demonstration; equipment stations; guided practice; care and maintenance checklist.	4	1
4. Classify stitches used in sewing	Stitches	Temporary and permanent stitches	Examine stitch samples; teacher demonstration; sorting/classification activity; create a stitch sample book.	4	2
5. Use sewing equipment to construct seams	Seams	Plain; French; flat-felled	Teacher demonstration; guided machine practice; construct seam samples; quality check using stated criteria.	4	2
6. Prepare samples using construction techniques	Samples	Fastenings; hems; seams	Skill stations; practical sample construction; self/peer assessment using a rubric or checklist.	4	2
7. Apply processes and techniques in clothing production	Garment construction	Blouses; skirts; dresses	Project-based garment construction; staged demonstrations; process log; ongoing formative feedback and correction.	4	3
8. Construct soft furnishings	Soft furnishings	Cushions; curtains; table linen	Design brief; teacher demonstration; practical construction of a soft furnishing; finished-product evaluation.	5	1

Suggested SBA Timeline

Form	Term	Activity
Form 4	Term 1	Introduction to SBA requirements
Form 4	Term 3	SBA 1 completion
Form 5	Term 1	SBA 3 completion
Form 5	Term 2	Portfolio finalization and moderation preparation
Form 5	Term 2	SBA 2 completion