

Construct pattern blocks for children's clothing

Level 3

Credits 6

Purpose People credited with this unit standard are able to: demonstrate use of patternmaking equipment and drafting techniques; demonstrate knowledge of children's growth characteristics and determine pattern block sizes; and produce children's clothing pattern blocks.

Subfield Clothing Manufacture

Domain Apparel Design and Patternmaking

Status Registered

Status date 19 June 2009

Date version published 19 June 2009

Planned review date 31 December 2015

Entry information Open.

Accreditation Evaluation of documentation and visit by NZQA and industry.

Standard setting body (SSB) Competenz

Accreditation and Moderation Action Plan (AMAP) reference 0030

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Special notes

- 1 Children's clothing is for ages 2 to 11 years.
- 2 This unit standard is for fashion designers and pattern makers.
- 3 Performance of the elements must comply with the Health and Safety in Employment Act 1992.
- 4 **Definition**
Workplace procedures refer to the verbal or documented procedures for performing work activities and include health and safety, operational, environmental, and quality management requirements. They may refer to manuals, manufacturer's specifications, codes of practice, or policy statements.

Elements and performance criteria

Element 1

Demonstrate use of patternmaking equipment and drafting techniques.

Performance criteria

1.1 Drafting and measuring equipment are described in relation to patternmaking techniques and their use is demonstrated.

Range metre and/or yard stick, set square, tape measure, curve stick, tracing wheel, pattern weights, hole punch, drill hole punch.

1.2 Pattern drafting techniques are demonstrated to produce pattern blocks.

Range parallel measuring lines, centre measuring line, bisecting angles, squaring lines, arcing, true up drafting lines.

Element 2

Demonstrate knowledge of children's growth characteristics and determine pattern block sizes.

Performance criteria

2.1 The explanation describes the impact of growth and development characteristics of children on children's clothing.

Range proportions, growth rates, style impact.

2.2 Children's size charts are used to determine pattern block sizes.

Element 3

Produce children's clothing pattern blocks.

Range shirt and/or blouse, skirt, trousers, dress.

Performance criteria

3.1 Pattern blocks conform to recognised size scales and size is stated.

Range metric, imperial.

3.2 Pattern block pieces are for complete garment.

3.3 Grain lines are marked on pattern blocks in accordance with workplace procedures.

- 3.4 Pattern block pieces are marked with an identification number and instructions in accordance with workplace procedures.
- 3.5 Seam allowances are marked on pattern blocks in accordance with workplace procedures.
- 3.6 Balance and/or pitch notches for matching are on both pieces to be joined, in accordance with workplace procedures.
- Range pieces may include – side seam, panel, armhole, crutch, waistband, sleeve head.
- 3.7 Pattern block pieces fit together according to pattern requirements.
- 3.8 Documentation is completed in accordance with workplace procedures.

Please note

Providers must be accredited by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact Competenz info@competenz.org.nz if you wish to suggest changes to the content of this unit standard.