



Chapter 4

Basics of Garment Making

Objective

The objective of the unit is to provide students with a wide perspective on the role of garment construction the producing of garments of acceptable global standards in the fashion industry. It introduces students to garment construction in an industry-oriented environment and provides students with the basic knowledge of garmenting this is essential to achieve the following:

1. To assemble a garment
2. To construct a bodice using different seams
3. To construct a placket finishing an opening
4. To learn to set in a sleeve in the armhole.
5. To add fullness in a seam by means of gathers and pleats.

Learning Outcome

After finishing the course students shall be able to do the following:

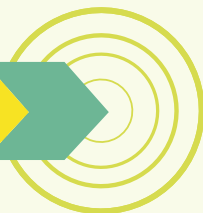
1. To demonstrate ability be able to construct various elements of a garment and be able to construct a complete garment.
2. Exhibit understanding and appreciation of correct finishing in a garment.
3. To set in a sleeve

Teaching Pedagogy

1. Illustrated class lectures and practical demonstrations
2. Additional visual references like magazines, books and or actual samples or garments
3. Class-room quiz
4. Presentations both by faculty and students followed by discussions in class
5. Review and feedback on assignments

Assessment and Review of Learning

Each unit culminates in objective type and review questions for which the answer keys are included in this manual. Teachers can also plan the same questions in the form of a quiz. Additional activities may be planned to inculcate interest in the subject and motivate students to go and source additional information from market and web.

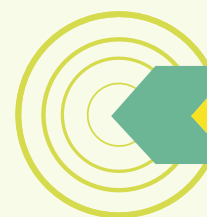




1. Written test to assess and evaluate knowledge and understanding
2. Practical assignments to assess and evaluate application and skills
3. Presentations to assess and evaluate content and presentation skills

References

1. Encyclopedia of Dressmaking- Marshall Cavendish
2. Readers Digest Book of Sewing
3. Encyclopedia of Sewing
4. Singer Book Sewing





Section 4.1 aims at inculcating the understanding of fabrics - categories and characteristics. It also describes special need fabrics for lining, interlining and underlying fabrics.

4.1 Fibres and Fabrics

4.1.1 Categories of fabrics

4.1.2 Characteristics of fabrics

4.1.3 Underlying fabrics

4.1.4 Selection of Underlying Fabric

Fibres and Fabrics

Section 4.1.1 Categories of fabrics: deals with different sources of fabrics-natural, man-made and blended

Section 4.1.2 Characteristics of fabrics: explains the properties of fabrics based on the source of fabric and content.

Section 4.1.3 Underlying fabrics: deals with various kinds of underlying fabrics and explains the requirement of underlining in garments.

Section 4.1.4 Selection of Underlying Fabric: teaches factors to be taken into consideration while selecting appropriate fabrics for underlying

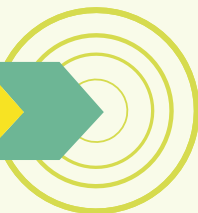
Exercise given

1. Collect swatches of fabrics. Create a folder and identify the fabrics collected, also list the fabric content, commercial name and price of the fabrics. This will become a resource guide for you for fabrics.

Teachers role Students should be asked to make design folders (which can be a plastic file with transparent pockets to put pictures and fabric swatches) and label them. This creates interest in the subject and enhances learning when they label them. Refer to these fabrics and information in the folder to identify and recognize fabrics and explain terminology and encourage discussions.

2. Fill in the blanks

- a. The fabrics can be characterized into natural, manmade and blended fabrics.
- b. The inter lining in the garment is for providing strength and durability to the garment.
- c. Underlying fabrics are woven & non-woven.
- d. A lining should be sufficiently opaque to conceal the garment's inner construction
- e. Interlining is added in between the shell and lining of the garment.





Section 4.2 aims at inculcating knowledge of cutting preliminaries - categories, methods of fabric preparation, cutting and layout of fabric.

4.2 Cutting Preliminaries

- 4.2.1 Fabric preparation
- 4.2.2 Fabric cutting
- 4.2.3 Grain line
- 4.2.4 Preshrinking
- 4.2.5 Identifying Right Side of Fabric
- 4.2.6 Folding Fabrics for Cutting
- 4.2.7 Marking Methods
- 4.2.8 Pattern Layout
- 4.2.9 Computerized Marker Making
- 4.2.10 Cutting Special Fabrics

Section 4.2.1 Fabric preparation: knowledge of fabric preparation before cutting a garment and its importance for garment fitting and in proper finishing of the garment.

Section 4.2.2 Fabric cutting: methods of cutting fabric and their merits and demerits.

Section 4.2.3 Grain line: what is grain line and its importance in proper hang of the garment.

Section 4.2.4 Preshrinking: what is preshrinking and methods of preshrinking and its importance.

Section 4.2.5 Identifying Right Side of Fabric: what is right or wrong side of fabric and how to identify right side of woven fabrics.

Section 4.2.6 Folding Fabrics for Cutting: methods of folding fabric for layout

Section 4.2.7 Marking Methods: preliminary discussing the need for different techniques and tools used for marking on fabric prior to cutting.

Section 4.2.8 Pattern Layout: the proper layout of pattern on the fabric its importance in saving fabric wastage.

Section 4.2.9 Computerized Marker Making: difference between manual and computerized marker making and merits of each.

Section 4.2.10 Cutting Special Fabrics: what are special fabrics, and things to be kept in mind while cutting them.



Exercise given

1. Collect swatches of fabrics which will require special care for cutting a garment. Create layouts of sample fabrics. Place them in your folder and identify the problems these fabrics can have, also list the shrinking and aligning methods. This will become a resource guide for you for the fabrics.

Teachers role Students should be asked to label and keep swatches in design folders. This creates interest in the subject and enhances learning when they label them. Show them some layouts on small scale to explain problems and fabric wastage. Refer to these fabrics and information in the folder to identify and recognize fabrics and explain terminology and encourage discussions.

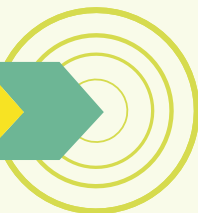
2. Fill in the blanks

- a) The fabrics should be **preshrunk** to ensure that the garment doesn't **shrink** after being stitched.
- b) The methods of marking a fabric are **tracing**, **Carbon paper** and **tracing wheel**.
- c) For jackets, **thread tracing** is the best method of marking
- d) Napped fabrics can be marked by **tracing** on the **backside** of the fabric.
- e) The **twill & brocade** fabrics are more distinct on the right side of the fabric.
- f) Care should be taken to lay special fabrics like **napped**, **plaids**, **directional** & **border prints** in **one direction** only.
- g) A **plaid** is even when **vertical** bars and intervening **horizontal** are identical in **both** direction.
- h) When plaid is **uneven** in both directions, the same considerations apply as for **napped** fabrics.
- i) **Border** prints are generally placed at hems.
- j) Computerized marker ensures that the most **scientific**, **precise** and **accurate** fabric **calculation** is done.

The section aims at inculcating the knowledge of opening and placket finishes.

4.3 Placket:

- 4.3.1 Continuous Placket
- 4.3.2 Simple Shirt Placket
- 4.3.3 Shirt Placket with Facing
- 4.3.4 Buttons Placement





Section 4.3 Placket: imparts knowledge of kinds of opening in garments and its finishing based on position of the opening and kind of garment.

Section 4.3.1 Continuous Placket: explains the method of making this category/type of placket

Section 4.3.2 Simple Shirt Placket: explains the method of making this category/type of placket

Section 4.3.3 Shirt Placket with Facing: explains the method of making this category/type of placket

Section 4.3.4 Buttons Placement: explains position of buttons and button holes in garment opening based on the garment type and the gender.

Exercise given

1. Collect pictures of garments with different kinds of openings, identify the fasteners used. Place them in your folder and identify the buttons and other trims used for fastenings. This will become a resource guide for you for the fasteners.

Teachers role Students should be asked to label and keep pictures of garments and buttons and other fastenings in design folders. This creates interest in the subject and enhances learning when they label them. Take them to a market to show different fasteners for womenswear, menswear and kidswear.

2. Fill in the blanks

- 3.10. The placket is a **finishing** given to the garment **opening**.
- 3.11. Placket should be **designed** and **styled** with sufficient **length** to permit movement.
- 3.12. **Shirt, continuous** and **diamond** are kind of plackets.
- 3.13. The size of the **button** determines the size of button hole and width of **placket**.
- 3.14. The first buttonhole is placed on **center-front, down** from neckline an amount **equal** to the width of the button.

The section aims at inculcating the knowledge of neckline finishes.

4.4 Neckline Facings

- 4.4.1 Bias Strip
- 4.4.2 Preparation of Bias Strip
- 4.4.3 Neckline Finished with Bias Binding/Extended Facing
- 4.4.4 Neckline Finished With Bias Facing
- 4.4.5 Neck Line Finished With Shaped Facing



Section 4.4 Neckline Facings: deals with kinds of neckline finishes there are especially with facings.

Section 4.4.1 Bias Strip: kinds of bias bindings and the selection of the appropriate based on type of garment.

Section 4.4.2 Preparation of Bias Strip: method of preparing bias strips

Section 4.4.3 Neckline Finished with Bias Binding/Extended Facing: methods of finishing the necklines with binding.

Section 4.4.4 Neckline Finished with Bias Facing: step by step methods of finishing the neckline with bias facing.

Section 4.4.5 Neck Line Finished with Shaped Facing: step by step methods of finishing the neckline with shaped facing.

Exercise

1. Collect pictures of garments with different kinds of necklines, identify the finishing used. Place them in your folder.

Teachers role Students should be asked to label and keep pictures of garments with various necklines in design folders. This creates interest in the subject and enhances learning when they label them.

2. Fill in the blanks

- a. The neckline can be finished by **bias & shaped** facing.
- b. A sari blouse is finished by **pipiing** which is very rarely seen in garments in western countries.
- c. A true bias can be found by **folding** the fabric on **45°**.
- d. Shaped facing is cut from **tracing** the pattern on the **desired edge** which needs to be finished.
- e. Bias binding may be **bought**, specially **prepared**, or **self** prepared.

The section aims at inculcating the knowledge of sleeve attachment.

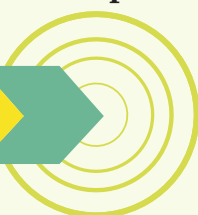
4.5 Sleeve Attachment

4.5.1 Steps of Construction of sleeve

4.5.2 Cuffs

Section 4.5 Sleeve Attachment: gives step by step instructions for preparation of sleeve attachment.

Section 4.5.1 Steps for Construction of sleeve





Section 4.5.2 Cuffs: steps of cuff preparation and attachment

Exercise

1. Collect pictures of garments with different kinds of sleeves. Place them in your folder.

Teachers role Students should be asked to label and keep pictures of garments with kinds of sleeves in design folders. This creates interest in the subject and enhances learning when they label them

2. Fill in the blanks

- a. The sleeve **cap** is attached to the armhole of the bodice by **false** gathering to ensure that edges meet.
- b. A sleeve **cap** is finished by gathering it to the armhole **curve** to give it **ease**.
- c. Place **two rows** of stitching on the cap of the sleeve **1/8"** away from the **seam** line.
- d. The distance between the two seam lines will be **1/4"**.



FASHION STUDIES

