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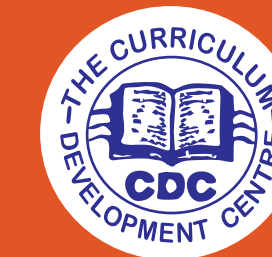
**Republic of Zambia  
Ministry of Education**

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**FASHION AND FABRICS SYLLABUS**  
**SECONDARY EDUCATION ORDINARY LEVEL**  
**FORM 1 – 4**



**DEVELOPED BY THE CURRICULUM DEVELOPMENT CENTRE  
LUSAKA  
2024**



Republic of Zambia

MINISTRY OF EDUCATION

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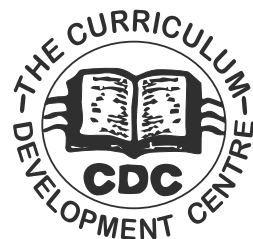
# FASHION AND FABRICS SYLLABUS

## SECONDARY EDUCATION ORDINARY LEVEL

### FORMS 1 – 4

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Developed by The Curriculum Development Centre

2024

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## **VISION**

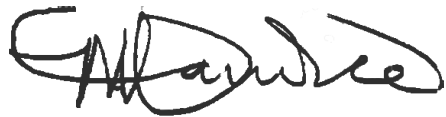
Quality, life long education for all which is accessible, inclusive and relevant to individual, national and global needs

## PREFACE

The **Fashion and Fabrics Syllabus** has been developed by the need to provide a national curriculum for Zambia that is aligned with the **Competence Based Curriculum** and 21st Century Skills. It aims to impart the knowledge, skills, values and positive attitudes that are aimed at enabling children to live and grow into productive and useful members of their communities and the *Zambian society*. The content/topics provided in this syllabus are aimed at facilitating holistic development of learners' creativity, initiative, problem solving, physical, mental, emotional skills among others. The suggested activities are designed to offer learners' hands-on experiences through manipulation of real objects, interaction with nature and learning through practice. Thus, the learners will develop knowledge, desirable lifelong skills, values and positive attitudes needed for their personal and national development.

Cross cutting themes and emerging issues such as Life Skills, Entrepreneurship, Climate Change and Financial Education have been incorporated in the syllabus to ensure that the learners cultivate a mind-set, skills, values and positive attitudes that prepare them for sustainability and suitability in the labour market.

It is envisaged that the syllabus will make learning at this level more meaningful and enjoyable as it is highly activity oriented and allows for a smooth transition to Advanced Secondary School Level.



Joel Kamoko (Mr.)

Permanent Secretary- Educational Services

**MINISTRY OF EDUCATION**

## ACKNOWLEDGEMENT

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system. Many individuals, institutions and organisations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the reformed syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to develop this document. We sincerely thank the Directorate of Secondary, the Directorate of National Science Centre, the Examinations Council of Zambia, the Copperbelt University, Private Universities, Zambia Institute of Hospitality Studies (ZITHS), schools and other institutions too numerous to mention, for their steady support.



Charles Ndakala (Dr.)  
Director – Curriculum Development  
**MINISTRY OF EDUCATION**

## **INTRODUCTION**

**Fashion and Fabrics (FF)** is an introductory subject for those learners interested in academic enrichment or a career in the fashion, textile, and apparel industries. It is an applied science that deals with constructing, manufacturing, and maintaining textile articles to meet diverse individual, family, and community needs. This Form I to IV learning area focuses on studying fibres and fabrics, construction of garments, crafts and soft furnishings. It provides learners with the opportunity to be exposed to industrial production systems and the use of Information and Communication Technologies (ICTs) in designing textile items. The syllabus seeks to develop knowledge in problem solving, design thinking, communication, technology, management, creativity and innovation, self-reliance and enterprising skills.

### **Fashion and Fabrics as a Science Technology Engineering and Mathematics (STEM) Subject**

**Science:** Integrating science in the fashion and fabrics subject helps learners understand the properties and applications of different fabrics. This is done by letting learners conduct experiments to test the durability, water resistance of various textiles. The other way is to encourage learners discuss the environmental impact of the fashion industry were learners research sustainable materials and practices, and design eco-friendly clothing lines. This integration of science, encourages learners to think about sustainability and innovation.

**Technology:** In the integration of technology in fashion and fabrics learners are involved in using modern design tools and techniques. In these lessons for example, learners are able to learn about digital pattern making and virtual fitting by using computer-aided design (CAD) software to create fashion designs. In the inclusion of technology, learners are able to analyse market trends and consumer preferences. They are able to use data analysis to predict fashion trends and develop marketing strategies for their designs helping them make informed decisions in the fashion industry.

**Engineering:** Learners are able to explore the engineering behind textile production. In line with this, they are able to grasp concepts about different weaving and knitting techniques, and even try to create their own fabrics using simple looms or knitting machines. This in turn will help learners have hands –on experience with textile production methods.

**Mathematics:** Combining mathematics and practical skills enhances the emphasis on the importance of precision in fashion design. In such cases, learners are able to create patterns for garments, using mathematical concepts such as geometry and measurement to ensure accurate sizing and fit.

### **Teaching/Learning Methodologies**

For effective implementation of this syllabus, it is necessary that a participatory approach is used. The following are suggested participatory methods that may be used:

- Collaborative Learning



- Projective-Based Learning
- Hands-on Learning
- Inquiry-Based Learning
- Modelling and Simulations
- Guest Lectures Workshops
- Flipped Classroom

### **Time Allocation**

Contact time in Fashion and fabrics is as follows:

Eight (8) hours, **twelve (12) periods** a week. The duration for a single period is **40 minutes**

### **Assessment**

Assessment for the four-year Ordinary Level Secondary Education programme shall include a variety of methods to evaluate learners' competences. Formative and summative assessments shall be conducted at the school and national levels.

### **School-Based Assessment (SBA)**

The purpose of SBA in Fashion and Fabrics is to measure learners' continuous achievement in the prescribed competencies outlined in the Zambia Curriculum Framework 2023. The Examinations Council of Zambia (ECZ) will provide an assessment guideline.

### **Trade Test Assessment**

Additionally, trade test assessment in Fashion and Fabrics will be assessed and certified by TEVETA. This means that schools shall receive syllabuses from TEVETA.

## KEY COMPETENCES TO BE DEVELOPED

COMPETENCES	DESCRIPTORS
<b>Analytical thinking</b>	<ul style="list-style-type: none"> <li>• Demonstrate good personal hygiene.</li> <li>• Take accurate body Measurements</li> </ul>
<b>Creativity and innovation</b>	<ul style="list-style-type: none"> <li>• Plan the wardrobe in relation to fashion trends</li> <li>• Harmonise accessories with outfit</li> <li>• Create desired artwork on Fabrics</li> <li>• Create suitable textile designs</li> </ul>
<b>Critical thinking</b>	<ul style="list-style-type: none"> <li>• Select clothing articles concerning physical and biological changes</li> <li>• Make appropriate use of inner and outer garments</li> <li>• Operate sewing machines</li> <li>• Demonstrate understanding of fibres</li> </ul>
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>• Explore simple online tools for creating patterns digitally</li> <li>• Download and print digital sewing patterns</li> </ul>
<b>Emotional intelligence</b>	<ul style="list-style-type: none"> <li>• Develop self-awareness by allowing learners to reflect on their choices and preferences in fabrics, colours and designs.</li> <li>• Develop an appreciation of different cultures and diversity</li> <li>• Manage emotions during construction processes.</li> </ul>
<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Apply entrepreneurial skills</li> </ul>
<b>Environmental Sustainability</b>	<ul style="list-style-type: none"> <li>• Use echo-friendly materials, reducing waste and promoting fair labour practices</li> </ul>
<b>Financial Literacy</b>	<ul style="list-style-type: none"> <li>• Create a simple budget</li> <li>• Compare prices of fabrics and sewing suppliers to find affordable options</li> </ul>
<b>Problem solving</b>	<ul style="list-style-type: none"> <li>• Develop good health habits</li> <li>• Demonstrate safety precaution at all</li> </ul>

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# FORM 1

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TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
1.1 INTRODUCTION TO TEXTILE AND CLOTHING	1.1.1 Concepts in Fashion and Fabrics	1.1.1.1 Explore concepts in Fashion and Fabrics	<ul style="list-style-type: none"> <li>Explaining the basic concepts in fashion and fabrics (<i>definition of fashion, fabrics, fashion terminologies, types of fashion styles</i>)</li> <li>Exploring why people wear clothes</li> <li>Demonstrating ability to choose healthy clothes (friendly to the skin, breathability, good conductor of heat, waterproof...)</li> <li>Creating a collage or mood board presenting different reasons why people wear clothes</li> </ul>	Concepts in Fashion and Fabrics explored accordingly
	1.1.2 Career Opportunities	1.1.2.1 Explore potential career paths in textile and clothing	<ul style="list-style-type: none"> <li>Discussing history of textile and clothing: (<i>Prehistoric Era, Ancient Civilizations, Industrial Revolution...</i>)</li> <li>Exploring career opportunities in the textile and clothing industry: <b>Textile and Fashion Design</b> (<i>textile designer: role and skills; fashion designer: role and skills; the design process in textiles and fashion</i>); <b>Textile and Clothing Product Development</b> (<i>product development manager, costume designer, apparel patternmaker, trend forecaster ...</i>)</li> <li>Discussing the economic importance of the textile and cloth-</li> </ul>	Potential career path in textile and clothing created proficiently

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<p>ing sector: (<i>Job creation, Foreign exchange earnings, Poverty reduction, Government revenue, Economic diversification</i>)</p> <ul style="list-style-type: none"> <li>• Visiting a local textile shop :(<i>garment workshop, design studio...</i>)</li> </ul>	
	<b>1.1.3 Work Ethics</b>	<b>1.1.3.1</b> Practice work ethics in the fashion industry	<ul style="list-style-type: none"> <li>• Discussing work ethics: (<i>importance, relevance ...</i>)</li> <li>• Describing key work ethics and professional values required in fashion careers: (<i>punctuality, reliability, responsibility accountability...</i>)</li> <li>• Discussing the impact of a positive work ethic on career growth and industry reputation: (<i>increased productivity, Improved time management...</i>)</li> <li>• Setting up role-play scenarios showing work ethics in the workplace</li> </ul>	Work ethics in the fashion industry practiced accordingly
<b>1.2 FASHION AND FABRICS WORKROOM</b>	<b>1.2.1 Safety</b>	<b>1.2.1.1</b> Practice safety rules in the workroom	<ul style="list-style-type: none"> <li>• Discussing safety in the fashion and fabrics room</li> <li>• Practising personal safety and hygiene: <b>types of protective gear</b> (<i>aprons, gloves, goggles ...; When and how to wear PPE</i>); <b>Hygiene practices</b> (<i>Keeping hands and clothing clean, using hair nets or tying hair back ...</i>)</li> <li>• Using tools and equipment safely: <b>sewing machines</b> (<i>Importance of keeping fingers</i></li> </ul>	Safety rules in the workroom Practiced accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<p><i>away from the needle ...</i>); <b>cutting tools</b> (<i>scissors, rotary cutters, ...</i>) – (<i>safe handling of cutting tools ...</i>); <b>ironing equipment</b> (<i>storing irons safely after use ...</i>); <b>measuring and marking tools</b> (<i>how to avoid pinching or cutting yourself ...</i>)</p> <ul style="list-style-type: none"> <li>• Practising safety rules and regulations in the workroom (<i>school and classroom safety guidelines, safety signage and warnings</i>)</li> </ul>	
	<b>1.2.2 First Aid</b>	<b>1.2.2.1</b> Apply First Aid	<ul style="list-style-type: none"> <li>• Discussing First Aid: (<i>importance, characteristics of a first aider...</i>)</li> <li>• Dealing with accidents and emergencies: <b>First Aid in the Fashion and Fabrics Room</b> (<i>Keeping first aid kits in accessible locations ...</i>); <b>Emergency Procedures</b> (<i>The location of fire exits, fire extinguishers, and emergency equipment ...</i>)</li> <li>• Role-playing using the first aid kit to manage an injury (<i>applying antiseptic, dressing a wound, using bandages ...</i>)</li> <li>• Applying First aid</li> </ul>	First Aid applied appropriately
<b>1.3 PERSONAL HYGIENE AND FASHION</b>	<b>1.3.1 Good Grooming</b>	<b>1.3.1.1</b> Practice good personal hygiene in fashion Industry	<ul style="list-style-type: none"> <li>• Discussing the importance of personal hygiene in the fashion industry: (<i>Reputation, First impression, Health and safety, Confidence boost, Customer trust</i>)</li> <li>• Exploring the key aspects of personal hygiene for fashion</li> </ul>	Good personal hygiene Practiced appropriately

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			professionals ( <i>Basic personal hygiene Practices, hair care and grooming ...</i> ) <ul style="list-style-type: none"> <li>• Discussing effective hygiene practices and their impact on fashion: (<i>maintaining good health, disease prevention, improved physical appearance, self-esteem</i>).</li> <li>• Practicing good personal hygiene in fashion</li> </ul>	
	<b>1.3.2 Health Habits</b>	<b>1.3.2.1</b> Practice Good Health Habits in the Fashion Industry	<ul style="list-style-type: none"> <li>• Discussing the importance of maintaining good health in the fashion industry (<i>positive body image, enhancing physical well-being stamina, boosts mental health and reduces stress ...</i>)</li> <li>• Analysing the key health habits that contribute to physical and mental well-being: (<i>manage stress, eat healthy, stay hydrated, sleep...</i>)</li> <li>• Practicing good posture: (<i>walking, standing, sitting, sleeping ...</i>)</li> </ul>	Good health habits Practiced accordingly
<b>1.4 CLOTHING</b>	<b>1.4.1 Functional Clothing</b>	<b>1.4.1.1</b> Plan Dressing according to function	<ul style="list-style-type: none"> <li>• Discussing the concept of clothing and its importance in daily life</li> <li>• Describing different types of clothing and their purposes (<i>everyday clothing, seasonal clothing ...</i>)</li> <li>• Exploring how clothing relates to culture, identity, and environment</li> </ul>	Dressing planned according to function

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>• Explaining the basic attachments of clothing: (upper components, lower components and additional attachments, such as: fasteners, and closures, embellishments and decorations, accessories, and other attachments)</li> <li>• Sorting various items of clothing into categories (e.g., <i>everyday wear, formal wear, seasonal wear</i>) and justify their choices.</li> </ul>	
	<b>1.4.2 Wardrobe Planning</b>	<b>1.4.2.1</b> Plan the wardrobe in relation to fashion trend	<ul style="list-style-type: none"> <li>• Discussing wardrobe planning: (<i>definition, goals, factors to consider when buying clothes for the wardrobe, advantages and disadvantages of buying and making own clothes...</i>)</li> <li>• Analysing factors to consider in wardrobe planning: (<i>occasion, season, age, Cost, style, figure type...</i>)</li> <li>• Explaining benefits of planning wardrobes: (<i>save time, and money, improve wardrobe management ...</i>)</li> <li>• Selecting clothes in relation to the fashion trend</li> </ul>	Wardrobe planned in relation to fashion trends accordingly
	<b>1.4.3 Dress Code And Culture</b>	<b>1.4.3.1</b> Dress according to specific culture	<ul style="list-style-type: none"> <li>• Analysing dress code according to different cultures.: (<i>importance of dress codes in different settings, common dress codes - formal, casual, business casual, traditional...</i>)</li> </ul>	Dressed according to specific culture accordingly



TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>Discussing how clothing affects self-esteem and body image: (<i>boost confidence, self-expression, body positivity...</i>)</li> <li>Performing a fashion parade depicting different cultures</li> </ul>	
	<b>1.4.4 Accessories</b>	<b>1.4.4.1</b> Use suitable accessories with outfit	<ul style="list-style-type: none"> <li>Discussing accessories: (<i>scarfs, hats, bracelets, necklaces...</i>)</li> <li>Explaining factors that influence the choice of accessories: (<i>outfit, pattern, shape, style, colour...</i>)</li> <li>Caring for accessories according to provided guidelines: (<i>cleaning, storage, handling...</i>)</li> <li>Making accessories: (<i>Practical</i>)</li> </ul>	Suitable accessories used with outfits accordingly
	<b>1.4.5 Inner and Outer Garments</b>	<b>1.4.5.1</b> Make appropriate use of inner and outer garments	<ul style="list-style-type: none"> <li>Classifying garments into inner and outer garment: (<b>inner-</b> <i>upper body innerwear, lower body innerwear, sleeping innerwear</i> <b>outer-</b> <i>Protective Outerwear, Fashion Outerwear, foundation clothes...</i>).</li> <li>Evaluating factors that influence the choice of inner and outer garments: (<b>Inner-</b><i>comfort, activity level, personal preference, cultural social norms</i> <b>Outer-</b><i>weather, cultural or social identity, professional requirements, personal style...</i>)</li> <li>Using inner and outer garments appropriately</li> </ul>	Inner and outer garments used appropriately

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
1.5 TOOLS AND EQUIPMENT	1.5.1 Needlework Tools	1.5.1.1 Use needlework tools	<ul style="list-style-type: none"> <li>Describing the function of needlework tools and equipment (<i>hand, measuring, pressing and finishing tools ...</i>)</li> <li>Making use of needlework tools: (<i>cutting shear, tape measure, needles, thimble...</i>)</li> <li>Creating a tool kit with labelled pictures of various needlework tools and equipment</li> <li>Making :(<i>measuring card, tape measure, pin cushion, tool box...</i>)</li> </ul>	Needlework tools used correctly
	1.5.2 Needlework Equipment	1.5.2.1 Use Needlework Equipment	<ul style="list-style-type: none"> <li>Exploring different needlework equipment: (<i>chest of drawers, mirror, ironing board, table, sewing machines...</i>)</li> <li>Caring of needlework equipment: (<i>dusting, covering, oiling ...</i>)</li> </ul>	Needlework equipment used correctly
	1.5.3 The Sewing Machines	1.5.3.1 Use a sewing machine	<ul style="list-style-type: none"> <li>Discussing different sewing machines: (<i>types, care and choice, functions Advantage and disadvantages...</i>)</li> <li>Describing parts of the sewing machines: (<i>balance wheel, stop motion screw...</i>)</li> <li>Operating the sewing machine: <b>setting up the sewing machine</b> (<i>threading the machine, inserting the bobbin ...</i>); <b>sewing the fabric</b> (<i>placing the fabric under the presser foot ...</i>)</li> <li>Applying safety guidelines when using a sewing machine (<i>keep fingers clear of the needle</i>)</li> </ul>	Sewing machines used correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<p><i>while sewing, always turn off the sewing machine when not in use ...)</i></p> <ul style="list-style-type: none"> <li>• Practicing using the sewing machine on pieces of papers (sew straight lines, curve diagonal lines ...)</li> </ul>	
<b>1.6 FIBRES AND FABRICS</b>	<b>1.6.1 Fibres</b>	<b>1.6.1.1</b> Apply techniques in fibre identification	<ul style="list-style-type: none"> <li>• Analysing different fibres: (<i>class, types, properties, uses ...</i>).</li> <li>• Identifying fibres using various techniques :(<i>burning, microscopic...</i>)</li> <li>• Preparing a fibre classification chart: (<i>project</i>)</li> </ul>	Techniques in fibre identification applied correctly
	<b>1.6.2 Yarns</b>	<b>1.6.2.1</b> Practice the process of transforming fibres to yarns	<ul style="list-style-type: none"> <li>• Discussing yarns</li> <li>• Creating yarn by spinning fibres (<i>carding, spinning, plying</i>)</li> <li>• Describing types of yarns (<i>single, ply and fancy yarns</i>)</li> <li>• knitting yarn to create small fabric samples</li> </ul>	The process of transforming fibres to yarns Practiced skillfully
	<b>1.6.3 Fabrics</b>	<b>1.6.3.1</b> Practice the process of transforming yarns to fabrics	<ul style="list-style-type: none"> <li>• Discussing fibres and fabrics and understand their relationship</li> <li>• Describing properties and uses of fabrics (<i>strength, absorbency, durability ...</i>)</li> <li>• Making fabrics by using types of weaves (<i>plain, twill, satin</i>)</li> <li>• Using types of knits to form fabrics (<i>weft, warp</i>)</li> <li>• Experimenting with basic weaving techniques using simple loom kits</li> </ul>	The process of transforming yarns to fabrics Practiced accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	<b>1.6.4 Colour Application</b>	<b>1.6.4.1</b> Create desired Artworks on Fabrics	<ul style="list-style-type: none"> <li>• Discussing the importance of colour in fashion and fabric design: <b>colour in fashion</b> (<i>influencing the mood ...</i>); <b>colour in fabric</b> (<i>can also alter the fabric's properties ...</i>)</li> <li>• Describing various methods of applying colour to fabrics (<i>dyeing, printing ...</i>)</li> <li>• Discussing different types of dyes and paints used for fabric colouring (<i>fabric paints, natural dyes ...</i>)</li> <li>• Applying colour to a fabric piece using at least two different methods (<i>e.g., dyeing and fabric painting or block printing</i>)</li> </ul>	Desired Artworks on Fabrics created appropriately
	<b>1.6.5 Methods Of Colour Application</b>	<b>1.6.5.1</b> Apply colour on fabrics	<ul style="list-style-type: none"> <li>• Discussing the relationships between different colours (<i>the colour wheel</i>)</li> <li>• Using colours that complement each other to create pleasing and balanced designs (<i>complementary colours, analogous colours ...</i>)</li> <li>• Dyeing of different fabrics: (<i>cotton fabrics</i>)</li> <li>• Testing colour fastness (<i>practical</i>)</li> </ul>	Colour on fabrics applied correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
1.7 CLOTHING DESIGNS	1.7.1 Elements of Design	1.7.1.1 Create suitable textile designs	<ul style="list-style-type: none"> <li>Explaining the key elements of design in fashion and fabric design (<i>line, shape/form, colour ...</i>)</li> <li>Using line, shape, colour, texture, and space in creating effective fashion and fabric designs</li> <li>Designing a simple garment, paying attention to the use of line, shape, colour, texture, and space</li> </ul>	Suitable textile designs created skilfully
	1.7.2 Principles of Design	1.7.2.1 Apply different principles of design	<ul style="list-style-type: none"> <li>Discussing the key principles of design (<i>balance, harmony, emphasis...</i>)</li> <li>Describing how the principles of design work together to create effective fashion and fabric designs</li> <li>Applying the principles of design in interior design: (<i>bed spreading, curtains...</i>)</li> <li>Creating garment sketches or fabric samples using different types of balance (<i>symmetrical, asymmetrical, and radial</i>)</li> </ul>	Principles of design applied correctly
	1.7.3 Figure Type	1.7.3.1 Select personal outfits according to figure types	<ul style="list-style-type: none"> <li>Discussing the term "<b>figure type</b>" and understand its significance in fashion and clothing</li> <li>Describing types of body shapes and their characteristics (<i>hour glass, pear-shaped ...</i>)</li> <li>Selecting clothing styles that complement various body types</li> </ul>	Personal outfits selected according to body types

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>Identifying common fashion mistakes related to figure type and how to avoid them</li> <li>Designing outfits according to different body types</li> </ul>	
<b>1.8 Construction Processes</b>	<b>1.8.1 Stitches</b>	1.8.1.1.1 Work out different hand stitches	<ul style="list-style-type: none"> <li>Discussing the importance of hand stitching in garment construction (<i>groups of stitches</i>)</li> <li>Demonstrating the purposes of each group of stitches</li> <li>Working out hand stitches to various garment construction tasks. (practical)</li> </ul>	Different hand stitches worked out correctly.
	<b>1.8.2 Pressing and Ironing</b>	1.8.2.1 Press and Iron articles during construction	<ul style="list-style-type: none"> <li>Discussing the importance of pressing articles in garment construction: (<i>helps to flatten seams and darts, gives the garment a neat and structured look ...</i>)</li> <li>Explaining the difference between pressing and ironing</li> <li>Practicing the proper techniques for pressing and ironing fabric: <b>Pressing Techniques</b> (Pressing Seams ...); <b>Ironing Techniques</b> (<i>ironing finished garments ...</i>)</li> <li>Pressing different types of seams, darts, and pleats on scrap fabric using the appropriate tools and techniques</li> </ul>	Articles during garment construction Pressed accordingly.

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
<b>1.9 Garment construction</b>	<b>1.9.1 Notions</b>	1.9.1.1 Use notions and Trimmings	<ul style="list-style-type: none"> <li>• Discussing Notions. And trimmings (definition, <i>importance...</i>)</li> <li>• Describing different types of notions used in fashion and fabric construction (<i>thread, pins, seam rippers, marking pens, buttons, zips, snaps, collar stay</i>).</li> <li>• Explaining functions of various notions in garment design and construction</li> <li>• Using suitable notions for specific garments: (sewing a button onto fabric, including creating a buttonhole and properly attaching a button for function and decoration ...)</li> </ul>	Notions and Trimmings used correctly
	<b>1.9.2 Pattern Markings</b>	1.9.2.1 Interpret different pattern markings	<ul style="list-style-type: none"> <li>• Discussing the importance of pattern markings in garment construction (</li> <li>• Demonstrating ability to use pattern markings (<i>Using tailors' chalk, tracing wheel and carbon paper, tailors' tacking...</i>)</li> <li>• Recognizing methods used for making accurate pattern markings (<i>chalk or fabric markers, tracing paper and wheel ...</i>)</li> <li>• Interpreting symbols used in pattern markings (<i>standard pattern symbols, special symbols ...</i>)</li> <li>• Applying pattern markings on fabric Altering and adapting</li> </ul>	Different pattern marking interpreted accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			patterns to fit different figures. (practical)	
	<b>1.9.3 Pattern Drafting</b>	1.9.3.1 Draft different patterns	<ul style="list-style-type: none"> <li>• Discussing types of paper patterns: (types- <i>commercial and homemade/drafted</i> advantages, disadvantage)</li> <li>• Discussing the the importance of pattern drafting in garment making (<i>ensures proper fit, Reduces waste ...</i>)</li> <li>• Taking accurate body measurements. Making different basic patterns (<i>using basic measurements used in pattern drafting</i>)</li> <li>• Drawing a standard measurement chart showing the circumference measurements (upper and lower torso sizes)</li> <li>• Drafting a basic pattern for a simple garment (<i>e.g., a skirt or a blouse</i>)</li> <li>• Modifying basic patterns for different designs and fits</li> </ul>	Different patterns drafted accurately
	<b>1.9.4 Seams</b>	1.9.4.1 Work out different Seams	<ul style="list-style-type: none"> <li>• Discussing Seams. (<i>definition, factor to consider when choosing seams</i>).</li> <li>• Classifying Seams (<i>conspicuous(visible)-overlaid, run and fell and inconspicuous (invisible) -open and French...</i>)</li> <li>• Working out different Seams using the drafted basic pattern made (practical)</li> </ul>	Different Seams worked out correctly
	<b>1.9.5 Disposal of Fullness</b>	1.9.5.1 Apply different methods of reducing fullness of garments	<ul style="list-style-type: none"> <li>• Discussing disposing of fullness in garments. (<i>definition, Reasons of disposal of fullness...</i>)</li> </ul>	Different methods of disposal of fullness worked out correctly



TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>• Explaining different methods of disposing of fullness (<i>gathers, pleats, tucks, darts...</i>).</li> <li>• Classifying methods of disposing fullness (folding, drawing ...)</li> <li>• Using suitable method on appropriate fabric (<i>pleats- polyester, gathers- cotton...</i>)</li> <li>• Identifying positions where different methods can be used (<i>Gathers- Waistline and armholes, Darts: waistline, Bust, Tucks- armholes...</i>)</li> <li>• Apply different methods of disposal of fullness on garment: (skirts, apron...)</li> </ul>	
	<b>1.9.6 Pockets</b>	1.9.6.1 Work out different pockets	<ul style="list-style-type: none"> <li>• Discussing pockets. (definition, uses...)</li> <li>• Classifying pockets (<i>Patch, Inside/Inseam, and Inset...</i>)</li> <li>• Discussing uses of pockets (<i>storage, warmth, style, security...</i>)</li> <li>• Working out pockets.</li> </ul>	Different pockets worked out correctly
	<b>1.9.7 Waistline Finishes</b>	1.9.7.1 Finish waistline	<ul style="list-style-type: none"> <li>• Discussing different types of waistlines: (<i>empire, high, natural, dropped, hip hug...</i>).</li> <li>• Choosing appropriate fabrics and materials for different types of waistline finishes</li> <li>• Work out different waistline finishes: (<i>Casing, waistband, Facing...</i>)</li> </ul>	Waistline finished correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
<b>1.10 Crafts</b>	<b>1.10.1 Crocheting</b>	1.10.1.1 Work out crochet stitches	<ul style="list-style-type: none"> <li>Identifying tools to be used when crocheting. (crochet <i>hook</i>, <i>scissors</i>, <i>safety pins</i>)</li> <li>Interpreting crocheting abbreviations. (<i>ss</i>, <i>sc</i>, <i>dc</i>...)</li> <li>Working out crotchet stitches: (<i>Double</i>, <i>Single</i>): (practical)</li> </ul>	Crocheting stitches worked out correctly
<b>1.11 Entrepreneurship</b>	<b>1.11.1 Entrepreneurs hip</b>	1.11.1.1 Apply Entrepreneurial skills	<ul style="list-style-type: none"> <li>Discussing the concept of entrepreneurship and its importance in the fashion and fabrics industry.</li> <li>Identifying various business opportunities in the fashion and fabrics sector</li> <li>Developing a simple business idea related to fashion and fabrics</li> <li>Demonstrating basic principles of managing a small business in the fashion industry</li> <li>Writing a brief business plan, and presenting it to the class.</li> </ul>	Entrepreneurial skills applied accordingly

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# FORM 2

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## COMPETENCES AND DESCRIPTORS AT FORM 2

COMPETENCES	DESCRIPTORS
<b>Analytical thinking</b>	<ul style="list-style-type: none"> <li>• Integrate culture into the design processes</li> <li>• Apply consumer rights and responsibilities.</li> </ul>
<b>Creativity and innovation</b>	<ul style="list-style-type: none"> <li>• Perform various beauty treatment and services</li> <li>• Create different desired artwork on fabric</li> <li>• Make forms of interior Design</li> </ul>
<b>Critical thinking</b>	<ul style="list-style-type: none"> <li>• Produce yarns and fabrics</li> <li>• Draft pattern</li> <li>• Use crossway strips</li> </ul>
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>• Identify the role digital technology plays in promoting sustainable fashion practices</li> </ul>
<b>Emotional intelligence</b>	<ul style="list-style-type: none"> <li>• Manage and influence emotions in oneself and others</li> </ul>
<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Undertake projects</li> </ul>
<b>Environmental Sustainability</b>	<ul style="list-style-type: none"> <li>• Employ sustainable practical methods in textile production</li> </ul>
<b>Financial Literacy</b>	<ul style="list-style-type: none"> <li>• Plan purchases to avoid overspending on unnecessary fabrics or tools</li> </ul>
<b>Problem solving</b>	<ul style="list-style-type: none"> <li>• Repair clothes</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
<b>2.1 SAFETY</b>	<b>2.1.1 Environmental Impact of Textile Production</b>	2.1.1.1 Employ sustainable practices that can help mitigate environmental impacts of textile production.	<ul style="list-style-type: none"> <li>• Discussing the environmental issues caused by textile production</li> <li>• Explaining the stages of textile production that contribute to environmental degradation.</li> <li>• Discussing the impact of various raw materials (<i>natural and synthetic</i>) on the environment</li> <li>• Exploring sustainable practices and innovations aimed at reducing the environmental footprint of the textile industry</li> <li>• Engaging in a hands-on activity to upcycle old clothing or fabric scraps into a new item, demonstrating how creative reuse can reduce waste</li> </ul>	Sustainable practices that can help mitigate environmental impacts of textile production employed accordingly
<b>2.2 GROOMING</b>	<b>2.2.1 Cosmetology in the Fashion Industry</b>	2.2.1.1 Apply techniques of hair and facial makeup	<ul style="list-style-type: none"> <li>• Discussing the relationship between cosmetology and fashion</li> <li>• Identifying the different fields of cosmetology used in fashion (makeup, hair styling, and skincare)</li> <li>• Discussing the role of a cosmetologist in the fashion industry</li> </ul>	Techniques of hair and facial makeup applies skillfully

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>• Exploring how makeup, hairstyling, and skincare enhance fashion designs and contribute to personal style.</li> <li>• Practising basic hairstyling and makeup techniques to prepare for a mock fashion show or photoshoot</li> </ul>	
<b>2.3 WARDROBE PLANNING</b>	<b>2.3.1 Millinery</b>	2.3.1.1 Make various Headwear	<ul style="list-style-type: none"> <li>• Discussing millinery and its importance in fashion</li> <li>• Describing the basic techniques and tools used in hat making.</li> <li>• Analysing materials commonly used in millinery, and their characteristics</li> <li>• Making basic millinery techniques (<i>by making a simple headband or fascinator</i>) using materials like fabric, ribbons, and decorative elements</li> </ul>	Various headwear made skillfully
<b>2.4 TOOLS AND EQUIPMENT</b>	<b>2.4.1 The Sewing Machines</b>	2.4.1.1 Use a sewing machine	<ul style="list-style-type: none"> <li>• Sewing different machine stitches. (<i>straight stitch, zig-zag.</i>)</li> <li>• Identifying common faults (<i>missed stitches, broken needle...</i>).</li> <li>• Correcting common sewing machine faults.</li> <li>• using a sewing machine by assembling garment pieces.</li> </ul>	Sewing machine used correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
<b>2.5 FIBRES, YARNS AND FABRICS</b>	<b>2.5.1 Production of Yarns and Fabrics</b>	2.5.1.1 Apply techniques in yarns production	<ul style="list-style-type: none"> <li>Describing yarns according to texture, thickness, colour, and any unique features, such as: (<i>softness, stretchiness, sheen ...</i>).</li> <li>Outlining various stages of producing yarns – natural fibres (<i>cotton, linen, sisal, silk, wool</i>)</li> </ul>	Techniques in yarns production applied successfully
<b>2.6 COLOUR APPLICATION</b>	<b>2.6.1 Colour Combination</b>	2.6.1.1 Create different desired artwork on fabric	<ul style="list-style-type: none"> <li>Discussing colour combinations. (<i>definition, types...</i>)</li> <li>Experimenting with different colours to produce desired textile designs. (<i>black + orange- shade, white +red-tint, motifs...</i>)</li> <li>Dyeing and printing artwork on desired textiles. (<i>cotton fabric</i>).</li> </ul>	Different desired artworks on fabric created skillfully
<b>2.7 TEXTILE DESIGN</b>	<b>2.7.1 Forms of Design</b>	2.7.1.1 Make forms of interior design	<ul style="list-style-type: none"> <li>Discussing forms of design (<i>fashion and interior design</i>).</li> <li>Making forms of interior design: (Practical)</li> </ul>	Forms of interior design made creatively
	<b>2.7.2 Principles of Design</b>	Apply different principles of design	<ul style="list-style-type: none"> <li>Creating a collage using cutout magazine pieces to practice asymmetrical and symmetrical balance: (<i>learners to work with shapes, colours, and sizes....</i>) (<i>practical</i>)</li> </ul>	Different Principles of design applied correctly
	<b>2.7.3 Culture and Design</b>	2.7.3.1 Show culture into the design processes	<ul style="list-style-type: none"> <li>Discussing cultural costumes for different occasions and seasons: (definition, <i>example: musisi,, ngoni costume...</i>)</li> </ul>	Culture shown into the design processes accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>Comparing different cultural dress codes with current trends.</li> <li>Analysing cultural norms and values that govern dressing. (<i>folkways, taboos, laws ...</i>)</li> <li>Making collage displaying different cultural design. (practical)</li> </ul>	
<b>2.8 CONSTRUCTION PROCESSES</b>	<b>2.8.1 Crossway Strips</b>	2.8.1.1 Use crossway strips	<ul style="list-style-type: none"> <li>Discussing crossway strips: (definition, <i>uses...</i>)</li> <li>Demonstrating cutting and joining crossway strips: (<i>true cross, bias</i>).</li> <li>Using crossway strip to finish off articles.</li> </ul>	Crossway strips used correctly
	<b>2.8.2 Openings</b>	2.8.2.1 Work out openings	<ul style="list-style-type: none"> <li>Discussing openings: (definition, <i>types, Classes...</i>)</li> <li>Working out different openings: (<i>faced, bound, continuous wrap...</i>).(practical)</li> </ul>	Openings worked out correctly
	<b>2.8.3 Fastenings</b>	2.8.3.1 Work out Fastenings	<ul style="list-style-type: none"> <li>Discussing fastenings: (<i>definition, types, factors to consider when choosing and attaching ...</i>).</li> <li>working out fastenings: (<i>attaching a zip, button, loop/button hole, rouleau loops...</i>)</li> </ul>	Fastenings worked out correctly
	<b>2.8.4 Neckline Finishes</b>	2.8.4.1 Work out neckline finishes	<ul style="list-style-type: none"> <li>Identifying different types of necklines (<i>Jewel, “v” Square, Boat, “U” Sabrina ....</i>)</li> </ul>	Neckline finishes worked out neatly



TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>• Discussing neckline finishes: (binding, <i>facing</i>, <i>pipng collar finish ...</i>)</li> <li>• Working out neckline finishes.(practical)</li> </ul>	
	<b>2.8.5 Armhole Finishes</b>	2.8.5.1 Work out armhole finishes.	<ul style="list-style-type: none"> <li>• Discussing methods used to finish off armholes: (<i>Binding, Facing, sleeve...</i>).</li> <li>• Describing reasons for finishing armhole: (<i>finishing off edges, prevent fraying...</i>)</li> <li>• Working out armhole finishes: (<i>facing, binding and sleeve</i>).</li> </ul>	Armhole finishes worked out correctly
<b>2.9 CRAFTS</b>	<b>2.9.1 Basketry</b>	2.9.1.1 Make items using basketry	<ul style="list-style-type: none"> <li>• Identifying materials for basketry.: (<i>reeds, grasses, pine, fur, threads, fibre sisal...</i>)</li> <li>• Describing techniques used in basketry: (<i>coiling, twining, plaiting...</i>).</li> <li>• Making various items using basketry. (<i>mats, cradles, bamboo baskets...</i>).</li> </ul>	Items made using basketry
<b>2.10 CLOTHINGS</b>	<b>2.10.1 Care And Maintenance of Clothes</b>	2.10.1.1 Launder different types of clothes	<ul style="list-style-type: none"> <li>• Discussing the importance of caring for clothes: (<i>longevity, appearance, and hygiene...</i>)</li> <li>• Discussing characteristics and care instructions for (<i>different types of fabrics</i>)</li> <li>• Interpreting the symbols and instructions found on clothing (<i>care labels</i>)</li> </ul>	Clothes laundered accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>Practicing using environmentally friendly detergents and cleaning methods.</li> </ul>	
<b>2.11 CONSUMER EDUCATION</b>	<b>2.11.1 Consumer Rights and Responsibilities</b>	2.11.1.1 Apply consumer rights and responsibilities.	<ul style="list-style-type: none"> <li>Discussing consumer rights and responsibilities: (<i>rights, education, safety, choice, redress...</i>).</li> <li>Identifying sources of consumer education: (<i>government agencies, regulatory bodies, educational institutions, media outlets...</i>)</li> <li>Discussing methods of redress: (<i>warranties, guaranties</i>)</li> <li>Role playing on the rights of the consumer</li> </ul>	Consumer rights and responsibilities applied accordingly
<b>2.12. ENTREPRENEURSHIP</b>	<b>2.12.1 Entrepreneurial Projects In Fashion And Fabrics</b>	2.12.1.1 Develop various project in fashion and fabric	<ul style="list-style-type: none"> <li>Identifying projects to be to done in fashion and fabrics: (<i>project identification, budgeting, action plan...</i>)</li> <li>Discussing steps to follow in project development: (<i>budgeting, project planning, risk management ...</i>)</li> <li>Setting up a business.</li> </ul>	Projects undertaken appropriately

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# FORM 3

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### COMPETENCES AND DESCRIPTORS AT FORM 3

COMPETENCES	DESCRIPTORS
<b>Analytical thinking</b>	<ul style="list-style-type: none"> <li>• Choose clothes in relation to figure types</li> <li>• Interpret care labels</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Collaborate with others in order to create a unique collection of designs.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Create good relations with clients</li> </ul>
<b>Creativity and innovation</b>	<ul style="list-style-type: none"> <li>• Apply different principles of design</li> <li>• Work out knitting stitches</li> <li>• Make use of Soft Furnishings</li> </ul>
<b>Critical thinking</b>	<ul style="list-style-type: none"> <li>• Operate sewing and knitting machines</li> <li>• Demonstrate understanding of laws and regulations</li> </ul>
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>• Explore fashion trends online.</li> </ul>
<b>Emotional intelligence</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of how emotions influence decisions related to clothing.</li> </ul>
<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Prepare a business plan</li> </ul>
<b>Environmental Sustainability</b>	<ul style="list-style-type: none"> <li>• Adopt eco-friendly practices across the supply chain.</li> </ul>
<b>Financial Literacy</b>	<ul style="list-style-type: none"> <li>• Develop basic concepts of money management, budgeting and smart consumer habits.</li> </ul>
<b>Problem solving</b>	<ul style="list-style-type: none"> <li>• Make use of Interfacing, interlining and linings on garment</li> <li>• Finish hem edges</li> <li>• Launder different articles</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
<b>3.1 GROOMING AND PERSONAL HYGIENE</b>	<b>3.1.1 Cosmetology</b>	<b>3.1.2.1</b> Show manicure and pedicure skills.	<ul style="list-style-type: none"> <li>• Explaining the importance of manicure and pedicure skills in the fashion industry.</li> <li>• Describing the tools used, (nail clippers, files, buffers, cuticle pushers ...)</li> <li>• Showing <i>manicure and pedicure skill (practical....)</i></li> </ul>	Manicure and pedicure demonstrated appropriately
<b>3.2 WARDROBE PLANNING</b>	<b>3.1.2 Millinery</b>	<b>3.1.2.1</b> Design Principles used in millinery	<ul style="list-style-type: none"> <li>• Discussing the design principles crucial in creating (aesthetically pleasing and functional millinery pieces).</li> <li>• Creating mood boards and sketches for millinery designs.</li> <li>• Understanding proportions and balance in hat design: (<i>hat logo- design size and placement</i>)</li> <li>• Caring and Maintenance of Hats: (<i>Best practices for cleaning and storing hats, repairing common issues (reshaping, fixing embellishments...)</i>)</li> </ul>	Principles used in millinery designed correctly
<b>3.2 TOOLS AND EQUIPMENT</b>	<b>3.2.1 Knitting Machine</b>	<b>3.1.1.1</b> Operate knitting machines	<ul style="list-style-type: none"> <li>• Discussing the knitting machine (difference between hand knitting and machine knitting,</li> </ul>	Sewing and Knitting machines operated correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<p>Importance of knitting machines in the textile and fashion industry, advantages and disadvantages)</p> <ul style="list-style-type: none"> <li>• Describing types of knitting machines (weft, warp, flat-bed Vs circular knitting machines ...)</li> <li>• Outlining the components of a knitting machine (needles, sinkers, control mechanisms ...)</li> <li>• Discussing common problems in machine knitting (Yarn breakage or tangling, Needle jams or misalignment ...)</li> <li>• Using graph paper, create a simple design for a knitted fabric (a stripe pattern ...)</li> </ul>	
<p><b>3.3 FIBRES, YARNS AND FABRICS</b></p>	<p><b>3.3.1 Production of Yarns and Fabrics</b></p>	<p>3.3.1.1 Produce fabrics</p>	<ul style="list-style-type: none"> <li>• Discussing the production of yarns and fabrics: (processes of yarn production- carding, drawing, combing, spinning...)</li> <li>• Outlining various stages of producing yarns: (polyester, nylon, acrylic, rayon- artificial fibres).</li> <li>• Constructing fabric: (knitting, weaving and bonding).</li> </ul>	<p>Yarns and fabrics produced successfully</p>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
<b>3.4 TEXTILE DESIGN</b>	<b>3.4.1 Forms of Design</b>	3.4.1.1 Make logos	<ul style="list-style-type: none"> <li>Explaining forms of design: (<i>fashion and interior design...</i>).</li> <li>Making forms of design: (<i>interior, balance, harmony, emphasis...</i>)</li> <li>Creating logos that represent brands of products.</li> </ul>	Forms of logos made creatively
	<b>3.4.2 Principles of Design</b>	3.4.2.1 Make an advert on principles of design	<ul style="list-style-type: none"> <li>Discussing the principles of design: (<i>balance, harmony, emphasis...</i>).</li> <li>Applying the principles of design in interior design: (<i>bed spreading, curtains...</i>).</li> <li>Design a magazine cover or advertisement that draws attention to one particular element</li> </ul>	Advert on principles of design made creatively
	<b>3.4.3 Culture and Design</b>	3.4.3.1 Show culture into the design processes	<ul style="list-style-type: none"> <li>Analysing cultural norms and values that govern designing: (cultural colours, patterns, symbols ...)</li> <li>Making collage displaying different cultural design.</li> </ul>	Culture in design process shown accordingly
<b>3.5 PATTERN DRAFTING</b>	<b>3.5.1 Pattern Making</b>	3.5.1.1 Draft different patterns	<ul style="list-style-type: none"> <li>Identifying patternmaking tools (Straight pins, Straight pin holder, Scissors ...)</li> <li>Explaining the patternmaking terms (Pattern drafting, Flat</li> </ul>	Different paper patterns drafted accurately

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<p>patternmaking, Working pattern ...)</p> <ul style="list-style-type: none"> <li>• Discussing the fabric terms in patternmaking (Muslin, Grain, Lengthwise grain (warp) ...)</li> <li>• Draft personal measurement charts for (women, men and children) for use to drafting different patterns.</li> </ul>	
<b>3.6 CONSTRUCTION PROCESS</b>	<b>3.6.1 Interfacing, Interlining And Linings</b>	3.6.1.1 Make use of Interfacing, interlining and linings on garment	<ul style="list-style-type: none"> <li>• Discussing Interfacing, interlining and linings: (definition, <i>uses- to reinforce, improve feel, maintain shape, add beauty, straighten garment....</i>)</li> <li>• Interfacing parts of the garment: (<i>collar, waistband, cuffs, pocket flaps, lapel of a jacket...</i>).</li> <li>• Interlining garments: (<i>trousers, waistcoat...</i>).</li> <li>• Lining garments: (<i>dress, skirt...</i>)</li> </ul>	Garments interfaced, interlined and lined accordingly
	<b>3.6.2 Sleeves</b>	3.6.2.1 Work out Sleeves	<ul style="list-style-type: none"> <li>• Discussing sleeves: (<i>drop shoulder, cap, short, elbow length, bracelet, long, angel...</i>).</li> <li>• Drafting different types of sleeves: (<i>Raglan, kimono, cap, puff...</i>).</li> </ul>	Sleeves worked out correctly



TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>Working out different types of sleeves.</li> </ul>	
	<b>3.6.3 Cuffs</b>	3.6.3.1 Work out cuffs	<ul style="list-style-type: none"> <li>Discussing cuffs: (definition, <i>types- French, rounded, convertible, mitered...</i>)</li> <li>Working out cuffs: (<i>cuffs without opening and cuffs with opening...</i>)</li> </ul>	Cuffs worked out correctly
	<b>3.6.4 Collars</b>	3.6.4.1 Work out collars	<ul style="list-style-type: none"> <li>Discussing collars: (classes- <i>standing, rolled, flat, band...</i>).</li> <li>Drafting different types of collars: (<i>Peter Pan, bishop, mandarin, button down...</i>).</li> <li>Working out collar: (<i>flat, standing and rolled</i>).</li> </ul>	Collars worked out correctly
	<b>3.7.5 Hem and Hem Edge Finishes</b>	3.7.5.1 Finish hem edges	<ul style="list-style-type: none"> <li>Discussing hem and hem edges: (<i>plain, circular, turned up</i>).</li> <li>Identifying common methods of hem finishing: (<i>blind hem, top stitch, overlock, hand hemming</i>).</li> <li>Finishing hems and hem edges.</li> </ul>	Hem edges finished correctly
<b>3.8 CRAFTS</b>	<b>3.8.1 Knitting</b>	3.8.1.1 Operate the knitting	<ul style="list-style-type: none"> <li>Interpreting knitting abbreviations: (<i>ss, dc, k, ptt, tog...</i>)</li> <li>Identifying tools to be used when knitting: (<i>knitting needles, scissors, knitting yarn....</i>)</li> </ul>	Knitting operated correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>• Practicing knitting stitches: (<i>hand and machine...</i>)</li> <li>• Making articles: (<i>scuffs, head sock...</i>).</li> </ul>	
<b>3.9 EMBROIDERY AND SOFT FURNISHINGS</b>	<b>3.9.1 Soft Furnishings</b>	3.9.1.1 Make use of Soft Furnishings	<ul style="list-style-type: none"> <li>• Discussing soft furnishing: (<i>definition, types- rugs, curtains, cushions, beddings...</i>)</li> <li>• Describing factors to consider when choosing soft furnishing: (<i>material used, durability, comfort, easy to care for fabric...</i>)</li> <li>• Making soft furnishing items</li> </ul>	Soft Furnishings used correctly
<b>3.10 CARE AND MAINTENANCE OF CLOTHES AND OTHER TEXTILE PRODUCTS</b>	<b>3.10.1 Care Labels</b>	3.10.1.1 Interpret care labels	<ul style="list-style-type: none"> <li>• Discussing care label: (<i>definition, importance save time, avoiding buying item that are difficult to maintain- dry cleaning, guide to use the correct method of laundering....</i>)</li> <li>• Interpreting care label: (<i>washing, bleaching, drying, ironing, dry cleaning</i>).</li> <li>• Drawing care label.</li> <li>• Attaching a care label on a finished garment.</li> </ul>	Care labels interpreted correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	<b>3.10.2 Laundry Processes</b>	3.10.2.1 Launder different articles	<ul style="list-style-type: none"> <li>• Discussing laundry processes: (definition, <i>Laundry processes: Sorting, mending, storing...</i>)</li> <li>• Demonstrating dry cleaning: (<i>Home-sponging, Commercial</i>).</li> <li>• Classifying stains: (<i>vegetable- coffee, tea, fruits, cocoa, animal-grease, blood, egg, milk...</i>).</li> <li>• Removing different kinds of stains: (<i>Practical</i>).</li> <li>• Laundering different articles: ( <i>white, coloured cottons, woolen synthetics...</i>)</li> </ul>	Different articles laundered correctly
<b>3.11 CONSUMER EDUCATION</b>	<b>3.11.1 Laws and Regulations</b>	3.1.1.1 Apply laws and regulations	<ul style="list-style-type: none"> <li>• Discussing laws and regulations: (civil, <i>criminal</i>)</li> <li>• Comparing laws and regulations pertaining to textile technology: (Labelling and packaging regulations, Flammability, Biodegradability...)</li> <li>• Study tour Visiting local organisations that protect the rights of consumers: (<i>ZABS, CCPA, HRC...</i>).</li> </ul>	Laws and regulations applied effectively

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
3.12 ENTREPRENEURSHIP	3.12.1 Business Plan-Project Implementation	3.12.1.1 Prepare a business plan	<ul style="list-style-type: none"> <li>• Discussing a business plan: (definition, <i>types-short term and long term</i>).</li> <li>• Discussing the components of a business plan: (<i>Product name, product description, Business logo, executive summary...</i>).</li> <li>• Creating a business project.</li> </ul>	Business plan prepared successfully

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# FORM 4

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**COMPETENCES AND DESCRIPTORS AT FORM 4**

COMPETENCES	DESCRIPTORS
<b>Analytical thinking</b>	<ul style="list-style-type: none"> <li>Choose a fabric with a suitable finish</li> </ul>
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>Engage with communities to promote knowledge about fabrics, design and responsible production</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>Collaborate with other fashion brands and fabric manufacturers to develop eco-friendly and sustainable materials</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Explore how clothes convey mood, personality or social status.</li> </ul>
<b>Creativity and innovation</b>	<ul style="list-style-type: none"> <li>Make use of blended and mixed fabrics</li> <li>Draft different paper patterns</li> <li>Make textile articles using different embroidery techniques</li> <li>Make items using beads</li> </ul>
<b>Critical thinking</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of dress code for different cultures.</li> <li>Camouflage Figure Faults and irregularities</li> </ul>
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>Use design technology, digital marketing and the use of innovative tools in the fashion industry</li> </ul>
<b>Emotional intelligence</b>	<ul style="list-style-type: none"> <li>Design clothes that enhance self-esteem and confidence.</li> <li>Donate old garments or clothes to those in need.</li> </ul>
<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>Conduct market research</li> </ul>
<b>Environmental Sustainability</b>	<ul style="list-style-type: none"> <li>Upcycle old clothes into new designs</li> </ul>
<b>Financial Literacy</b>	<ul style="list-style-type: none"> <li>Demonstrate budgeting and wise shopping</li> </ul>
<b>Problem solving</b>	<ul style="list-style-type: none"> <li>Recycle different articles</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
4.1 WARDROBE PLANNING	4.1.1 <b>Figure Faults and Irregularities</b>	4.1.1.1 Modify garments to suit irregularities	<ul style="list-style-type: none"> <li>• Discussing Figure Faults and irregularities: (definition, <i>types- large/ small bust, large stomach, protruding abdomen, uneven shoulders, large hips...</i>)</li> <li>• Making collage by depicting figure faults and irregularities.</li> </ul>	Figure Faults and irregularities. Camouflaged accordingly
4.2 FIBRES, YARNS AND FABRICS	4.2.1 <b>Fabric Finishes</b>	4.2.1.1 Launder articles according to the fabric finish applied	<ul style="list-style-type: none"> <li>• Discussing fabric finishes: (Definition, importance, types: <i>flame proofing, antistatic, calendaring ...</i>).</li> <li>• Making a chart or swatch kit.</li> <li>• Laundering of articles with different fabric finishes</li> </ul>	Articles laundered according to fabric finish correctly
	4.3.1 <b>Blending and Mixing</b>	4.3.1.1 Make use of blended and mixed fabrics	<ul style="list-style-type: none"> <li>• Discussing blended and mixed fabrics: (definition, <i>examples: cotton/polyester, cotton/silk, wool/acrylic...</i>)</li> <li>• Comparing blended and mixed fabrics</li> <li>• making a collage to show blended and mixed fabrics (practical)</li> </ul>	Blended and mixed fabrics used correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
<b>4.4 PATTERN DRAFTING</b>	<b>4.4.1 Uses of Paper Patterns</b>	4.4.1.1 Draft different basic paper patterns.	<ul style="list-style-type: none"> <li>• Making a selection of garments from basic drafted paper patterns for children and adults: (<i>bodices, sleeves, pockets, collar, skirt, interfacing...</i>)</li> <li>• Manipulating basic patterns to create variety of patterns</li> <li>• Drafting different patterns</li> </ul>	Different basic paper patterns drafted accurately
<b>4.5 CRAFTS</b>	<b>4.5.1 Beadwork</b>	4.5.1.1 Make items using beads	<ul style="list-style-type: none"> <li>• Identifying materials used in beadwork: (definition, <i>material used: beads, twine, snipers...</i>)</li> <li>• Making items using beads: (<i>food covers, jewellery: necklaces, bracelets, earrings...</i>)</li> <li>• Showcasing beadwork articles.</li> </ul>	Items made using beads creatively
<b>4.6 EMBROIDERY AND SOFT FURNISHINGS</b>	<b>4.6.1 Embroidery Techniques</b>	4.6.1.1 Make textile articles using different embroidery techniques	<ul style="list-style-type: none"> <li>• Discussing embroidery: (definition, <i>types: applique, freestyle, cut work...</i>)</li> <li>• Applying embroidery on soft furnishing articles.</li> <li>• Making textile articles using different embroidery techniques: (<i>applique and freestyle...</i>)</li> </ul>	Embroidery techniques worked out accordingly
<b>4.7 CARE AND MAINTENANCE OF CLOTHES AND OTHER TEXTILE PRODUCTS</b>	<b>4.7.1 Recycling</b>	4.7.1.1 Recycle different articles	<ul style="list-style-type: none"> <li>• Discussing recycling of clothes: (definition, <i>importance: reduce waste, conserving</i>)</li> </ul>	Different articles recycled appropriately



TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<p><i>resource, helping those in need, supporting ethical fashion practices...)</i></p> <ul style="list-style-type: none"> <li>• Explaining the importance of recycling articles.</li> <li>• Recycling different textile articles: (<i>trousers into shorts, shirt into a scarf...</i>).</li> <li>• Demonstrating repairing articles and garments: (<i>patching, darning</i>).</li> </ul>	
	<b>4.7.2 Textile Exhibition</b>	4.7.2.1 Organise Clothing and Textiles Exhibition	<ul style="list-style-type: none"> <li>• Meaning of terms: (<i>exhibition, modelling and fashion show</i>)</li> <li>• Types</li> <li>• Purpose</li> <li>• Factors to consider publicity: (<i>mass media, print</i>); Security (<i>where to exhibit</i>); (<i>What to exhibit...</i>).</li> <li>• Organising Clothing and Textiles Exhibition</li> <li>• Modelling and Fashion Shows</li> </ul>	Clothing and textile exhibitions organised professionally
<b>4.8 CONSUMER EDUCATION</b>	<b>4.8.1</b> Principles of shopping	4.8.1.1 Demonstrate wise shopping	<ul style="list-style-type: none"> <li>• Discussing budgeting: (<i>Definition, types: long and short term, importance: Prevent impulse buying, Saving, Saves time, Meeting financial goals...</i>)</li> </ul>	Wise shopping demonstrated effectively

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>• Outlining factors to consider when budgeting: (<i>Income, expense, Financial goals, Savings, Unexpected costs...</i>)</li> <li>• Discussing factors that influence advertisement on a budget and decision making: (<i>Budget, Target audience, Business goals, Market research...</i>)</li> <li>• points to bear in mind when shopping for Clothing and Textiles products: (<i>Needs and wants, Expense Budgets, Income, Spending...</i>)</li> <li>• Making a simple budget for a given task.</li> </ul>	
<b>4.9 ENTREPRENEURSHIP</b>	<b>4.9.1 Market research</b>	4.9.1.1 Conduct market research	<ul style="list-style-type: none"> <li>• Discussing economic aspects affecting the textile industry: (<i>pricing strategies, profit margin, labour costs...</i>).</li> <li>• Discussing the importance of marketing in a business: (<i>Increase sales, Turnover, understand customers, stay relevant, Make informed decisions...</i>)</li> <li>• Conducting market research: (<i>problem identification, proposal, research, reporting...</i>).</li> </ul>	Market research conducted accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> <li>• Reporting stage: (<i>information, background, literature review, findings...</i>)</li> <li>• Reviewing the market research</li> </ul>	
	<p><b>4.9.2 Textiles Enterprise</b></p>	<p>4.9.2.1 Set up a Clothing and Textiles enterprise</p>	<ul style="list-style-type: none"> <li>• Discussing business idea: (<i>Definition, Characteristics: Sociability, Profitability, Innovation, Adaptability...</i>)</li> <li>• Describing market research: (<i>Research techniques: Surveys, Interviews, Focus groups, Customer observation...</i>)</li> <li>• Developing a business plan: (<i>Definition, Steps: Executive summary, Market analysis, Business description, Financial plan...</i>)</li> <li>• Managing a Clothing and Textiles enterprise</li> </ul>	<p>Clothing and Textile enterprises set up accordingly</p>
			<ul style="list-style-type: none"> <li>• Setting up a business: (<i>branding, marketing</i>).</li> <li>• Pricing strategies and selling products: (<i>Price skimming, Cost-plus pricing, Competitive pricing, Premium pricing...</i>)</li> <li>• Discussing the Importance of networking in the fash-</li> </ul>	

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<p>ion industry: (Build <i>relationships</i>, <i>Open doors</i>, <i>Exchange ideas</i>, <i>Advance your career</i>, <i>Share knowledge...</i>)</p> <ul style="list-style-type: none"> <li>• Documenting the design process, from concept to finished product: ( <i>Define your purpose</i>, <i>Choose a format</i>, <i>Follow a structure</i>, <i>Be concise and clear...</i>)</li> </ul>	

## REFEERENCES

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**FASHION AND FABRICS SCOPE AND SEQUENCE FORM 1 TO FORM 4**

Form 1		Form 2		Form 3		Form 4	
Sub - Topic	Content	Sub - Topic	Content	Sub - Topic	Content	Sub - Topic	Content
<b>Introduction to textile and clothing</b>	-Concepts in fashion and fabrics	<b>Safety</b>	-Environmental Impact of Textile production	<b>Grooming and Personal Hygiene</b>	-Cosmetology in Fashion and Fabrics	<b>Wardrobe Planning</b>	-Figure Faults and Irregularities
	-Career opportunities in textile and clothing	<b>Grooming</b>	-Cosmetology in the Fashion Industry	<b>Wardrobe Planning</b>	-Millinery	<b>Fibres, Yarns and Fabrics</b>	-Fabric Finishes -Blending and Mixing
	-Work ethics in the fashion industry	<b>Wardrobe Planning</b>	-Millinery	<b>Tools and Equipment</b>	-Knitting Machine	<b>Pattern Drafting</b>	-Uses of Paper Patterns
<b>Fashion and Fabrics Workroom</b>	-Safety Rules -First Aid	<b>Tools and Equipment</b>	-The Sewing Machine	<b>Tools and Equipment</b>	-The Knitting Machine	<b>Crafts</b>	-Bead Work
<b>Personal Hygiene and Fashion</b>	-Good Grooming -Health Habits in the Fashion Industry	<b>Fibres , Yarns and Fabrics</b>	-Production of Yarns and Fabrics	<b>Fibres, Yarns and Fabrics</b>	-Production of Yarns and Fabrics	<b>Embroidery and Soft Furnishings</b>	-Embroidery Techniques
<b>Clothing</b>	-Functional Clothing -Wardrobe planning -Dress Code and Culture -Accessories -Inner and Outer Garments	<b>Colour Application</b>	-Colour Combination	<b>Textile Design</b>	Forms of Design -Principles of Design -Culture and Design	<b>Care and Maintenance of Clothes and other Textile Products</b>	-Recycling -Textile Exhibition
<b>Tools and Equipment</b>	-Needlework Tools	<b>Textile Design</b>	-Forms of Design	<b>Pattern Drafting</b>	-Uses of Paper Patterns	<b>Consumer Education</b>	-Principles of Shopping

Form 1		Form 2		Form 3		Form 4	
Sub - Topic	Content	Sub - Topic	Content	Sub - Topic	Content	Sub - Topic	Content
	-Needlework Equipment -The Sewing machine		-Principles of Design -Culture and Design				
<b>Fibres and Fabrics</b>	-Fibres, Yarns and Fabrics -Methods Colour Application	<b>Construction Processes</b>	-Crossway Strips -Openings -Fastenings -Neckline Finishes Armhole Finishes	<b>Construction Processes</b>	-Interfacing, Interlining and Lining -Sleeves -Cuffs -Collars -Hem and Hem Edges Finishes	<b>Entrepreneurship</b>	-Market Research -Enterprise
<b>Clothing Designs</b>	-Elements of Design -Principles of Design Figure Type	<b>Crafts</b>	-Basketry				
<b>Construction Processes</b>	-Stitches -Pressing and Ironing	<b>Clothing</b>	-Care and Maintenance of Clothes				
<b>Garment Construction</b>	-Notions -Pattern Markings -Pattern Drafting Seams -Disposal of Fullness -Pockets -Waistline Finishings	<b>Consumer Education</b>	-Consumer Rights and Responsibilities				