

Unit 121: Pattern Construction for Fashion and Clothing

Code:	Y/502/5764
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to enable learners to develop skills in pattern cutting, which has become a hard to fill craft role. Learners will study the terminology and processes of pattern cutting and learn how to draft their own basic block patterns.

● Unit introduction

This unit addresses some of the skills gaps that the UK fashion industry faces. The fashion sector faces skills shortages, particularly of higher level roles. Pattern cutting is an essential skill and this unit enables learners to gain some of the basic information needed to progress into a range of roles such as garment technologists, designers and pattern technologist. It is important that those working in design and making within the fashion industry have an understanding of the basic principles of pattern construction. This unit explores the terminology and visual language associated with the process of pattern construction.

Learners will be taught how to draft basic patterns to full scale and incorporate a range of design features. They will understand how to show recognised construction lines on blocks and position markings and sizing information.

Learners are encouraged to look at contemporary and historical fashion to inspire and develop their understanding of garment details and features. Understanding of pattern design features will be developed to support learners' skills base, offering insight into the process of pattern construction and adaptation. Assignment briefs should be designed to stimulate and motivate learners to develop pattern construction and adaptation skills and incorporate a clear understanding of the specialist visual language and terminology used.

The knowledge and understanding gained in this unit underpin other specialist units within the qualification and are essential for learners' vocational understanding.

This unit supports progression and provides a skills foundation for study at a higher level.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to construct patterns from blocks
- 2 Be able to draft pattern adaptations for a variety of features
- 3 Be able to produce a full-scale, finished pattern from own design idea.

Unit content

1 Be able to construct patterns from blocks

Terminology: basic blocks, full size, to scale; using ready made block; making block from own measurements; drafting; sizing; implications of body proportions eg standard, non-standard; construction lines; adaptations

Pattern-cutting materials: eg metre stick, graders square, tracing wheel, scissors, shears, computer applications; drawing equipment; drawing materials; pattern paper

Pattern construction process: understand how basic blocks are used eg skirt, bodice, sleeve, dress, trousers; jacket, coat; fit together all components of block patterns accurately

Construction information: seam allowance, balance marks, notches, grain lines, cutting instructions, dart manipulation, introducing fullness eg pleats, tucks, gathers, yokes, fastenings, openings

2 Be able to draft pattern adaptations for a variety of features

Adaptations: style; size; figure measurements; alterations to fit; full size or to scale

Design features: skirts eg gored, pencil, A-line: pleats eg such as box, inverted, knife; neck lines; collars; facings; sleeves eg set in sleeves, raglan, kimono, dolman, dropped shoulder; cuffs, pockets eg welt, patch, flap, inserted; seam lines eg princess line, empire line; waist lines; waist bands; fastenings; trousers eg wide leg slim leg boot cut, cropped, capri; jackets eg swing back; box, fitted, bomber, hooded

3 Be able to produce a full-scale, finished pattern from own design idea

Finished pattern: adapting and manipulating a basic block to meet the requirements of the design, achieve the correct fit; incorporating relevant information eg seam allowance, notches, darts, grain lines and cutting instructions; store patterns; label patterns

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 produce standard size patterns from blocks	M1 demonstrate effectively pattern drafting techniques that incorporate a range of styles and requirements	D1 produce independently a range of pattern drafting adaptations and finished, full-scale patterns in a professional format which demonstrate a variety of fashion design features and technical sophistication.
P2 position the markings, sizing and construction information on the patterns	M2 develop a diverse range of drafted pattern designs that are evaluated in order to produce a coherent full-scale, finished pattern.	
P3 make adaptations to match style requirements [CT]		
P4 make adaptations to match body proportions [CT]		
P5 make a pattern from own fashion design. [CT, RL, SM, EP]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

At the start of this unit tutors should demonstrate the basic skills of pattern construction and this instruction should be followed by a series of practical exercises. Since pattern adaptations vary according to the fashion design features being interpreted, it is anticipated that learners will receive guidance at the start of the unit, acquiring understanding and skills as the unit develops and working independently once the skills have been developed.

For learning outcome 1, tutors delivering this unit are expected to provide learners with an introduction to basic pattern-cutting tools, visual language and terminology. Tutors are also expected to introduce learners to the production of basic flat pattern blocks and adaptations to given sizes. Once these skills have been acquired learners will be expected to produce full-scale patterns to a given design. Wherever possible this should also include computer applications for pattern construction.

For learning outcome 2, learners should explore a range of fashion design features used during the pattern construction process. Learners will be expected to produce a portfolio/reference file which should be developed as the unit progresses. Pattern adaptations should be made to match style requirements as well as to match specific measurements.

Learners are encouraged to explore a variety of fashion design features to broaden their skills, knowledge and understanding of pattern construction. This could be done by researching styles, cuts and designs from the 20th Century or from the study of fashions from a mix of cultures. Learners are also encouraged to look at CAD methods and software applications as additional methods of pattern construction available within the fashion industry, for example Gerber, Lectra, Ormus.

For learning outcome 3, learners should produce a full-scale, finished pattern from their own design idea.

This unit could be integrated with a design unit which would provide the fashion design to be interpreted for this outcome.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments and activities
Introduction to unit.
Introduction to ready made blocks – tutor led workshop to make a sleeveless blouse pattern with correct pattern markings.
Making a basic block from student measurements – tutor led.
Assignment 1: Research on Fashion Styles Looking at features such as pleats, sleeves, collars, darts, pockets.
Introduction to pattern style adaptation on scaled down blocks.
Assignment 2: 'Fifties Style' Adapting a block to reflect a jacket design from the 1950s.
Introduction to blocks for trousers – tutor led.
Assignment 3: Pattern Adaptation for a Midi Coat or Long Sleeved Evening Wear
Assignment 4: Pattern Making from Own Design
Unit review and assessment.

Assessment

For P1 and P2, learners will be expected to demonstrate an understanding of visual language and terminology through the production of a portfolio or reference folder which includes basic pattern blocks and adaptations to meet a basic range of fashion design features.

For P3, learners will be expected to apply the skills acquired in P1 and P2 to produce a completed, full-scale and accurate finished pattern for a given design. The pattern will demonstrate a basic number of design features and be labelled appropriately.

For P4, learners will be expected to accurately alter patterns to meet given body measurement and effectively use pattern-cutting tools and equipment to realise patterns.

For P5, learners will be expected to safely and effectively use pattern-cutting tools and equipment to realise patterns from their own design.

For M1, the learner must develop a portfolio or reference folder of evidence which incorporates a variety of blocks and adaptations. The patterns must be labelled using the appropriate terminology.

For M2, the learner must, with a degree of independence, produce a finished, full-scale pattern for an individual fashion design, incorporating a variety of design features. The learner must demonstrate appropriate selection and use of pattern cutting tools and equipment.

For D1, learners must be able to effectively and independently produce a range of pattern adaptations and full-scale patterns which demonstrate a variety of fashion design features from original and innovative fashion design ideas. The full-scale patterns must be completed and ready for use. Learners should be competent in their understanding of the process when questioned and the portfolio should be presented in a professional and coherent manner.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P3 M1 D1	Assignment 1: Research on Fashion Styles	Learners research fashion styles such as yokes, pleats, sleeves, collars, darts and pockets. Cut and line will be studied as well as the decades/times in which styles appeared.	Folder of evidence: <ul style="list-style-type: none"> photographs notes outline drawings of style interpretation presentation – verbal and visual.
P1, P2, P3 M1, M2 D1	Assignment 2: 'Fifties Style'	Analysis of given design from a photograph or drawing. Learners produce a scale pattern and then the actual pattern.	Folder of evidence. Final pattern to be assembled and displayed on tailor's form.
P1, P2, P3, P4 M1, M2, D1	Assignment 3: Pattern Adaptation for a Midi Coat or Long Sleeved Evening Wear	Analysis of given design, interpretation, pattern produced and assembled.	Presentation of workings and final pattern.
P4, P5 M1, M2 D1	Assignment 4: Pattern Making from Own Design	Interpretation of own design. Pattern drafted, reviewed, completed.	Presentation of workings and final pattern.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Art and Design sector suite. This unit has particular links with the following units in the BTEC Art and Design suite:

Level 1	Level 2	Level 3
Introduction to Garment Making	Working with Fashion Design Briefs	Pattern development for fashion and clothing
Introduction to Pattern Construction	Working with Textiles Briefs	Pattern grading for fashion and clothing
Introduction to Fashion Design		Production techniques for fashion and clothing

Essential resources

It is important that learners have access to sufficient studio space in order that they may produce full-scale patterns. Learners should also have access to professional pattern-cutting tables of the correct height (one metre) to avoid strain on the back, shoulders and neck. Learners should also have access to software applications and internet access.

Employer engagement and vocational contexts

Links to National Occupational Standards:

- TP 18 Drafting pattern for costumes
- O46NAMTech 13 Construct and adapt patterns to customer requirements
- AMTech 19 Investigate markets, materials and styles.

Indicative reading for learners

Textbooks

Aldrich W – *Fabric, Form and Flat Pattern Cutting* (Wiley Blackwell, 2007) ISBN 978-1405136204

Aldrich W – *Metric Pattern Cutting for Women's Wear* (Wiley Blackwell, 2008) ISBN 978-1405175678

Aldrich W – *Metric Pattern Cutting for Menswear, 3rd Edition* (Wiley Blackwell, 2006) ISBN 978-1405131414

Campbell M – *Designing Patterns: A Fresh Approach to Pattern Cutting* (John Wiley and Son, 2001) ISBN 978-0701625566

Haggar A – *Pattern Cutting for Lingerie, Beachwear and Leisurewear* (Blackwell, 2004) ISBN 978-1405118583

Heimann J (editor) and Schooling L – *50s Fashion* (Taschen 2007) ISBN 978-3822849330

Joseph-Armstrong H – *Pattern Making for Fashion Design, 4th Edition* (Pearson Education, 2009) ISBN 978-0136121480

Stanley H – *Flat Pattern Cutting & Modelling for Fashion, 3rd Edition* (Nelson Thornes Ltd, 1991) ISBN 978-0748704279

Journals

Drapers

Vogue

Websites

www.drapersonline.com/fashion/index.html

Drapers magazine

www.telegraph.co.uk/fashion

Daily Telegraph fashion pages

www.vogue.co.uk

Vogue magazine

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Creative thinkers	developing ideas to meet design intentions
Reflective learners	thinking about stages of design development and selection of materials and processes evaluating and producing outcomes
Self-managers	producing work to meet deadlines and achieve outcomes
Effective participators	participating in presentation of work working safely with others.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	researching and developing a wide range of fashion ideas that represent specific themes such as costume for film or television
Creative thinkers	developing ideas inspired by research into fashion from past decades
Reflective learners	improving original ideas
Team workers	producing patterns to match a theme for a fashion show or catwalk collection
Self-managers	producing well researched and presented patterns that exceed expectations
Effective participators	participating in designing patterns for a group collection.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using ICT packages to support pattern design
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	research fashion design ideas, methods and processes including web-based material and CDs
Manage information storage to enable efficient retrieval	exploring, extracting and assessing the relevance of information from websites and CDs
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	research fashion design ideas, methods and processes including web-based material and CDs
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring, extracting and assessing the relevance of information from websites and CDs
ICT – Develop, present and communicate information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	exchanging emails with tutor using VLE message boards
Mathematics	
Identify the situation or problem and the mathematical methods needed to tackle it	measuring own body to make pattern block making pattern block
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing fashion designs of own and others
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	seeking and reading and responding to research
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	annotating sketchbooks writing up formal evaluation of outcome.