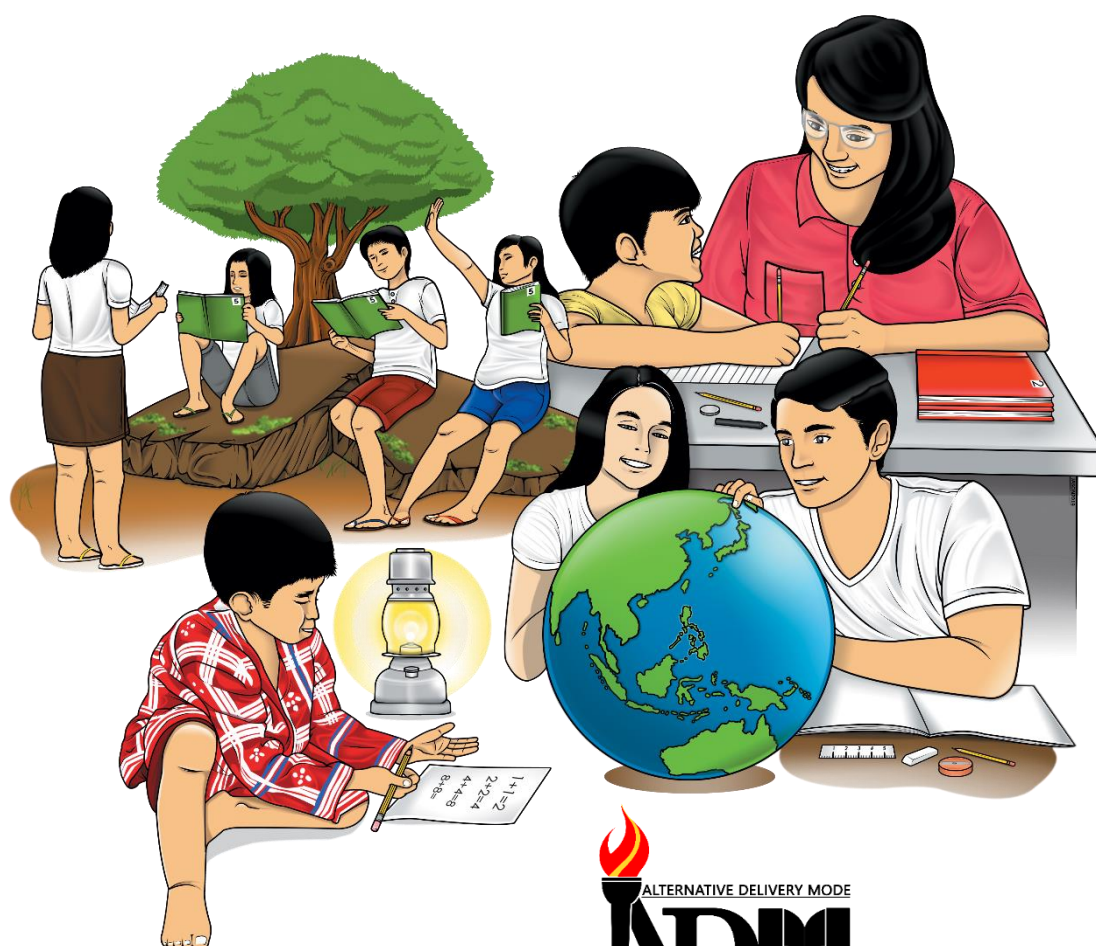


Technology and Livelihood Education

Quarter 1 - Module 1 Draft and Cut Pattern for Ladies' Skirt (Principles and elements of design)

DRESSMAKING NC II



Technology and Livelihood Education

Quarter 1 - Module 1

Draft and Cut Pattern for Ladies' Skirt (Principles and elements of design)

DRESSMAKING NC II

Dressmaking – Grade 10

Alternative Delivery Mode

Quarter 1 – Module 1: Draft and cut pattern for ladies' skirt (Principles and Elements of Design)

First Edition, 2020

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Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLMS is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and test. And read the instructions carefully before performing each task.

If you have questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learner.

For the facilitator:











Hi, as a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Kindly, advise the learner's parents or guardians of the same procedure since they will be the primary supporters in the learners' progress. Please, do not forget to remind the learner to use separate sheets in answering all of the activities found in the learning module.

For the learner:

Hello learner, Welcome to the Dressmaking NC II Alternative Delivery Mode (ADM) Module on Draft and cut pattern for ladies' skirt (Principles and Elements of

Design). I hope you are ready to progress in your Grade 10 TLE in Dressmaking NC II with this learning module. This is designed to provide you with interactive tasks to further develop the desired learning competencies prescribed in our curriculum. With this, you are expected to appreciate staking through the information and activity given.

This module has the following parts and corresponding icons:

| ICON | LABEL | DETAIL |
|---|---------------------|--|
|  | What I Need to Know | This contains the learning objectives which you need to accomplish. |
|  | What I know | This evaluates what you know about the lesson you are to learn. |
|  | What's In | This connects the current lesson with a topic necessary in your understanding. |
|  | What's New | This introduces the lesson through an activity. |
|  | What Is It | This contains a brief discussion of the learning module lesson. |
|  | What's More | These are activities to check your understanding of the lesson. |
|  | What I Have Learned | This summarizes the important ideas presented in the lesson. |
|  | What I Can Do | This is a real-life application of what you have learned. |
|  | Assessment | This is a post assessment of what you have learned. |
|  | Additional Activity | This is an activity that will strengthen your knowledge about the lesson. |

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

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Lesson

1

Principles and Elements Design

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

This module was designed and written to guide you to acquire the learning competencies and develop your skills in applying and selecting appropriate elements and principles of design. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. However, the order in which you read the module can be changed to correspond with the textbook you are now using.

Quarter/Week
Learning Competency Code
Learning Competency

Q1/W1
TLE_HEDM9-12SK-Ia-c-1
LO 1. Draft and cut pattern for ladies skirt
1.1 Plan garment design

Learning Objectives:

After going through this module, you are expected to:

1. identify the elements and principles of design;
2. explain the importance of the elements and principles of design;
3. illustrate the different elements and principles of design; and,
4. develop traits such as honesty and value for quality work in achieving the knowledge and skills in identifying the elements and principles of design.



What I Know

Pre-Test

Multiple Choice.

Directions. Read the following questions carefully, select the letter of the correct answer and write in your activity notebook.

- ____ 1. The principle of design which show the internal spaces of a shape work together.
A. Balance B. Proportion C. Emphasis D. Rhythm
- ____ 2. It is the pleasing arrangement of all parts of a garment.
A. Harmony B. Proportion C. Emphasis D. Rhythm
- ____ 3. The element of design that you feel the surface characteristics like the smoothness or roughness of an object or garment.
A. Lines B. Space C. Texture D. Shape
- ____ 4. What element of design refers to the area, inside the shape of an object or a garment?
A. Lines B. Space C. Texture D. Shape
- ____ 5. The element of design that has a series of points connected together to form a narrow path.
A. Lines B. Space D. Texture D. Shape
- ____ 6. Which of the following occurs when the space within a garment is divided into equal parts?
A. Asymmetrical B. Space
C. Symmetrical D. Shape
- ____ 7. It is a balance that occurs when the space within a garment is divided unequally.
A. Asymmetrical B. Space C. Symmetrical D. Shape
- ____ 8. A line that draws the eye from one side to another or a line from left to right.
A. Vertical line B. Horizontal line
C. Curve line D. Diagonal line
- ____ 9. It is a line that is placed along the length of the garment, and thus elongates the length of the body or garment.
A. Vertical line B. Horizontal line
C. Curve line D. Diagonal line
- ____ 10. A line causing the eye to move from one side to the other on an angle.
A. Vertical line B. Horizontal line
C. Curve line D. Diagonal line
- ____ 11. The line used to re-emphasize or define your figure because the female body is natural.
A. Vertical line B. Horizontal line
C. Curve line D. Diagonal line
- ____ 12. It highlights the best feature and draws attention away from a figure faults, or it is a focal point or center of interest of a garment.
A. Harmony B. Proportion C. Emphasis D. Rhythm
- ____ 13. Which of following principles of design is the size relationship of each internal spaces within a garment to one another and to the total look?

- A. Harmony B. Proportion C. Emphasis D. Rhythm
- ____ 14. What line is appropriate for a tall and thin person?
A. Vertical line B. Horizontal line
C. Curve line D. Diagonal line
- ____ 15. A chubby/stout person may use this kind of line to elongate the length of the body.
A. Vertical line B. Horizontal line
C. Curve line D. Diagonal line



What's In

Hello learners. In the previous lesson, the Color wheel were discussed. You learned the color combination used in garment designing and they are done according to the language of color. In this module, you will learn the importance of the elements and principles of design that apply to a garment in order to preserve optimum quality and beauty. As a sewer, you have a choice in the elements and principles of design.



What's New

Activity 1. How do you do?

The elements and principles of design are artistic guidelines for using the various design elements within a garment. The building blocks used to create a work of art in designing a garment. The elements of design can be thought of as the things that make up a drawing and design while the principles of design can be thought of as what we do to the elements of design.

Activity 1.1- Word search in dressmaking. Find the 20 elements and principles of design listed below. Write the answers in your answer sheet.

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| T | T | G | D | T | L | J | T | K | K | A | O | O | H | P | Y | G | R | E | L | S | V | A | L |
| K | J | H | T | I | J | M | H | C | X | C | V | O | A | D | K | U | T | D | F | A | C | C | D |
| L | B | N | R | O | V | X | R | L | B | R | I | G | A | C | M | F | X | R | L | T | D | O | L |
| R | D | Y | F | O | S | H | E | C | X | A | R | W | P | R | F | B | X | U | U | T | H | N | T |
| K | U | N | I | T | Y | Q | E | G | U | C | L | H | Q | I | W | V | E | A | G | S | T | T | Z |
| T | S | E | Y | E | I | L | D | Z | H | Y | S | A | Y | Z | W | J | L | C | H | W | X | R | P |
| A | S | U | B | T | I | Y | I | P | F | W | H | R | N | T | U | U | C | A | O | U | B | A | S |
| Y | W | H | T | N | I | F | M | E | P | A | H | S | Z | C | H | A | Z | D | H | S | E | S | P |
| L | N | U | E | H | U | S | E | A | I | E | Z | O | E | O | E | M | I | J | R | I | U | T | A |
| P | J | M | C | N | X | X | N | O | U | I | R | F | O | R | M | M | I | S | M | M | C | T | T |
| L | E | F | D | R | B | U | S | E | Y | K | N | U | C | Y | E | H | M | Y | U | U | C | V | T |
| D | T | T | C | B | U | E | I | H | T | T | F | P | T | N | C | H | L | M | W | L | I | J | E |
| S | X | N | K | B | L | E | O | T | G | N | S | Y | S | X | O | O | E | M | Q | A | R | A | R |
| L | K | E | E | S | U | R | N | F | J | L | I | I | R | P | E | C | Q | E | H | T | T | G | N |
| M | P | V | O | M | N | L | A | R | H | R | O | C | L | C | A | T | M | T | E | E | A | O | O |
| B | Z | S | B | R | E | K | L | Q | C | N | N | K | F | P | L | N | J | R | J | D | M | A | Z |
| B | E | C | O | Y | L | V | Q | I | A | P | B | E | S | X | V | X | I | I | C | Y | O | E | T |
| B | F | L | J | C | K | A | O | L | C | C | O | J | M | P | B | Q | K | C | I | R | E | R | H |
| R | O | U | U | E | S | B | I | M | N | L | C | H | U | P | Z | Y | E | A | N | O | G | E | H |
| C | J | K | D | E | F | R | I | D | D | U | N | L | V | L | H | S | Z | L | M | N | E | M | E |
| X | K | N | W | J | E | R | M | Z | A | S | Z | C | H | N | Q | A | R | S | H | N | K | V | V |
| J | K | I | S | D | P | X | N | M | L | R | Y | U | F | A | G | R | S | O | O | N | N | G | Y |
| N | M | C | I | N | A | G | R | O | N | I | H | X | C | K | C | M | Y | I | S | T | B | D | C |
| J | N | Y | G | F | L | A | C | I | R | T | E | M | M | Y | S | A | O | U | S | K | M | S | P |



What Is It

The elements and principles of design

The principles of design are artistic guidelines for using the various design elements within a garment.

1. Balance – is how the internal spaces of a shape work together. The area of a design maybe broken up by structural lines, fabric, patter, texture, or color.

a. Symmetrical or formal balance – occur when the space within a garment is divided into equal parts. A simple skirt with a center front seam and a simple skirt with a center front closing are examples of symmetrical balance.

b. Asymmetrical or informal balance – occur when the space within a garment is divided unequally. A skirt with a side front wrap, a skirt with only side design is an example of asymmetric balance.

2. Proportion – is the size relationship of each of the internal spaces within a garment to one another and to the total look. the most pleasing proportion are those that are unequal. Clothing should also be proportion or your own size. If you are short or small framed, stay away from large overpowering details, such as wide lapels, and collars or huge pocket and bows.

3. Emphasis – is the focal point, or center of interest of a garment. In fashion design emphasis should highlight your best features and draw attention away from your figure faults. It can be accomplished with line, design details, color, texture, trims, or accessories.

4. Rhythm – is the flow of lines, shape, space, and texture of garment. The flow should gently carry the eye from one area to the garment to another. Good rhythm is apparent when all lines of an outfit work together. For example, a curved pocket compliments the curve of a jacket hem.

5. Harmony – is a pleasing arrangement of all parts of garment. Harmony is achieved when the design elements work well together. The colors, lines, shape, space and textures look like they belong together. However, the total result is not perfect unless the design is also harmonious with you, your size and shape, your coloring of your personality

| <i>Design Equation</i> | | |
|--|---|---------------|
| Use these design elements | According to these Principles | To create |
| Line Shape Space Texture Color | + Balance Proportion Emphasis Rhythm Harmony | = Good design |

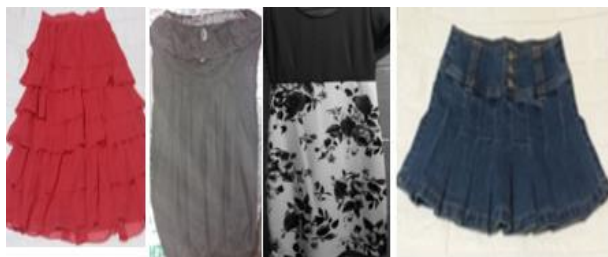
The samples of the principles of design



Asymmetrical balance



Symmetrical balance



Proportion



Harmony



Emphasis



Rhythm

APPLYING ELEMENTS OF DESIGN ON DRAFTING AND CUTTING LADIES SKIRT

These building blocks is called the elements of design. Are fundamentals to all designs, such as line, shape, space, texture, color form and value.

1. Line - is a series of points connected together to form a narrow path. It can be;

a. vertical - line place along the length of the garment, and thus elongates the length of the body or garment.

b. horizontal - a line that draws the eye from one side to another or a line from left to right.

c. diagonal-lines moves at an angle on a garment. They add movement and excitement to clothing.

d. curved lines – used to re-emphasize or define your figure because the female body is naturally curved.

2. Shape – is an outline or, silhouette of an object, they all have an outer shape. Shapes are created when the end of the lines are joined to enclose area

3. Space – is the area inside the shape or outline of an object. Refers to the area within, around. above or below an object or objects.

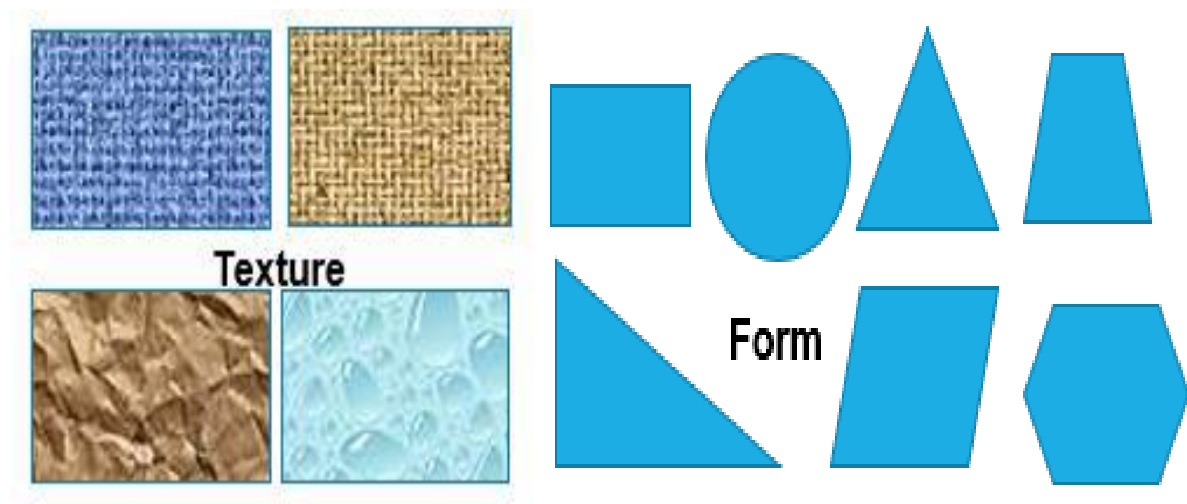
4. Texture – is the surface characteristics, feel of an object. We describe

things as being rough, smooth, silky, shiny, fuzzy and so on.

- 5. Color** – it has three main properties: hue, value and intensity. It is the characteristic of visual perception described through color categories, with names such as red, orange, green, blue or purple.
- 6. Value** – refers to the relative lightness or darkness of a certain area.
- 7. Form** - is described as the way an artist arranges elements in the entirety of a composition. It may be created by the combining of two or more shapes. It may be enhanced by tone, texture or color .



Image Source: <https://itsallaboutthelight.weebly.com/creative-design-for-heatre.html>



<https://mbitwebpagedesign.com/resources/design-principles-elements/>

Colors

Blue



Primary colors

Red



Secondary Colors

Yellow



Tertiary Colors



What's More

Activity 2: Fill-in the missing letter to complete the word/s in column **A** as describe in column **B**.

| | A | B - Description |
|----|--------------|--|
| 1. | R_ _TH_ | - is the flow of lines, shape, space, and texture of garment. The flow should gently carry the eye from one area to the garment to another |
| 2. | L_ _E | - a series of points connected together to form a narrow path. It can Be vertical, horizontal, diagonal or curved lines. |
| 3. | S_ _PE | - is an outline or silhouette of an object. |
| 4. | B_ LA _C _ | - are how the internal spaces of a shape work together. The area of a design maybe broken up by structural lines, fabric, pattern, texture etch. |
| 5. | S_ _ME_R_C_L | - occur when the space within a garment is divided into equal parts. |

| | | |
|-----|--------------|---|
| 6. | T_ _T_ _E | - Is the surface characteristics, feel of an object. We describe things as being rough, smooth. silky, shiny, fuzzy and so on . |
| 7. | P_ _P_RT_ _N | - is the size relationship of each of the internal spaces within a garment to one another and to the total look. |
| 8. | _K_RT | - Are a lower part of a dress/ gown or a separate outer garment that cover a person from the waist downwards. |
| 9. | V_L_E | - refers to the relative lightness or darkness or a certain area. |
| 10. | EM_H_SI_ | - is the focal point, or center of interest of a garment. |



What I Have Learned

Activity 3 Answer the questions briefly. Write the answers in your answer sheet.

1. What are the elements of design?
2. What are the principles of design?
3. What are the importance of elements and principles of design in clothing?

ENUMERATION:

1).

1. _____

2. _____

3. _____

4. _____

5. _____

2).

1. _____

2. _____

3. _____

4. _____

5. _____

3). _____



What I Can Do

Activity 4. Illustrate /Make a Design of a Dress or Blouse, skirt and apply the element and principles of design. Use a short bond paper.
Your output will be evaluated using the rubrics below.

Imagine that you are a fashion designer, you are task to make a design of a dress and you want to impress customer. What are the things that you should consider in designing a dress /garment?

| Designs | Illustration of garment |
|----------------|--------------------------------|
| 1. Line | |

| | |
|------------------------|--|
| | |
| 2. Emphasis | |
| 3. Asymmetric balance | |
| 4. Proportion | |
| 5. Symmetrical balance | |

Your work will be evaluated using the rubrics below.

| Criteria/ Standard | Rubrics | | | |
|-----------------------|--|---|---|-------|
| | 20 | 15 | 10 | Score |
| Workmanship | Applied /showed the element and principles of design correctly | Complete illustration but not applied the elements and principles of design correctly . | Incomplete illustration and did not apply the elements and principles of design . | |
| Neatness | Completed the illustration clear and neat. | Completed illustration but some are not clear and neat. | Incomplete illustration and all are messy. | |
| Total Score | | | | |



Post-Assessment

Multiple Choice.

Directions. Read the following questions carefully, select the letter of the correct answer and write on your activity notebook.

- ____ 1. What element of design is referred to when the area, inside the shape of an object or a garment?
A. Lines B. Space C. Texture D. Shape
- ____ 2. The element of design that has a series of points connected together to form a narrow path.
A. Lines B. Space C. Texture D. Shape
- ____ 3. Which of the following occurs when the space within a garment is divided into equal parts?
A. Asymmetrical B. Space C. Symmetrical D. Shape
- ____ 4. It is a balance that occurs when the space with in a garment is divided unequally.
A. Asymmetrical B. Space C. Symmetrical D. Shape
- ____ 5. A line that draws the eye from one side to another or a line from left to right.
A. Vertical line B. Horizontal line C. Curve line D. Diagonal line
- ____ 6. It is a line that is placed along the length of the garment, and thus elongates the length of the body or garment.
A. Vertical line B. Horizontal line C. Curve line D. Diagonal line
- ____ 7. The principle of design which shows the internal spaces of a shape work together.
A. Balance B. Proportion C. Emphasis D. Rhythm
- ____ 8. It is the pleasing arrangement of all parts of a garment.
A. Harmony B. Proportion C. Emphasis D. Rhythm
- ____ 9. The element of design that you feel the surface characteristics, like the smoothness or roughness of an object, garment.
A. Lines B. Space C. Texture D. Shape
- ____ 10. A line causing the eye to move from one side to the other on an angle.
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- ____ 15. A chubby /stout person may use this kind of line to elongate the length of the body.
A. Vertical line B. Horizontal line C. Curve line D. Diagonal



Additional Activity

MATCHING TYPE:

Instruction: Match column **A** with column **B**. Select the best word from column **A**, to go with the definition in column B. Write the answer in your answer sheet.

| COLUMN A | COLUMN B |
|--|---|
| A. Rhythm B. Contrast C. Movement D. Value E. Line | 1. A large difference between two things, example rough and smooth. 2. A way of combining visual elements to produce a sense of action or implied motion. 3. A visual tempo or beat- often describe as alternating regular flowing progressive. 4. An element of arts refers to lightness or darkness of a color. 5. is a series of points connected together to form a narrow path. |
| A. Balance B. Form C. Unity D. Emphasis E. Space | 6. The empty or open area, above, below, and within object. 7. A feeling that all parts of garment working together as a team. 8. is the focal point, or center of interest of a garment. 9. The principles of design referring to the way the element is arrange to create a feeling of stability in a work -parts of equal visual weight. 10. Any three dimensional object that can be measured by height, width and depth. |
| A. Color B. Texture C. Complementary D. Analogous E. Shape | 11. The surface characteristics, feel of an object. 12. The element that produced when a wavelength of light strike an object and reflects back to the eyes. 13. Is an outline or, silhouette of an object. 14. Another name of related colors, that appear next to each other on the color wheel. 15. A color that are directly opposite in the color wheel |



Answer Key

| What I Know | What's New | What's More | | | | | | | | | | | | | | | |
|---|--|---|--------------------|--|--|------------------------|--|--|------------------------------------|--|--|--------------------------|--|--|-----------------------------------|--|---|
| <div>1. A 2. A 3. C 4. B 5. A 6. C 7. A 8. B 9. A 10. D 11. C 12. C 13. B 14. B 15. A</div> | <div><div><div>1. Contrast</div><div>2. Texture</div><div>3. Actual</div><div>4. Asymmetrical</div><div>5. Rhythm</div><div>6. Shape</div><div>7. Value</div><div>8. Line</div><div>9. Movement</div><div>10. Unity</div></div><div><div>11. Emphasis</div><div>12. Symmetrical</div><div>13. Pattern</div><div>14. Balance</div><div>15. Color</div><div>16. Intensity</div><div>17. Form</div><div>18. Space</div><div>19. Hue</div><div>20. Harmony</div></div></div> | <div>1. Rhythm 2. Line 3. Shape 4. Balance 5. Symmetrical 6. Texture 7. Proportion 8. Skirt 9. Value 10. Emphasis</div> | | | | | | | | | | | | | | | |
| What I Have Learned | What I Can Do | Assessment | | | | | | | | | | | | | | | |
| <div>1. Line 2.1. Balance 2. Shape 2. Proportion 3. Space 3. Emphasis 4. Texture 4. Rhythm 5. Color 5. Harmony 6. Value 7. Form 3.) Elements and principles of design has an important role in garment construction .it create a pleasing result and to achieve visual unity and harmony of the garment.</div> | <table><tr><td><div>Sample Illustration of garment</div></td><td><div>1. Line</div></td><td></td></tr><tr><td></td><td><div>2. Emphasis</div></td><td></td></tr><tr><td></td><td><div>3. Asymmetrical Balance</div></td><td></td></tr><tr><td></td><td><div>4. Proportion</div></td><td></td></tr><tr><td></td><td><div>5. Symmetrical balance</div></td><td></td></tr></table> | <div>Sample Illustration of garment</div> | <div>1. Line</div> | | | <div>2. Emphasis</div> | | | <div>3. Asymmetrical Balance</div> | | | <div>4. Proportion</div> | | | <div>5. Symmetrical balance</div> | | <div>1. A 2. B 3. A 4. B 5. A 6. C 7. A 8. A 9. C 10. D 11. C 12. C 13. B 14. B 15. A</div> |
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| | <div>3. Asymmetrical Balance</div> | | | | | | | | | | | | | | | | |
| | <div>4. Proportion</div> | | | | | | | | | | | | | | | | |
| | <div>5. Symmetrical balance</div> | | | | | | | | | | | | | | | | |
| Additional Activity | | | | | | | | | | | | | | | | | |

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