


### Visual Diary 27/2

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**Style Features:**

- Set in sleeves
- Fly front
- Collars

**Decorative features:**

- pintucking
- embroidery
- Shirring
- piping

**Peter pan collar:**

I have chosen to use the Peter Pan Collar because it finishes the garment off nicely and the piping will give the collar emphasis if it colour co-ordinates with the material which is white and red so I could use red or white piping. The Peter Pan collar is small so it lies flat on the garment, it won't irritate the child neck.

**Piping:**


I have chosen to use the piping as a decorative feature as it will make the collar stick out. When I went to the sewing shop to get my material the lady had pink, white, yellow and green bias piping but I thought it would look cooler with red piping so the lady said I would have to make it myself using red bias binding with cord, but I managed to find red piping in another shop.

**Set in sleeves:**

I have chosen to use set in sleeves as I really like the gathering effect also I think if I use piping around the sleeve edge it will really tie the garment together because I am using the piping around the bottom edge of the bodice and the collar. Also the puffy sleeve will be comfy for the child and hopefully not as irritating as normal sleeves.


### Testing - Seams

**Slip stitch**



I had to slip stitch when turning the cuff over when doing the set in sleeves. The slip stitch was used so that you can't see the stitching on the right side. If I wanted really well, I had never done it before but I will use it more often.


**Plain seam**



The plain seam was used after putting the piping on and turning the over-laid edge of the fabric over. The plain seam was used just to turn over-laid edge over of stitching remaining in place. I think the plain seam worked well as it was a really neat seam.


### Testing - Hems

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**First Hem**

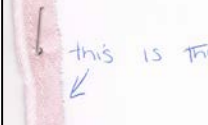
Overlapped along hem, turned up once I did not want to do this one because I like it better when the overlapping is enclosed it looks tidier, also with a little rid it could get caught and the seam could come undone.



**Second Hem:**

This is the hem that the garment instructions suggest I do, but I thought that it was too much they used to do hems like this back in the day but not they're just turn up by like 1cm.

← this is the piping that I made



### 3 Assembly Instructions

VI. deal primarily with general order of assembly. Sleeve, collar, and hem variations are referred to in Section VII. It is important that you read instructions before beginning your garment. All seam allowances are 5/8".

**I. PREPARATION**

Tear the front and back skirt pieces. Wash and dry fabric before cutting. If, after washing and drying, the skirt pieces are not straight horizontally and vertically, you will need to block these pieces to bring the threads into alignment.

To make hemming easier, press up 1/4" on bottom edges of skirts and press up the stated hem allowance. If you have a serger, omit pressing up 1/4" and press up hem allowance only.


Construction of the Dress, Daygown, and Saque is the same. The difference between all the styles is the length which is explained below.

The Dress will hit approximately at the knee plus a 4" hem allowance. The Daygown length is the cervical height plus a 2" hem allowance. The Saque is 4" longer than the Daygown including a 1" casing.

If you wish to smock the front and back skirts, tear the skirt pieces as follows. (The smaller sizes may be smocked under the arm or not.) The skirt width for all sizes is 36". If you are not smocking the skirts, you might consider a fabric or ribbon sash or belt. This is a younger style and is recommended for smaller sizes.

**II. CUTTING AND LAYOUT**

This is one of the most important parts of constructing a well fitting garment. Cut all pieces exactly as shown on the layout diagram, and transfer ALL pattern markings such as shoulder points, dots, notches center front, center back, etc. These are included on the pattern pieces to serve as points of reference, and if you will refer to them, constructing your garment will be much easier. READ AND FOLLOW THE DIRECTIONS!! Mark armhole curves on skirt front and skirt back, and also mark center of the skirts. Find the specific view that you wish to make and select the appropriate pattern pieces.



**III. PLEATING**

*using machine to pleat the skirt because the pieces won't be right*

**A. Sleeves - Short & Long**

Pleat 4-6 rows, as desired, centering middle pleating row along the elastic placement line on each sleeve. Leave pleating threads long enough to spread sleeves out flat after pleating. Finish lower edge of sleeve (hemstitch and attach lace, narrow hem, entreeux and attach edging, etc.). Run two rows of machine gathering threads on the 1/2" and 3/4" seam allowance on the top of the sleeves. Pull gathering threads out at the \*s.

*only gather up top*


**B. Front and Back Skirts**

Pleat 8 rows (smock 6) on the front and back skirts pieces. This allows for 2 extra rows of pleating threads (one for the top to aid in constructing, as well as ease in smocking, and another for the bottom to aid while smocking). At the center of the back skirt, cut gathering threads and tie off, leaving 1 pleat free at the center back.

**A. Piping**

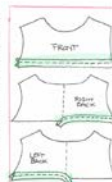
You may use wide bias tape in a contrasting or a matching color, or you may cut bias pieces out of the same fabric as the dress. True bias is cut by bringing selvage edges at right angles to each other, and cutting along the diagonal foldline. For 5/8" wide piping, cut bias strips 1 1/4" wide. For cording, use a 3 ply cotton package twine that has been separated and pre-shrunk, or kite string. Place twine in the middle of bias strip and sew close to cording. Check to see if your sewing machine has a special foot for cording, or use the zipper foot to sew close to the cording. If you are using bias tape, you can make one long continuous strip. If using pieces, be sure you make enough for all pieces that need to be piped. (Collars, cuffs and yokes) Ready made mini-piping is available from Susie's Ready to Smock. Check back of instructions for address.

*made piping with bias tape*



**B. Piping Yokes**

Pipe 1 front yoke matching lower edge of yoke to the raw edge of piping. Sew along the 5/8" seamline. Pipe right back yoke to the center back. At center back, facing inward on edge of back similar.



**Test / Check**

**Pressing:** Pressing, used to make sure both the facing and the neck bodice are even and there aren't any tucks or gathers.

**Stitching:** Even, same distance from raw edges, no jumps.




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### 4 Specifications

- This product must include two special features.
- This product must be for a small child
- This product must be made out of a woven fabric.
- This product must include decorative features.
- This product must be appropriate for intended age.

### 5 Safety

- Use iron for intended purpose only ironing fabric
- Do not run with scissors.
- Do not cut towards your hand.
- When carrying scissors, point them down.
- Keep all pins together in a jar or pincushion.
- Do not aim any sharp objects at yourself or
- Do not leave any sharp objects unattended.
- Keep scissors closed when not in use.
- Do not put pins in your mouth
- do not lean to close into the sewing machine
- Unplug everything after its use.

<b>7</b>	<p><b>Piping</b> planned trial -</p> <ul style="list-style-type: none"> <li>• Pin piping to the edge of the material having cord extend over seam line and flat edge within the seam allowance.</li> <li>• Baste or close to the cord as possible, without catching the cord.</li> </ul> <p style="text-align: center;">Test/Check</p> <p><b>Seams:</b> When basting, it is as close to the cord as possible so when you sew it for the final time you have a clearer outline of where to sew.</p> <p><b>Tapering:</b> Don't cut the end of the piping, it should extend past the seam line so you can fold them up, so when it gets turned through you don't have a raw edge at the end.</p> <p><b>Seam finishing:</b> No need for overlocking, the bias will get folded over by another bit of material. Trim seam to prevent bulking up underneath the seam.</p> <p><b>Baste:</b> Even, no skips, able to be seen clearly for the final stitching.</p> <p><b>Scheduling:</b> The piping is scheduled into the plan to allow the best quality outcome in the end.</p>	<p>Evidence:</p> <p>See annotated picture N°1</p> <p>See annotated picture N°2</p> <p>See annotated picture N°3</p> <p>See annotated picture</p> <p>See pattern instructions</p>	 <p>Finished pinning</p>  <p>Pinning piping to collar</p> 
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<b>8</b>	<b>Evidence/Judgements for Achievement</b>	<b>Evidence/Judgements for Achievement with Merit</b>
	<p><b>The student has implemented advanced procedures using textile materials to make a specified product with special features.</b></p> <p>The student has:</p> <ul style="list-style-type: none"> <li>• <b>selected and scheduled techniques to achieve special features.</b> Scheduling shown for Special Features: Piping and Collar. Evidence shown in portfolio and pictures of tests. The teacher also observed the student completing tests of piping techniques and the collar. Evidence of schedule and pictures during production shown. The teacher also observed the student complete each key stage. <i>The student has completed a garment with at least two special features to meet the specifications.</i> <i>Not all of the workmanship shows precision and accuracy and the student required reminding about how and what order to carry out some of the stages of the construction.</i> <ul style="list-style-type: none"> <li>• Piping inserted evenly and correctly</li> <li>• Hem finished correctly using the overlocker and machined.</li> <li>• The collar was inserted evenly - some sections were not overlocked on the edge until teacher advised.</li> </ul> </li> <li>• <b>undertaken on-going testing when developing the special features to demonstrate the product meets specifications for example.</b> This was observed during construction. There is also evidence shown in the portfolio that testing was done prior to construction to determine some techniques.</li> <li>• <i>The student planned and carried out testing/checks as they created their garment. The student needed reminding to carry out some checking and did not always do this with a high degree of accuracy.</i> Seams over-locked on side seams, skirt/top- this was done after the sewing and instructed by the teacher so not even. Over-locked edges were not completed for the armholes as this was sewn up before it could be completed.</li> <li>• <b>applied scheduled techniques to comply with relevant health and safety regulations.</b> <i>The student followed agreed classroom practice for health and safety as shown discussed in the classroom.</i> The student was observed complying with relevant health and safety regulations.</li> </ul>	<p><b>The student has skilfully implemented advanced procedures using textile materials to make a specified product with special features.</b></p> <p>The student has:</p> <ul style="list-style-type: none"> <li>• <b>selected and scheduled techniques to achieve special features.</b> <i>The student completed the garment with at least two special features to meet the specifications.</i></li> <li>• <b>shown independence and accuracy in executing the scheduled techniques and tests.</b> <i>The student completed the garment with at least two special features to meet the specifications</i> <i>The student trialled some construction methods for the special features, independently chose a method that allowed them to produce a quality outcome, and used this in the final product.</i> <i>The student planned the order of construction of both the special features, the order they would be completed within the product and the overall schedule of construction for the product with minimal teacher support. The student corrected any faults as they made the product.</i> <i>The student knew the codes of practice for the various techniques and special features and checked against these as the garment was constructed.</i> Scheduling shown before production of the techniques to be used and tests that will be conducted however health and safety is not indicated in schedule. <i>The student has completed the product with minimal input from the teacher to meet the specifications. The item has been made showing precision and accuracy.</i> Some teacher assistance required. Some sections of production the student needed support in, such as over-locking and completing edges of armholes and hem.</li> </ul>