



DEPARTMENT OF EDUCATION
SCHOOLS DIVISION OF NEGROS ORIENTAL
REGION VII

Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



TLE-HE-DRESSMAKING

Quarter 2 – Module 1:

DRAFT AND CUT PATTERN FOR LADIES' BLOUSE



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TLE – Grade 10
Alternative Delivery Mode
Quarter 2 – Module 1: Draft and Cut Pattern for Ladies’ Blouse
First Edition, 2020

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TLE

Quarter 2 – Module 1:

Draft and Cut pattern for Ladies' Blouse



Introductory Message

For the facilitator:

Welcome to the TLE-Dressmaking 10 Alternative Delivery Mode (ADM) Module on Draft and Cut Pattern for Ladies' Blouse!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

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









As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.




For the learner:

Welcome to the TLE-Dressmaking 10 Alternative Delivery Mode (ADM) Module on Draft and Cut Pattern for Ladies' Blouse!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

 <i>What I Need to Know</i>	This will give you an idea of the skills or competencies you are expected to learn in the module.
 <i>What I Know</i>	This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.
 <i>What's In</i>	This is a brief drill or review to help you link the current lesson with the previous one.
 <i>What's New</i>	In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.
 <i>What is It</i>	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
 <i>What's More</i>	This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
 <i>What I Have Learned</i>	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
 <i>What I Can Do</i>	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.

 Assessment	This is a task which aims to evaluate your level of mastery in achieving the learning competency.
 Additional Activities	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
 Answer Key	This contains answers to all activities in the module.

At the end of this module you will also find:

References

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

The following are some reminders in using this module:

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

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

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



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the nature of Dressmaking. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module covers one lesson:

- Lesson 1 – Drafting and Cutting pattern for ladies' blouse

After going through this module, you are expected to:

1. Discuss drafting and cutting pattern for ladies' blouse.
2. Plan garment design
3. Give importance in drafting and cutting pattern for ladies' blouse.



What I Know

A. Direction: Identify the following term based on the statement. Write the answer on your quiz notebook.

- _____ 1. A casual apparel usually worn by a women. It is only at the upper part of the body and it can be tucked in by the skirt or pants.
- _____ 2. What tool is best used in shaping slight curves of the pattern especially at the neckline and armholes?
- _____ 3. What type of neckline is suitable for a Square shape face?
- _____ 4. A measurement taken from the neck point passing to the apex point down to the waistline.
- _____ 5. A measurement taken around the fullest part of the bust.

B. Direction: In Cutting the Final Pattern for a Blouse, you must add standard allowances for the seam. Write TRUE if the statement is correct and FALSE if the statement is incorrect.

- _____ 1. Shoulder = $\frac{3}{4}$ inch
- _____ 2. Side seam = 1 inch
- _____ 3. Armhole = $\frac{5}{8}$ inch or $\frac{1}{2}$ inch
- _____ 4. Hemline = $\frac{1}{4}$ inch
- _____ 5. Front overlap = 3 $\frac{1}{2}$ inches (If convertible collar)

Lesson

1

Drafting and cutting pattern for ladies' blouse

A basic blouse- one that is, essentially your blouse block pattern-doesn't have to be boring. Made in a stunning fabric with beautiful buttons, it's a simple statement that can dress up a pair of jeans or your favorite skirt.



What's In

Direction: Answer the questions below. Write your answer on your activity notebook.

1. What are the things to be considered before cutting and sewing?
2. Why do we need to assess the individuality of a person when designing a garment or planning a garment?

Essay Rubrics

Areas of Assessment	10 points	7 points	4 points	1 point
Ideas	Presents ideas in an original manner	Presents ideas in a consistent manner	Ideas are too general	Ideas are vague or unclear
Organization	Strong and organized beg/mid/end	Organized beg/mid/end	Some organization; attempt at a beg/mid/end	No organization; lack beg/mid/end
Understanding	Writing shows strong understanding	Writing shows a clear understanding	Writing shows adequate understanding	Writing shows little understanding
Mechanics	Few (if any) errors	Few errors	Several errors	Numerous errors
TOTAL POINTS				



Notes to the Teacher

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



What's New

Can You Guess the Missing Words?

Direction: Guess the word based on the given definition in each number. Write the missing letters of the word at the line blocks below the definition. Write your answer on your activity notebook.

1. A trunk of a human body.

 T **R**

2. A preliminary sketch of a working plan.

 R **F** **T**

3. To manage or use skillfully a given tool or material.

 M **I** **U** **A** **T** **E**

4. The process of separating pieces using appropriate cutting tools.

 C **T**

5. It is a distance between the seam line and cutting line.

 S **E** **M** **A** **L** **W** **A** **C**
 E

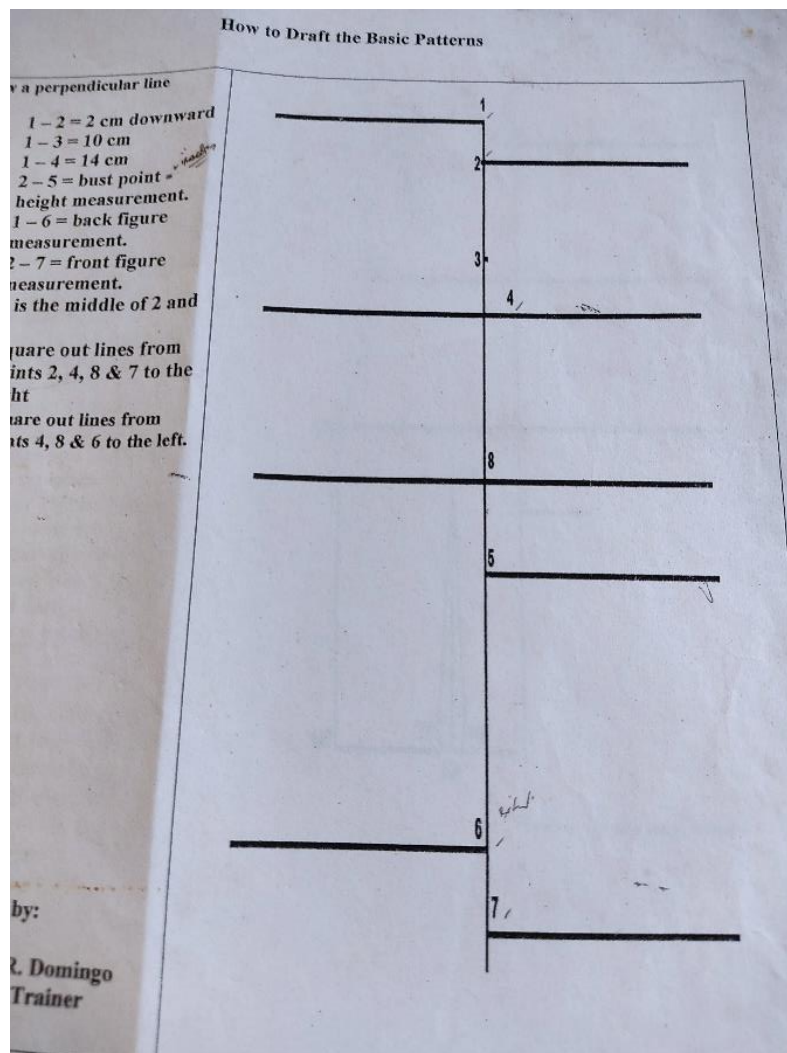


What is It

How to draft a Basic Pattern for a LADIES' BLOUSE?

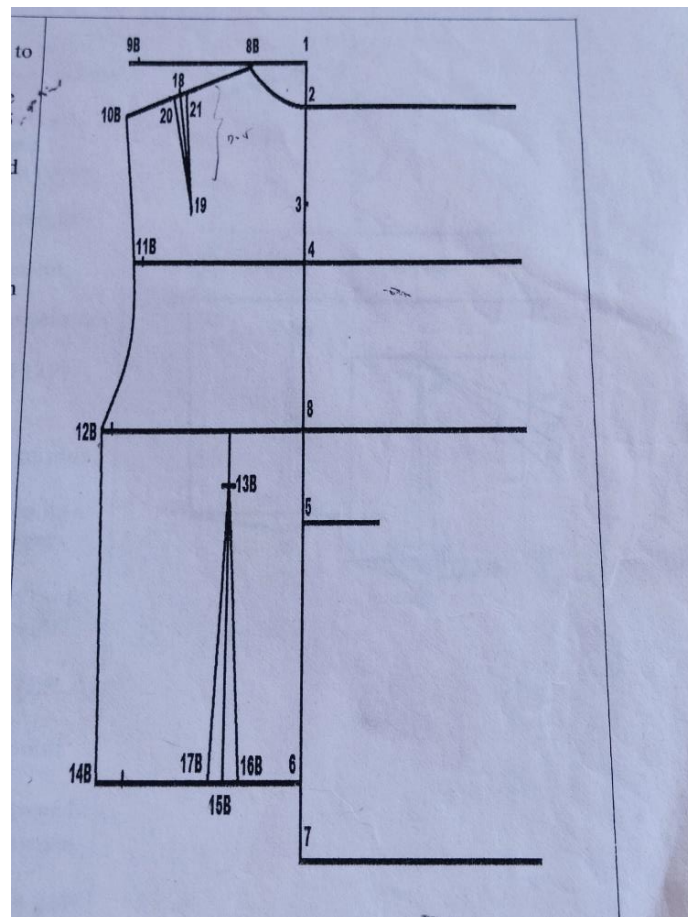
Draw a perpendicular line

- 1 - 2 = 2 cm downward
- 1 - 3 = 10 cm
- 1 - 4 = 14 cm
- 2 - 5 = bust point height measurement
- 1 - 6 = back figure measurement
- 2 - 7 = front figure measurement
- 8 is the midpoint of 2 and 7
- Square out lines from points 2,4,8,7 to the right
- Square out lines from points 4,8, and 6 to the left



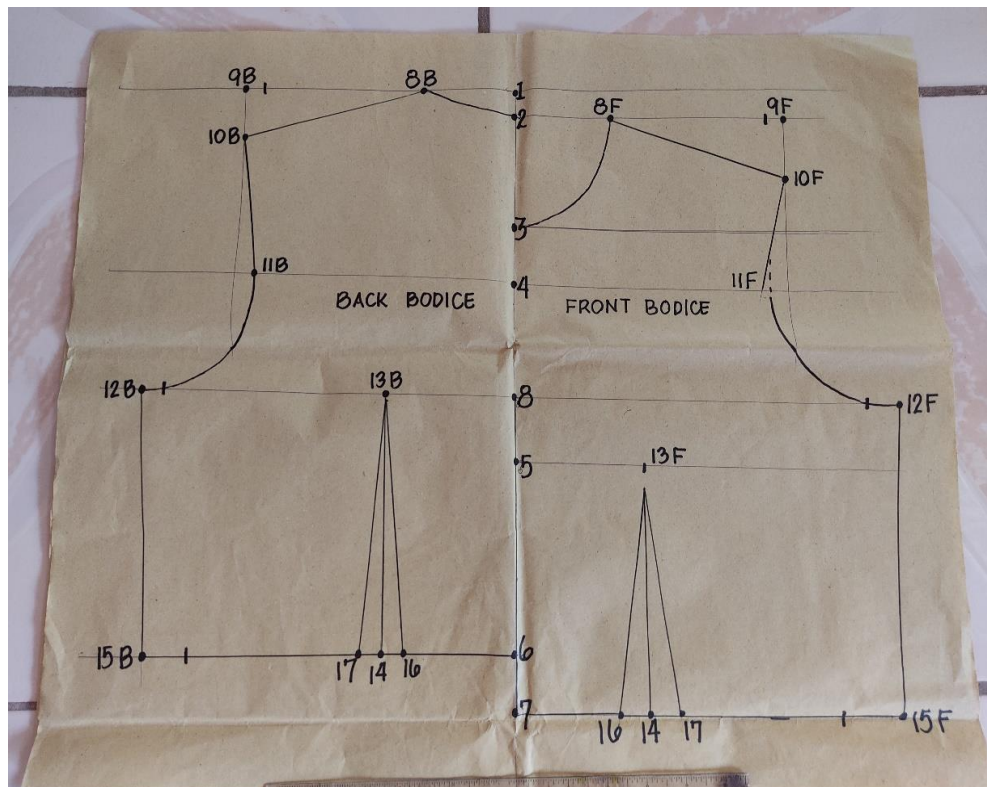
BACK BODICE

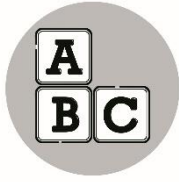
- $1 - 8B = \frac{1}{2}$ back neck or 6.5 to 7.5 cm
- Connect 8B to 2 with a curve line. $1 - 9B = \frac{1}{2}$ shoulder + 1.5 cm
- $9B - 10B = 3.5$ cm downward then connect 8B to 10B
- $4 - 11b = \frac{1}{2}$ shoulder minus 1.5 cm
- $8 - 12B = \frac{1}{4}$ bust + 1.5 cm
- Connect 10B, 11B and 12B with a curve line
- $8 - 13B = \frac{1}{2}$ bust point width, then lower 1.5cm
- $6 - 14B = \frac{1}{4}$ waist + 3 cm
- Connect 12B to 14B
- $6 - 15b = \frac{1}{2}$ bust point width
- Square up a line from point 15B to line 8
- Lower 13B by 1.5 cm
- $15B - 16B, 15B - 17b = 1.5$ cm (dart allowance)
- Connect 16B and 17B TO 13b (waist dart)
- Fold 16B over 17B
- Connect 16B to 14B with a straight line
- Measure 12B and 14B (side length)
- Side length of back and front bodice should be equal



FRONT BODICE

- $2 - 8F = \frac{1}{2}$ back neck width or 6.5 to 7.5 cm
- $2 - 9F = \frac{1}{2}$ shoulder measurement
- $9F - 10F = 4.5$ cm downward
- Connect point 3 to 8F with a curve line
- Connect 8F to 10F with a straight line
- $4 - 11F = \frac{1}{2}$ shoulder measurement minus 2 cm
- $8 - 12F = \frac{1}{4}$ bust measurement plus 2.5 cm
- Connect points 10F, 11F and 12F with a curve line
- $5 - 13F = \frac{1}{2}$ bust point width
- $7 - 14F = \frac{1}{4}$ waist measurement plus 4 cm
- Connect 12F to 14F with a broken line
- Square down line from 13F to get 15F
- $15F - 16F = 2$ cm going to the left side
- $15F - 17F = 2$ cm going to the right side
- $13F - 18F = 1.5$ cm downward
- Connect point 16F and 17F to point 18F
- $12F - 19F =$ measure 8 cm downward
- $19F - 20F =$ the difference between points 6 and point 7
- 21F = is the midpoint of 19F and 20F
- Connect point 13F to 21F
- $13F - 22F =$ less 1.5 cm
- Connect points 19F and 20F to point 22F
- Fold 16F over 17F and connect point 7, point 14F with a straight line
- $12F - 14F$ with a dart closed = 12B of back bodice (side length)





What's More

Activity 1

Look for a female client outside your classroom/house, maybe a teacher or a student or neighbor. Ask her the given items in the form below and report your client's evaluation by writing it on your quiz notebook.

Survey Record for Ladies' Blouse		
Client Name: _____		
Date: _____		
Check in the appropriate line		
Student / Neighbor		Professional
Color	___ light/pastel	___ dark/neutral
Pockets	___ patch	___ welt
Sleeve	___ short	___ long
Fit	___ loose	___ snug
Fabric	___ soft	___ polyester

Activity 2

GARMENT SKETCHING

Design a wardrobe that fit the assessed client's specifications. Label the specific parts of the blouse.



What I Have Learned

Directions: Share your learning insights/reflection about the lesson. Write your answer on your activity notebook.

I have learned that _____.

I have realized that _____.

I will apply _____.



What I Can Do

GARMENT SKETCHING

Design a wardrobe that fit the assessed client's specifications. Label the specific parts of the blouse.

Scoring Rubrics for GARMENT SKETCHING

Scorecard	Corresponding Points	Score
A. Process (50%) Measure the following: <ul style="list-style-type: none"> ❖ Neckline ❖ Shoulder ❖ Armhole ❖ Front Figure ❖ Back Figure Total 	<p>10</p> <p>10</p> <p>10</p> <p>10</p> <p><u>10</u></p> <p>50</p>	
B. Product (30%)		

❖ Curved lines were smoothly drawn	6	
❖ Perpendicular lines were projected perfectly	6	
❖ Unnecessary marks were erased neatly	6	
❖ Pattern were labeled clearly and properly	6	
❖ Pattern was neatly drafted	<u>6</u>	
Total	30	
C. Work Habits (20%)		
❖ Manipulated drafting tools properly	5	
❖ Observed economy in the use of materials	5	
❖ Maintained clean working area	5	
❖ Worked on the target time	<u>5</u>	
Total	20	
TOTAL	100%	



Assessment

Directions: Let us see how much have you learned from this lesson. Select your answer from the given options on each item. Write your answers on your quiz notebook.

- In cutting patterns, which line should be cut?
 - Dart line
 - neckline
 - pressing line
 - seam allowance
- The armhole of the front blouse pattern is usually;
 - Deeper than the back
 - Longer than the back
 - Shallow than the back
 - Shorter than the back
- How is pressing line symbol placed in the block/final pattern?
 - Along the lengthwise grain
 - On the crosswise
 - 45 degree on the pattern
 - both crosswise and lengthwise

4. Which pattern symbol is used to indicate center lines, end of seam lines, and cut with the tip of the scissors?
- Bias grain
 - Crosswise grain
 - dart
 - lengthwise grain
5. Which part of the sleeve is set to the armhole of a ladies' blouse?
- Armhole
 - hem
 - sides
 - any of the above
7. Which of the following is not a part of a blouse?
- collar
 - cuff
 - placket
 - belt carrier
8. Different collars can be applied on ladies' blouse except;
- Chinese collar
 - continuous collar
 - convertible collar
 - notched collar
9. When a tape measure is placed across the shoulder tip points, the item measured is;
- chest
 - crotch
 - shoulder
 - waist
10. Which tool is best in shaping slight curves of the pattern?
- French curve
 - hip curve
 - L-square
 - triangle



Additional Activities

Directions: Answer the question below. Write your answer on your activity notebook.

1. How to draft a Basic Pattern for a LADIES' BLOUSE?

Essay Rubrics

Areas of Assessment	10 points	7 points	4 points	1 point
Ideas	Presents ideas in an original manner	Presents ideas in a consistent manner	Ideas are too general	Ideas are vague or unclear
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Understanding	Writing shows strong understanding	Writing shows a clear understanding	Writing shows adequate understanding	Writing shows little understanding

Mechanics	Few (if any) errors	Few errors	Several errors	Numerous errors
TOTAL POINTS				



Answer Key

What I Know	A.
1. Ladies' blouse	
2. French curve	
3. V - shape	
4. Front figure	
5. Bust	
B.	
1. TRUE	
2. TRUE	
3. TRUE	
4. FALSE	
5. TRUE	

What's New	1. TORSO
2. DRAFT	
3. MANIPULATE	
4. CUT	
5. SEAM ALLOWANCE	

ASSESSMENT	1. D
2. A	
3. A	
4. C	
5. A	
6. D	
7. C	
8. C	
9. B	
10. C	

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