

Fashion Construction is an *individual event* that recognizes participants who apply Fashion Construction skills learned in Family and Consumer Sciences courses and create a *display* using samples of their skills. Using new materials, participants construct in advance a garment or ensemble that dresses both the upper and lower body of a child or adult. Garment/ensemble must include at least eight (8) fashion construction techniques. Display finished product along with appropriate accessories. Participants must prepare a ***display, sample garment, file folder*** and an **oral presentation**.

**NEW JERSEY LEARNING STANDARDS**

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
- SLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- SLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec.
- 7.G.A.2 Draw (with technology, with ruler and protractor as well as freehand) geometric shapes with given conditions.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements & principles of design communicate & express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

**CAREER READY PRACTICES**

- ✓ Apply appropriate academic and technical skills.
- ✓ Communicate clearly and effectively with reason.
- ✓ Demonstrate creativity and innovation.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Use technology to enhance productivity.

**NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES**

- 16.2.2 Evaluate the performance characteristics of textile fibers and fabrics.
- 16.2.4 Analyze characteristics of textile components in the design, construction, care, use, and maintenance of disposal or recycling of products.
- 16.2.5 Demonstrate appropriate procedures for care disposal or recycling of textile products.
- 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.
- 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion and apparel.
- 16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools and supplies in textiles, fashion, and apparel construction, alteration, repair and recycling.
- 16.4.5 Demonstrate basic skills for the production, alteration, repair and recycling of textiles, fashion and apparel.

**EVENT LEVELS**

**Level 2: Participants in grades 9 – 10**

**Level 3: Participants in grades 11 – 12**

**ELIGIBILITY**

1. A chapter may enter one (1) entry in each event level, which is determined by a member’s grade in school.
2. An entry is defined as one (1) participant.
3. Participation is open to any nationally affiliated FCCLA member.

**PROCEDURES & REGULATIONS**

1. The project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
2. The Fashion Construction project must be planned and prepared by the participant only. Supporting resources are acceptable as long as the participant is coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.
3. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space, electrical outlets/equipment, and wireless internet connection will not be available.
4. Participants may not carry in additional *visuals* or *props* for the oral presentation. Items within the *display* (handouts, samples, etc.) may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.
5. Spectators may not observe any portion of this event.
6. Two (2) individuals/teams may be chosen from each event level to represent New Jersey at the National Leadership Conference.

Each participant must submit a file folder with required documents with their <i>display</i> . Copies of the chart will <b>not</b> be available.	
5 minutes	At the designated time, each participant will have five (5) minutes to set up their <i>displays</i> . Only participants are allowed in the setup area. Other persons may not assist. <i>Displays</i> not set up at the designated time will not be allowed during the presentation. Only table top displays are allowed.
5 minutes	The oral presentation <b>should be four (4) to five (5)</b> minutes in length. If audio or audiovisual recordings are used, they are limited to one (1) minute playing time during the presentation.
Following the presentation, evaluators will have the opportunity to ask questions of the participant.	
Evaluators will use the rating sheet to score and write comments for each entry.	

General Information					
Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual (1 participant)	Display, Sample Garment, Oral Presentation, File Folder, Skill Area Selection Chart	5 minutes	5 minutes	Table	Not provided

Presentation Elements Allowed									
Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■			■			■		■	■

### FASHION DESIGN CONSTRUCTION SPECIFICATIONS

#### Display

A *display* should be used to document and illustrate the work of one project, using clearly defined presentation surfaces. The *display* must be a tabletop *display*. Tabletop *displays* should not exceed a space 30” deep by 48” wide by 48” high, including any *audiovisual equipment*. Participants using a tabletop *display* are allowed a standing *mannequin* in addition to their table space; however, all other information or *props* outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc). Scrapbooks, *large newsprint charts*, *portfolios* and *photo albums* are not allowed. Each *display* must include the items listed below:

<i>Project Identification Page</i>	One 8½” x 11” page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant’s name, chapter name, school, city, state, event name, and project title.
FCCLA <i>Planning Process Summary Page</i>	One 8½” x 11” summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation. Each step is fully explained.
Contents of <i>Display</i>	<p>The <i>display</i> <b>must contain</b> coordinates to complement the garment/ensemble/ accessory, a fabric profile, cost itemization, and photo storyboard.</p> <p><b>Fabric Profile:</b> A fabric profile should be prepared front side only on paper up to but not larger than 11” x 17” and displayed. The fabric profile will contain a fabric swatch or swatches of each fabric used to make the project and all available information about <i>fiber content</i> and fabric type – construction, finishes, properties, performance, and care.</p> <p><b>Cost Itemization:</b> A detailed cost itemization should be prepared front side only on 8½” x 11” paper and displayed. The cost itemization will show a list of all supplies/notions used to make the product with quantities, unit costs, and total costs.</p> <p><b>Photo Storyboard:</b> A storyboard of photos telling the story of the project should be prepared front side only on paper not larger than 11” x 17” and displayed.</p> <p><b>Coordinates:</b> Other garments/accessories that complement the project garment/ ensemble or accessory should be arranged attractively in the <i>display</i> (may be placed on <i>mannequin</i>, if used).</p> <p><i>Note:</i> The <i>display</i> may not contain a live model. The participant may not model the garment/accessory during the presentation.</p>

**File Folder**

Participants will submit one (1) letter-size *file folder* containing three (3) identical sets, with each set stapled separately, of the items listed below with their display at the designated time in the State Leadership Conference program. The *file folder* must be labeled (either typed or handwritten) in the top left corner with participant’s name, school name, chapter name, event name (Fashion Construction) and event level.

Time Log	A log of time invested in designing and making the garment/accessory should be prepared front side only on 8½” x 11” paper. Total hours should be shown.
Skill Area Selection Chart	Completed copy of the Skill Area Selection Chart with eight (8) skills represented in the project.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the “Surveys” tab of the FCCLA Portal, and include signed proof of submission.



**Oral Presentation**

The oral presentation **should be four (4) to five (5) minutes** in length and is delivered to evaluators. The presentation is to describe efforts in detail. Audio and audiovisual recordings are limited to one (1) minute playing time during the presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Construction	Demonstrate knowledge of concepts related to the selected skill areas.
Use of <i>Visuals</i> and <i>Display</i>	Design original, appealing <i>visuals</i> and <i>display</i> . Use these effectively during the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language / Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate business clothing for the nature of the presentation.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators’ Questions	Provide clear and concise answers to evaluators’ questions regarding project. Questions are asked after the presentation.

**Construction Skills**

Participants are to select a project that showcases their construction skills.

Construction	The construction should exhibit effective form and function.
Workmanship	The product should exhibit high quality workmanship and should be marketable.
Creativity	The design and product should reflect creativity, imagination, and innovation.
Fashion Construction Skill Area	Products will be evaluated on the participant’s selection of eight (8) of the fashion construction skill areas.

**\*\*Please note:** *Lingerie and swimsuits are not allowed. Clothing that does not meet acceptable standards of modesty/appropriateness for a school function or setting is prohibited.*

## FASHION CONSTRUCTION Skill Area Selection Chart

Name of Participant \_\_\_\_\_

School \_\_\_\_\_ Event Level \_\_\_\_\_

**Instructions:** Each participant's project must represent at least eight (8) of the skills listed below. At the display set up time, each participant will turn in one (1) copy of this page with the eight (8) skills represented in the project checked. In the event that more than eight (8) skills are represented in a project, participants should check the eight (8) that best reflect the quality and difficulty of work accomplished. If participants check more than eight (8) skills, the first eight (8) on the list only will be evaluated.

**NOTE:** If this form is not completed and turned in at the display set up time, evaluators will be unable to complete the Skill Area Rubric, resulting in "0" points awarded.

### FASHION CONSTRUCTION

Include in your garment/ensemble a minimum of eight (8) fashion construction skills from those listed below:

- French, flat-felled, lapped, or slot seam
- Seam finish – Stitched & pinked, bound, or serged
- Blind-stitched or rolled hem
- Darts, tucks, and/or pleats
- Graded, trimmed, clipped, and/or notched seams
- Zipper – centered, lapped, invisible, separating, or fly front
- Shaped seams – princess or eased
- Gathering, ruffles, shirring, ruching
- Set-in, raglan, or kimono sleeves
- Buttons – shank, sew-through, or covered
- Buttonholes – hand or machine, bound, or loops
- Collar, placket, tabs, or epaulets
- Waistband or sleeve band
- Pockets – patch, inseam, front hip, or welt
- Facings – neckline, armhole, or hemline
- Napped fabric or one-way print
- Hand stitching other than hemming
- Boning
- Lining
- Embellishments – appliqué, felting, smocking, piping, beading or trims
- Sheer fabric or lace overlay
- Shoulder or spaghetti straps
- Closures – grommets, hooks, eyes, snaps
- 3-D, Laser Printing
- Fiber optics, electronics/technology
- Reversible design
- Knit fabrics

### Fashion Construction Rating Sheet

Name of Participant \_\_\_\_\_

School \_\_\_\_\_ Event Level \_\_\_\_\_

**INSTRUCTIONS:**

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Very					Score	Comments	
	Poor	Fair	Good	Good	Excellent			
<b>DISPLAY</b>								
FCCLA Planning Process Summary Page	0-1	2	3	4	5			
Fabric Swatch	0		1		2			
Information about Fiber/Fabric Construction	0		1		2			
Fabric Care Information	0	1		2	3			
Cost Itemization Accuracy	0	1		2	3			
Photo Storyboard	0-1	2	3	4	5			
Selection of Coordinates/Accessories	0	1		2	3			
Appearance	0-1	2	3-4	5	6-7			
<b>FILE FOLDER</b>								
Time Log	0	1		2	3			
<b>ORAL PRESENTATION</b>								
Organization/Delivery	0-2	3-4	5-6	7-8	9-10			
Knowledge of Construction	0-1	2	3	4	5			
Use of Display During Presentation	0-1	2	3	4	5			
Voice, Body Language, Grammar and Pronunciation	0-1	2	3	4	5			
Response to Evaluators Questions	0-1	2	3	4	5			
<b>CONSTRUCTION SKILLS</b>								
Effectiveness of Product Construction	0	1	2	3	4			
Overall Quality of Workmanship	0-1	2	3	4	5			
Creativity, Imagination, and Innovation	0	1	2	3	4			
Selected Skill Area	(up to 24 points)							

Total Score \_\_\_\_\_

Verification of Total Score (please initial)

Evaluator \_\_\_\_\_

Room Consultant \_\_\_\_\_

Lead Consultant \_\_\_\_\_

Circle Rating Achieved:

Gold: 90-100

Silver: 79-89

Bronze: 70-78

**SKILLS AREA RUBRIC**

Name of Participant \_\_\_\_\_

School \_\_\_\_\_ Event Level \_\_\_\_\_

**INSTRUCTIONS:** Circle the appropriate rating for each of the eight selected skills and enter each rating in the “Score” column on the right. Provide comments on the page to help participants understand their ratings in terms of strengths and areas for improvement. Verify points total, and enter in the Selected Skill Area “Score” column on the Fashion Construction Rubric.

**EVALUATION CRITERIA**

Possible Points: 0-24	Not Done	Low Quality	Quality	Excellent Quality	Points
<input type="checkbox"/> French, flat-felled, lapped, or slot seam	0	1	2	3	
<input type="checkbox"/> Seam finish – stitched & pinked, bound or serged	0	1	2	3	
<input type="checkbox"/> Blind-stitched or rolled hem	0	1	2	3	
<input type="checkbox"/> Darts, tucks, and/or pleats	0	1	2	3	
<input type="checkbox"/> Graded, trimmed, clipped and/or notched seams	0	1	2	3	
<input type="checkbox"/> Zipper – centered, lapped, invisible, separating or fly front	0	1	2	3	
<input type="checkbox"/> Shaped seams – princess or eased	0	1	2	3	
<input type="checkbox"/> Gathering, ruffles, shirring, ruching	0	1	2	3	
<input type="checkbox"/> Set-in, raglan, or kimono sleeves	0	1	2	3	
<input type="checkbox"/> Buttons – shank, sew-through, or covered	0	1	2	3	
<input type="checkbox"/> Button Holes – hand or machine, bound, or loops	0	1	2	3	
<input type="checkbox"/> Collar, placket, tabs, or epaulets	0	1	2	3	
<input type="checkbox"/> Waistband or sleeve band	0	1	2	3	
<input type="checkbox"/> Pockets – patch, inseam, front hip, or welt	0	1	2	3	
<input type="checkbox"/> Facings – neckline, armhole, or hemline	0	1	2	3	
<input type="checkbox"/> Napped fabric or one-way print	0	1	2	3	
<input type="checkbox"/> Hand stitching other than hem	0	1	2	3	
<input type="checkbox"/> Boning	0	1	2	3	
<input type="checkbox"/> Lining	0	1	2	3	
<input type="checkbox"/> Embellishments – appliqué, felting, smocking, piping, beading or trims	0	1	2	3	
<input type="checkbox"/> Sheer fabric or lace overlay	0	1	2	3	
<input type="checkbox"/> Shoulder or spaghetti straps	0	1	2	3	
<input type="checkbox"/> Closures – grommets, hooks, eyes, snaps	0	1	2	3	
<input type="checkbox"/> 3-D, Laser Printing	0	1	2	3	
<input type="checkbox"/> Fiber optics, electronics/technology	0	1	2	3	
<input type="checkbox"/> Reversible design	0	1	2	3	
<input type="checkbox"/> Knit fabrics	0	1	2	3	

**Evaluator’s Comments:**

Total Score for Skill Area \_\_\_\_\_