

FASHION AND TEXTILES



GRADE 9 2020



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1. Moliehi Lato: Bereng High School.
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 5. 'Mamokone Monaheng: Masianokeng High School.
 6. Baholo Khahloe: Assumption High School.
 7. Kolitsoe Ntšala: Dahon High School.
 8. 'Mamollo Ramollo: St Marys High School.
 9. 'Mabakoena Nkhabu: St Catherines High School.
 10. Motšeo Leqele: Cenez High School.
 11. Leabua Jonathan: Lerotholi Politechnic.
 12. Polo Lemphane: ECoL.
 13. 'Mamotati Mosala: Limkokwing University.
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1. INTRODUCTION

Fashion and Textiles is one of the syllabi for grade 9 which the learners are expected to acquire and apply scientific, creative and entrepreneurial skills to address day to day challenges. It assists learners to be work related competent in dealing with rapid changing trends in fashion globally.

The aim of the syllabus is to equip learners at this level with necessary knowledge, skills and attitudes and values which will help them to be responsible citizens in the social, economic and physical environment. Learners with the guidance of a teacher are to carry out multiple tasks, assignments and researches in achieving different learning outcomes.

2. METHODOLOGY

Learner centred and demonstration should play a major role in this syllabus.

3. INCLUSIVENESS

Fashion and textiles is available and accessible to learners of all ages, sex and gender as well as learners with different disabilities. It is therefore the teacher's role and the ministry's to provide with necessary assistance of human and material resources.

AIMS AND OBJECTIVES

SCHEME OF ASSESSMENT

ASSESSMENT OBJECTIVES

DESCRIPTION OF ASSESSMENT OBJECTIVES

SPECIFICATION GRID

LAYOUT AND PRESENTATION OF THE SYLLABUS.

GRADE 9 FASHION AND TEXTILES SYLLABUS OVERVIEW

Learning Outcomes: at the end of Grade 9 Learners will be able to:

1. Discuss the varying human needs in relation to clothing. TG
2. Classify and identify textile fibres according to origin. TG
3. Select, use and care for equipment used in textile production.
4. Explain factors in the safe use of equipment in the textile production.
5. Practise stitches correctly on textile items.
6. Explain difference between fabrics based on appearance and handling.
7. Sew single and self-neatened seams. TG
8. Apply crossway strips on garments.
9. Differentiate ironing and pressing.
10. Apply openings on garments.
11. Analyse the environmental impact of textile production and processing.
12. Use Information Technology in textile production. TG
13. Analyse importance of entrepreneurial skills in the production of fashion items.
14. Practice silk ribbon embroidery. TG
15. Draft, alter and adapt patterns. TG

GRADE 9 FASHION AND TEXTILES SYLLABUS

ACTIVITY PLAN

| Learning Outcomes: at the end of Grade 9 learners will be able to: | Concepts, skills and values and attitude | Suggested Learning experiences | What to assess: teacher assesses the learner's ability to: | Suggested Resources |
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| 1. discuss the varying human needs in relation to clothing. | <p>Concepts Factors influencing choice of clothing: physical needs; physiological needs; technological needs; and social economic cultural and moral needs.</p> <p>skills Communication. Exploration. Critical thinking. Decision making Discovery.</p> <p>Values and attitudes Appreciation. Respect for others.</p> | <ul style="list-style-type: none"> • Learners research on origin on different clothing in different tribes and societies. • Learners identify the Human needs in relation to clothing. • Teacher and learners categorise human needs. • Teacher and learners discuss factors in situations involving the use of Fashion and Textiles on daily bases. • Learners discuss Human needs in relation to clothing. | <p>list the human needs in relation to clothing.</p> <p>state different clothes in different regions around the world.</p> <p>discuss human needs in relation to clothing.</p> | <p>Internet.</p> <p>Textbooks.</p> <p>Magazines.</p> <p>T.V.</p> <p>Resource persons.</p> |

| Learning Outcomes: at the end of Grade 9 learners will be able to: | | Suggested Learning experiences | What to assess: teacher assesses the learner's ability to: | Suggested Resources |
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| 2. classify and identify textile fibres according to origin. | <p>Concepts Classification according to origin: Natural: - Vegetable/ cellulose - Animal/protein - Indigenous fibres. Manmade: Regenerated fibres - synthetic</p> <p>Identification of fibres: - burning - microscopic (this does not sound like a concept mme)</p> <p>tests</p> <p>Skills Communication.</p> | <ul style="list-style-type: none"> Learners collect different yarns and untwist to observe fibres. Learners brainstorm to explain what they see. Teacher explain origin of fibres to learners by their principal source. Learners research on the indigenous fibres in their immediate environment. Learners explain fibre Teacher and Learners discuss staple and filament yarns. Teacher and learners discuss different methods used in fibre identification. Teacher demonstrates and assists learners to use the under listed identification methods burning test and | <p>classify fibres.</p> <p>define fibres.</p> <p>describe microscopic view of fibres.</p> <p>sketch microscopic view of fibres.</p> <p>describe behaviour of fibres during burning test.</p> <p>make a report on experiment carried.</p> | <p>Fibres.</p> <p>Yarns.</p> <p>Charts.</p> <p>Text books.</p> <p>Microscope.</p> <p>Bunsen burner.</p> <p>Teacher's Guide.</p> |

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| | <p>Critical thinking. Investigation. Experimental. Decision-making. Analysis. Evaluation. Time management. Exploration.</p> <p>Values and attitudes Cooperation. Curiosity. Appreciation. Caring.</p> | <p>microscopic test.</p> <ul style="list-style-type: none"> • Learners observe and record their findings. • Learners explain the impact of smoke from burning fibres on the environment. • Learners research more on identification of fibres which are user friendly to the environment and which ones are cost effective. • Teacher and learners discuss laboratory rules that should be followed. • First aid should be administered when necessary. | | |
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| Learning Outcomes: | Concepts, skills and | Suggested Learning | What to assess: | Suggested |
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| at the end of Grade 9 learners will be able to: | values and attitude | experiences | teacher assesses the learner's ability to: | Resources |
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| 3. select, use and care of equipment used in textile production | <p>Concepts Classification of equipment choice and use of equipment</p> <p>Skills Decision-making. critical thinking. Manipulation.</p> <p>Values and Attitudes: caring. Appreciation. Motivation. Positivity. Open-mindedness.</p> | <ul style="list-style-type: none"> Learners visit shops selling sewing equipment and tools to compare and select different equipment and tools of high quality. Teacher and learners group equipment according to their use. Teacher and learners explore their manuals/ instruction sheets as guide in operating equipment. Learners practice using variety of equipment and tools. Learners care for different equipment and tools. | <p>classify equipment used in production of textile items.</p> <p>state points to consider when choosing, using and caring for equipment used in production of textile items.</p> | <p>Resource persons.</p> <p>Books magazine.</p> <p>T.V programmes.</p> <p>Internet.</p> |

| Learning Outcomes: | Concepts, skills and | Suggested Learning | What to assess: | Suggested |
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| at the end of Grade 9 learners will be able to: | values and attitude | experiences | teacher assesses the learner's ability to: | Resources |
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| <p>4. practise stitches correctly on textile items</p> | <p>Concepts Classification according to their uses Hand stitches: - diagonal - tailor's tacking Machine : - straight - zigzag stitches General safety rules for making hand and machine stitches</p> <p>Skills: Manipulation. Discovery. Determination. Exploration. Critical thinking. Creativity. Drawing.</p> <p>Values and attitudes:</p> | <ul style="list-style-type: none"> • Teacher discuss stitches done previously. • Teacher demonstrates how to make hand and machine stitches correctly. • Learners practise hand and machines stitches • Learners with the help of a teacher make specimen of stitches and mount them on a folder • Teacher and learners discuss general rules for making hand and machine stitches • Learners illustrate hand and machine stitches. • Learners apply machine and hand stitches in the construction of garments. • Learners discuss the uses of different stitches. • Teacher and learners classify stitches according to their | <p>list machine and hand stitches.</p> <p>classify stitches according to use.</p> <p>make machine and hand stitches.</p> <p>apply stitches on garments.</p> | <p>Sewing Equipment.</p> <p>Cloths and rags.</p> |

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| | Appreciation. Passion. Inspiration. Tolerance. Patience. | uses. | | |
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| Learning Outcomes: at the end of Grade 9 learners will be able to: | Concepts, skills and values and attitude | Suggested Learning experiences | What to assess: teacher assesses the learner's ability to: | Suggested Resources |
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| 5. explain factors in the safe use of equipment. | <p>Concepts: Factors affecting work and safety Precaution.</p> <p>Measures taken: safety with people; safety with material; safety with equipment; safety with environment; First aid kit ;</p> | <ul style="list-style-type: none"> • Teacher and learners discuss factors that contribute to health and safety in the work place and school. • Learners research on health and safety at work place and school. • Learners report their findings • Learners compare health and safety in work place and school. • Learners identify air and land pollutants in different areas of the school and work | <p>identify First Aid Kit contents.</p> <p>list safety symbols and signs from different equipment.</p> <p>discuss precaution measures to be taken in the working area.</p> <p>draw signs and symbols for different areas.</p> | <p>Equipment.</p> <p>Textbooks.</p> <p>Internet.</p> |

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| | <p>fire extinguishers; and Safety symbols and signs.</p> <p>Skills Communication Comparison Exploration Observation Decision-making Manipulation Drawing</p> <p>Values and Attitudes Self-discipline Caring Awareness appreciation</p> | <p>place.</p> <ul style="list-style-type: none"> • Learners suggest ways of reducing, reusing and recycling of different pollutants in the work place and school. • Teacher and learners identify different accidents and illnesses caused by different products or equipment in work place and school. • Learners read labels/ instructions on different materials and equipment for safe use. • Learners debate on the importance of following rules for each room and equipment for safety. • Teacher and learners practise first aid skills. • Learners learn on using fire extinguishers. | <p>Explain ways of avoiding accidents and illness resulting from harmful materials and equipment.</p> | |
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| Learning Outcomes: at the end of Grade 9 | Concepts, skills and values and attitude | Suggested Learning experiences | What to assess: teacher assesses | Suggested Resources |
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| learners will be able to: | | | the learner's ability to: | |
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| 6. apply crossway strips on garments. | <p>Concepts Crossway strips as binding; and as facing.</p> <p>Skills Manipulation. Communication. Observation. Accuracy Measuring. Drawing.</p> <p>Values and attitudes Appreciation. Tolerance. Passion Cooperation. Caring.</p> | <ul style="list-style-type: none"> • Teacher and learners discuss ready -made and homemade crossway strips in clothing. • Learners bring clothes where crossway strip has been applied and brainstorm the function or use of it. • Teacher demonstrates measuring, folding, cutting and joining crossway strip. • Learners use rags of fabrics for measuring, folding and cutting crossway strips as the way of recycling, saving money and reducing land pollution. • Learners take a mini research on how pieces of fabrics can pollute land. • Learners compare ready-made bindings with homemade, from different shops and find out how much money they saved by using rags instead | <p>define crossway strip.</p> <p>outline the processes in making of crossway strip.</p> <p>describe the procedure of applying crossway strip on textile items.</p> <p>make a sample of how to apply crossway strip as facing and as binding.</p> <p>sketch cutting of crossway strip, how to join crossway strip.</p> <p>demonstrate use and attachment of crossway strip.</p> <p>apply crossway strip in garment construction.</p> | <p>Text books.</p> <p>Equipment.</p> <p>Internet.</p> <p>Fabrics.</p> |

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| | | <p>of buying.</p> <ul style="list-style-type: none"> • Learners describe folding, cutting and joining of crossway strip. • Teacher show learners on the use of crossway strip as binding and as a facing when constructing fashion and textile items. • Learners sketch how to make a crossway strip. • Learners make samples of applying crossway strip as facing and as binding construction of garments. | | |
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| Learning Outcomes: at the end of Grade 9 learners will be able to: | Concepts, skills and values and attitude | Suggested Learning experiences | What to assess: teacher assesses the learner's ability to: | Suggested Resources |
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| <p>7. differentiate ironing and pressing</p> | <p>Concepts: Equipment and tools choice; Care; safe use; and purchase.</p> <p>Pressing and ironing guidelines.</p> <p>Importance of ironing and pressing during garment construction.</p> <p>Skills Communication. Manipulation. Observation. Decision making.</p> <p>values and attitudes Care. Appreciation.</p> | <p>Learners:</p> <ul style="list-style-type: none"> • list ironing and pressing equipment and tools. • collect garments and check care labels to identify ironing symbols. • Learners interpret symbols which are related to ironing. • Teachers and learners discuss guidelines for ironing and pressing <p>Teacher:</p> <ul style="list-style-type: none"> • demonstrates ironing and pressing. • describe rules for choosing equipment and tools. • demonstrate safe use by following the instructions on the manuals. • Learners use equipment and tools as expected • Learners purchase equipment and tools basing themselves on the cost effectiveness and durability. | <p>list equipment and Tools.</p> <p>describe guidelines for pressing and ironing.</p> <p>demonstrate ironing and pressing process.</p> <p>differentiate ironing and pressing.</p> | <p>Ironing and pressing equipment and tools.</p> <p>Clothes.</p> <p>Textbooks.</p> <p>Internet.</p> |
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| | | <ul style="list-style-type: none"> Learners Differentiate ironing and pressing | | |
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| Learning Outcomes: at the end of Grade 9 learners will be able to: | Concepts, skills and values and attitude | Suggested Learning experiences | What to assess: teacher assesses the learner's ability to: | Suggested Resources |
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| 8. apply openings on garments. | <p>Concepts Openings:</p> <ul style="list-style-type: none"> - Continuous wrap - bound - faced - overlapping hems zipper <p>Points to consider when constructing garment openings</p> <p>Skills Decision-making. Exploration. Manipulation. Creativity. Logical thinking.</p> | <ul style="list-style-type: none"> Learners collect different articles and identify different openings. Teacher demonstrate construction of various openings. Learners practice different openings and make folder, specimen or file. Learners sketch different openings. Learners investigate on openings suitable for different garments. Learners apply various openings in garment constructions. | <p>list the openings.</p> <p>describe the points to consider when constructing an opening.</p> <p>discuss the different methods of construction of garment openings.</p> <p>apply openings on garments.</p> | <p>Text books.</p> <p>T V.</p> <p>Sewing equipment.</p> <p>Fabrics.</p> <p>Specimens.</p> <p>Internet.</p> <p>Magazines.</p> |

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| | <p>Drawing.</p> <p>Values and Attitudes Aesthetic. Appreciation. Tolerance. Determination. Respect for others.</p> | <ul style="list-style-type: none"> • Learners evaluate their openings. • Learners decide on which openings can be made on different garments. | | |
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| Learning Outcomes: at the end of Grade 9 learners will be able to: | Concepts, skills and values and attitude | Suggested Learning experiences | What to assess: teacher assesses the learner's ability to: | Suggested Resources |
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| 9. draft, alter and | Concepts | <ul style="list-style-type: none"> • Learners and teachers revise | adapt and alter the | Books. |

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| <p>adapt patterns.</p> | <p>Drafting sleeve and pants block patterns.</p> <p>Altering patterns</p> <p>Adapting drafted and commercial patterns.</p> <p>Taking body Measurements.</p> <p>Skills Pattern. Drafting. Manipulation. Decision-making. Critical thinking. Accuracy. Measuring. Drawing.</p> <p>Values and Attitudes Appreciation. Positivity. Open-minded. Passion and creativity.</p> | <p>taking body measurements.</p> <ul style="list-style-type: none"> • Calculating body measurements for pattern drafting. • Teacher demonstrate drafting adapting and altering commercial and drafted patterns to suit individual's sizes or body. • Learners compare drafted and commercial patterns in terms of time, labour and cost effectiveness. • Learners decide which patterns would be convenient to use in garment construction. | <p>block pattern.</p> <p>compare drafted and commercial patterns in terms of labour, cost effectiveness and time.</p> <p>draft basic block Patterns for sleeves and pants.</p> | <p>Magazines.</p> <p>T.V. programmes</p> <p>Internet.</p> <p>Measuring equipment.</p> |
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| Learning Outcomes: at the end of Grade 9 learners will be able to: | Concepts, skills and values and attitude | Suggested Learning experiences | What to assess: teacher assesses the learner's ability to: | Suggested Resources |
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| 10. practise silk ribbon embroidery. | <p>Concepts Techniques in silk ribbon embroidery</p> <p>Suitable cloths/fabric Tools used</p> <p>Skills Creativity. Manipulation. Observation. Decision-making. Evaluation. Calculation. Communication. Negotiation.</p> <p>Values and Attitudes Awareness. Caring.</p> | <ul style="list-style-type: none"> Teacher and learners discuss embroidery done from previous grades. Learners investigate silk ribbon embroidery. Teacher demonstrates silk ribbon embroidery Learners decide on different items to make using silk ribbon embroidery. Teacher and learners assess their products after construction. Explore different items made of the ribbon embroidery. Learners create their own designs Learners make a market research for embroidered items. Learners draw a business plan for their project. Learners cost and price their | <p>identify techniques used in silk ribbon embroidery.</p> <p>choose suitable fabrics for silk ribbon embroidery.</p> <p>investigate different prices for items used embroidery.</p> <p>apply techniques in making silk ribbon embroidery.</p> <p>make a market research</p> <p>cost and price items.</p> <p>advertise products.</p> | <p>Cloths.</p> <p>Internet.</p> <p>Books.</p> <p>Clothes.</p> <p>Furnishings.</p> |

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| | | items. • Learners advertise and sell their items. | apply skills in drawing business plan for different projects. | |
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| Learning Outcomes: at the end of Grade 9 learners will be able to: | Concepts, skills and values and attitude | Suggested Learning experiences | What to assess: teacher assesses the learner's ability to: | Suggested Resources |
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| 11. analyse the importance of Entrepreneurial Skills in textile production and consumption. | Concepts: Entrepreneurial skills. Qualities of an entrepreneurs. marketing; costing; quality control needs of consumer awareness of social media importance of designing original fashion items | <ul style="list-style-type: none"> • Learners research on entrepreneurship skills in relation to fashion and textiles. • Learners debate on quality control and costing of textile items • Teacher and learners visit different clothes outlets to see advertisements on the textile items. • Learners design adverts for different textile items. • Learners role play different entrepreneurship careers. • Learners market items. | define the entrepreneurial terms. list entrepreneurial skills. explain entrepreneurial terms. explain the qualities of entrepreneur. state jobs and careers in relation to fashion and textiles | Books. Magazines. T.V. programmes. Internet. Resource persons. Posters. |

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| | <p>Careers and jobs related to fashion and textiles.</p> <p>Skills Communication. Designing. Exploration. Computing. Decision-making. Marketing. Analyzing.</p> <p>Values and attitudes: Positivity. Motivation. Appreciation. Passion. Open-minded. Respect. Innovation.</p> | | | |
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| Learning Outcomes: at the end of Grade 9 learners will be able to: | Concepts, skills and values and attitude | Suggested Learning experiences | What to assess: teacher assesses the learner's ability to: | Suggested Resources |
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| <p>12. use of information (IT) in textile production.</p> | <p>Concepts CAD CAM CIM</p> <p>Advantages and disadvantages of IT in textile production.</p> <p>Skills Communication exploration application decision-making analysis critical thinking</p> <p>Values and attitudes Competence interaction discipline focus Cooperation</p> | <p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss (IT) and its advantages and disadvantages in the textile production. • investigate computer aided designs and related software. • report their findings. • explain the use of IT in designing and producing patterns. <p>Learners use IT to gather information.</p> | <p>list uses of IT in textile production.</p> <p>write the abbreviations in full.</p> <p>state the advantages and disadvantages of IT in textile production.</p> <p>explain the procedure for using CAD in designing and producing textile Items.</p> | <p>Books.</p> <p>Computer.</p> <p>Digital camera.</p> <p>Printers.</p> <p>Internet.</p> |
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| Learning Outcomes: at the end of Grade 9 learners will be able to: | Concepts, skills and values and attitude | Suggested Learning experiences | What to assess: teacher assesses the learner's ability to: | Suggested Resources |
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| <p>13. analyse the</p> | <p>Concepts</p> | <ul style="list-style-type: none"> • Teacher and learner | <p>state the impact of</p> | <p>Books.</p> |

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| <p>environmental impact of textile production and processing.</p> | <p>Impact of environmental issues of textile production and processing (revise: impact of textile production and processing on the environment).</p> <p>Ways in which environmental impact of textile production and processing can be reduced.</p> <p>Reused.</p> <p>Recycling.</p> <p>Skills Investigation decision-making critical thinking observation</p> <p>Values and attitudes Appreciation. Positivity.</p> | <p>revise land, water and air pollution and recycling of waste done previously.</p> <ul style="list-style-type: none"> • Teacher and learners take a study tour to land fill site and debate on environmental impact and disposal of textile production and processing waste. • Learners suggest ways of reusing, reducing and recycling waste from the site. • Learners decide on which idea or opinion they will employ to reduce, reuse or recycle waste. • Learners select waste they will reuse, reduce and recycled. | <p>environmental issues of textile production and processing.</p> <p>discuss ways in which environmental impact of production and processing can be reduced.</p> | <p>Magazines.</p> <p>T.V.</p> <p>Internet.</p> |
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| | open-minded. Passion. Caring. Creativity. | | | |
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| Learning Outcomes: at the end of Grade 9 learners will be able to: | Concepts, skills and values and attitude | Suggested Learning experiences | What to assess: teacher assesses the learner's ability to: | Suggested Resources |
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| 14. Practice silk ribbon embroidery. TG | | | | |

| Learning Outcomes: at the end of Grade 9 learners will be able to: | Concepts, skills and values and attitude | Suggested Learning experiences | What to assess: teacher assesses the learner's ability to: | Suggested Resources |
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| 15. Draft, alter and adapt patterns. TG | | | | |

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