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REGION VII

Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



# **TLE – HE - DRESSMAKING**

## **Quarter 3 – Module 1**

### **DRAFT AND CUT MATERIALS FOR CHILDREN’S WEAR**



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**TLE – Grade 9**

**Alternative Delivery Mode**

**Quarter 3 – Module 1: Draft and Cut Materials for Children’s Wear**

**First Edition, 2020**

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**Development Team of the Module**

**Writer:** Jade T. Francisco

**Editor:** Cristy R. Acson

**Reviewers:** Jesusa D. Paladar & Madelfa R. Carillo

**Typesetter:** Cristy R. Acson

**Layout Artist:** Ivah Mae C. Estoconing

**Management Team:** Senen Priscillo P. Paulin, CESO V

Rosela R. Abiera

Fay C. Luarez, TM, Ed.D., Ph.D.

Maricel S. Rasid

Adolf P. Aguilar, TM, Ed.D

Elmar L. Cabrera

Nilita R. Ragay, Ed.D

Antonio B. Baguio, Jr., Ed.D.

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**Department of Education –Region VII Schools Division of Negros Oriental**

Office Address: Kagawasan Ave., Daro, Dumaguete City, Negros Oriental

Tele #: (035) 225 2376 / 541 1117

E-mail Address: negros.oriental@deped.gov.ph

# **TLE**

## **Quarter 3 – Module 1**

### **Draft and Cut Materials for Children's Wear**



# Introductory Message

For the facilitator:

Welcome to the Technology and Livelihood Education 9 - Dressmaking Alternative Delivery Mode (ADM) Module on Draft and Cut Materials for Children's Wear!

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 Technology and Livelihood Education 9 - Dressmaking Alternative Delivery Mode (ADM) Module on Draft and Cut Materials for Children's Wear!

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:

 <b><i>What I Need to Know</i></b>	This will give you an idea of the skills or competencies you are expected to learn in the module.
 <b><i>What I Know</i></b>	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.
 <b><i>What's In</i></b>	This is a brief drill or review to help you link the current lesson with the previous one.
 <b><i>What's New</i></b>	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.
 <b><i>What is It</i></b>	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
 <b><i>What's More</i></b>	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.
 <b><i>What I Have Learned</i></b>	This includes questions or blank sentence/paragraph to be filled into process what you learned from the lesson.
 <b><i>What I Can Do</i></b>	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.
 <b><i>Assessment</i></b>	This is a task which aims to evaluate your level of mastery in achieving the learning competency.
 <b><i>Additional Activities</i></b>	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
 <b><i>Answer Key</i></b>	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 drafting and cutting materials for children's wear. 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.

After going through this module, you are expected to:

1. name the body measurements needed in drafting block pattern for children's wear;
2. draft basic block patterns; and
3. appreciate the importance of taking the body measurements accurately.



## ***What I Know***

**Directions:** Can you name the body measurements taken that is shown in each picture? Match then the pictures from the left to the body measurements on the right

1.



a. shoulders

2.



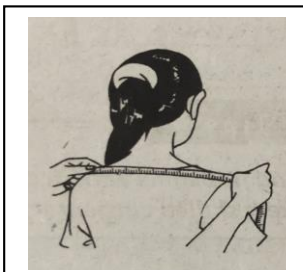
b. bust

3.



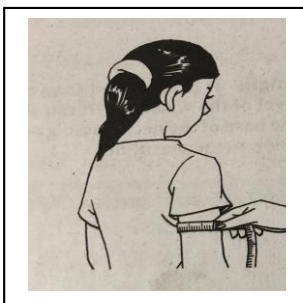
c. lower arm girth

4.



d. waist

5.



e. hip



## Lesson

# 1

## Draft and Cut Materials for Children's Wear

The lesson deals with the basic procedure on how to draft and cut materials for children's wear.

Good luck and use this learning material as your guide to become a successful dress provider in the future.



### ***Notes to the Teacher***

This contains helpful tips or strategies that will help you in guiding the learners. The following are information that would lead to the activities and assessment. Some activities may need your own discretion upon checking, or you may use rubric if provided. Please review the activities and answer keys and amend if necessary.



### ***What's In***

Meet Charlotte. She is a sweet and bubbly baby girl. Everyone loves to invite her in birthday parties for she never fails to amaze the spectators with her singing ability. Yvonne is holding a party and invited Charlotte to grace the event. Let us then help Charlotte plan her dress for the party.





## What's New

**Direction:** Planning for a sewing project is essential to come up with a successful garment output. It will serve as a guide most especially to beginners like you. Let's take a look at the sample Project Plan below:

Name of Project: Children's Dress with Trimmings

Project No. 5

Date Started:

Date Finished:

### I. Objectives

*General Objective:* To produce a good quality children's dress with trimmings.

*Specific Objectives:*

1. Use appropriate tools and materials correctly
2. Draft basic and style pattern for children's wear accurately.
3. Construct a well-fitted and beautifully made dress for children.

### II. Design of the Project

- a. Sleeve
- b. Collar
- c. Skirt
- d. Trimmings
- e. Swatches (cloth sample in 2"x 2")



### III. Tools and Materials

#### a. Materials

Quantity	Description	Unit Cost	Total Cost
1 pc.	Manila paper	5.00	5.00
1 ½ meter	Printed cotton	45.00	67.50
1 spool	Thread (same color as the cloth)	6.00	6.00
1 pc.	Zipper (12")	10.00	10.00
1 pc.	Hook and Eye	1.00	1.00
1 ½ meter	ribbon	8.00	12.00
¼ meter	Felon (interfacing)	50.00	12.50
	<b>Total</b>		114.00

#### b. Tools

All drafting, measuring, cutting, marking and sewing tools are needed.

### IV. Procedure

#### V.

Activity	Date Started	Date Finished
1. Take body measurements needed.		
2. Draft the basic patterns.		
3. Make style patterns based the planned design.		
4. Pattern lay-out and pinning.		
5. Cutting and marking of cloth.		
6. Staystitching.		
7. Join the shoulder seam.		
8. Prepare and attach the collar.		
9. Join the side seams.		

	10. Prepare and attach the armhole fitted facing.		
	11. Make gathered stitches on skirt waistline.		
	12. Sew the ribbon on the hem.		
	13. Join the bodice and the skirt.		
	14. Attach the zipper		
	15. Attach the hook and eye.		
	16. Cut excess threads.		
	17. Press.		
<b>VI. Evaluation</b>			

1. What are parts of the project plan?
2. Study the details under **Design of the Project**. Why is it important to specify the details of the dress.
3. How is the total cost calculated?
4. Explain the importance of considering date started and date finished in one's work. How does it help beginners like you?
5. Who evaluates the project? Explain your answer.



## ***What is It***

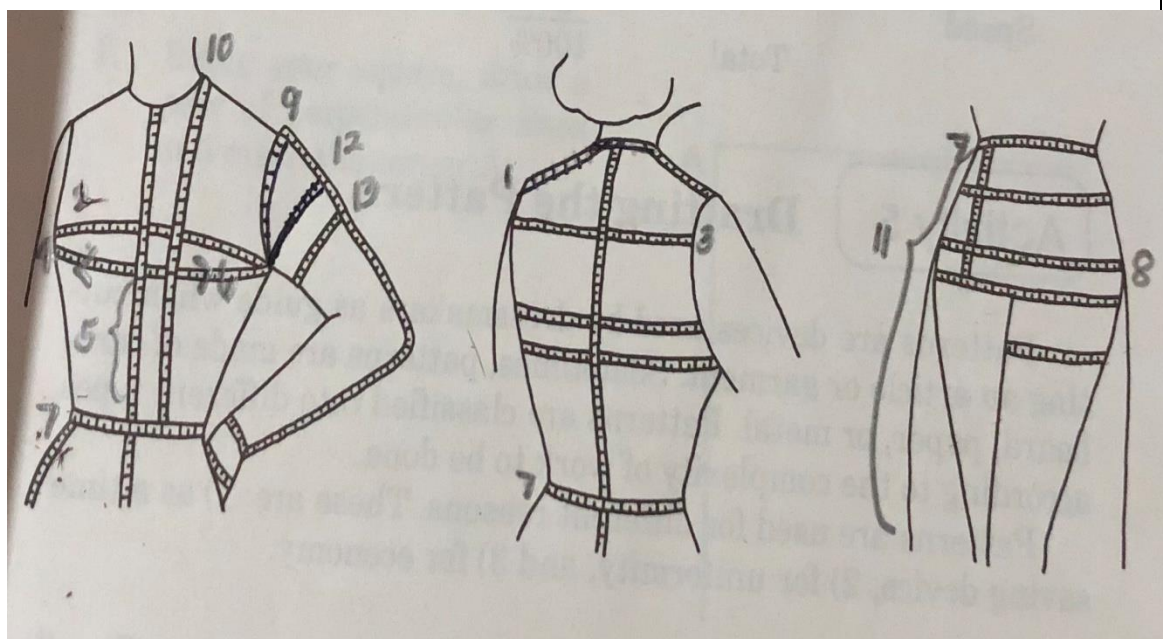
Now that you have learned about planning for your sewing project, the next step is to take body measurements. Grab your tape measure and pencil and get ready to fill in the table with measurements of your patron (a child, since our objective is to make children's dress). One is done as your guide.

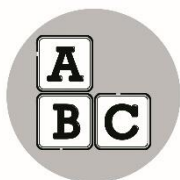
### **MEASUREMENT CHART**

<b>Name of the Child:</b>		<b>Age:</b>		
<b>Body Measurement</b>	<b>Procedure</b>	<b>Actual Measurement</b>	<b>Divisor</b>	<b>Final Measurement</b>
•	Secure the smallest part of your torso (waist) with a band or string.			
1. shoulders	Taken from one shoulder point to the other.	14"	2	7"
2. Front chest	Taken from one's front beside the armpit to the other armpit.		2	
3. Back Chest width	Taken beside the armpit to the other armpit at the back.			
4. bust	Taken around the fullest part of the breast.		4	
5. Bust height	Taken from the shoulder point to the bust point.		0	
6. Bust distance	Taken from one apex point (nipple) to the other.		2	
7. waist	Taken around the smallest part of the torso.		4	

8. Hip 2	Taken around the widest part of the hips passing through the buttocks.		4	
9. Armhole	Taken around the arm cye.		2	
10. Front bodice	Taken from the neckline shoulder point passing through the apex down to the natural waistline.		0	
11. Skirt length	Measured from the side waistline vertically down to the desired length		0	
12. Upper arm girth	Taken around the arm in line with the armpit.		2	
13. Lower arm girth	Taken around the fullest part of the arm 2 to 3 inches below the armpit.		2	

\*Refer to the illustration below when taking body measurements.





## What's More

Hurray and congratulations on filling the Measurement Chart! Now, it's time to make your own block and final patterns. What's the difference between the two? Well, the **block pattern** is made by drafting the measurements which you have carefully taken from your patron (the ones you have on your measurement chart) while the **final pattern** is provided with necessary symbols and allowance. Have fun learning the steps in drafting the patterns.

Here are the things that you need:

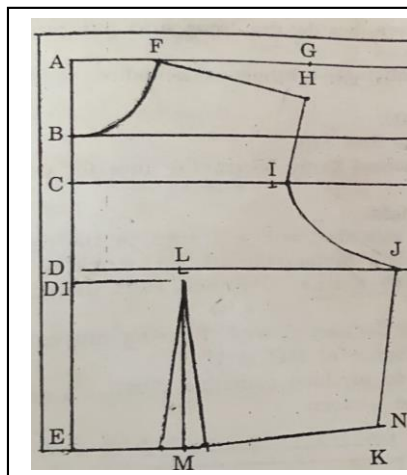
Measurement Chart	sturdy paper material or Manila paper
tape measure	drafting tools.

### Drafting the Block Bodice Pattern

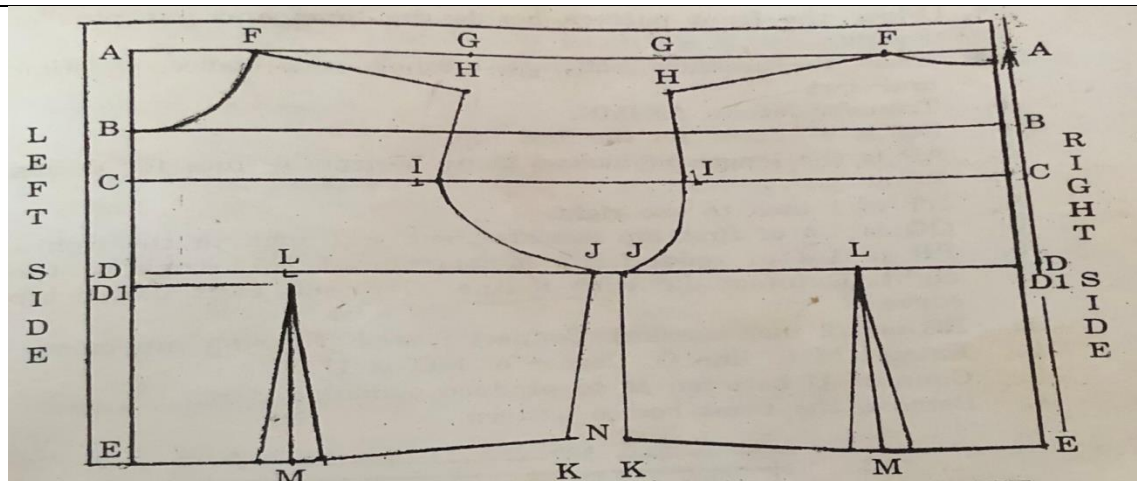
Note: Sturdy paper material is recommended to be used in drafting the block patterns for easy manipulation and time-saving purpose, for one can still use the patterns in the next sewing projects.

#### FRONT BODICE

- Draw 2 perpendicular lines and mark the corner A.
- AB is 3 inches downward the neck depth.
- AC is 5 inches downward for chest line.
- AD is  $\frac{1}{4}$  of bust measurement
- AE is front bodice measurement.
- Draw horizontal lines for A, B, C, D, and E until the right edge of the paper.
- AF is 3 inches to the right.
- AG is  $\frac{1}{2}$  of shoulder measurement.
- GH is 1  $\frac{1}{2}$  inches down. Connect FB using French curve. Connect FH using ruler to show the shoulder sloper.
- CI is  $\frac{1}{2}$  of chest measurement. Connect HI with a line.
- DJ plus 1 inch to the right. Connect I with J using the French curve.
- EK is  $\frac{1}{4}$  of waist measurement plus 1  $\frac{1}{4}$  inches to the right. Connect JK with a line.
- AD1 is bust height measurement downward.
- D1 to L is  $\frac{1}{2}$  of bust distance to the right. Draw vertical line.
- D1 to L is equal with EM. Measure  $\frac{5}{8}$  inch on both sides of M. Connect the marks with L to manifest the waist dart.
- KN is  $\frac{1}{2}$  inch upward. Connect MN using hip curve.



## BACK BODICE



- Draw a vertical line from the edge of the Manila paper.
- Transfer letters ACDE.
- AB is  $\frac{1}{2}$  inch downward for the neck depth.
- AF is 3 inches to the left.
- AG is  $\frac{1}{2}$  of shoulder measurement.
- GH is  $1 \frac{1}{2}$  inches downward. Connect FB with a curve line. Connect FH with a line.
- CI is  $\frac{1}{2}$  of chest back width measurement. Connect HI.
- DJ is  $\frac{1}{4}$  of bust measurement. Connect IJ using French curve.
- EK is  $\frac{1}{4}$  of waist measurement plus  $1 \frac{1}{4}$  inches. Connect JK.
- AD1 is bust height plus 1 inch upward.
- D1 to L is  $\frac{1}{2}$  bust distance horizontally to the left side plus 1 inch upward. Draw a vertical line downward.
- D1 to L is equal to EM. Measure  $\frac{5}{8}$  inch on both sides of M. Connect the marks with L to show the back waist dart.
- KN is  $\frac{1}{2}$  inch upward. Connect N with M using hip curve.
- Cut FBHIJN to E back to B of the front and back pattern.

## Drafting the Final Pattern

### Materials Needed:

Manila paper, front and back block patterns, drafting tools, scissors, pins, weights

### Front Bodice Final Pattern

#### Procedure:

- Measure 2 inches from the left edge of the Manila paper and fold under.
- Measure  $\frac{1}{2}$  inch from the top edge and side edge. Draw lines.
- Place the Front Bodice pattern beside the lines and put pins or weights.



- Using a carbon paper and tracing wheel, transfer the lines of the front block bodice pattern on the manila paper.
- Once all the lines are transferred, remove the block pattern.
- Draw pattern symbols to guide and remind you of certain and specific detail of the dress.
- Don't forget to add allowance on seams and hems for ease and comfort of the wearer.

*For neck edge, shoulders, armholes----* add  $\frac{1}{4}$  inch allowance  
*For side seams----* add 1 inch allowance  
*For hems----* add  $1\frac{1}{4}$  allowance

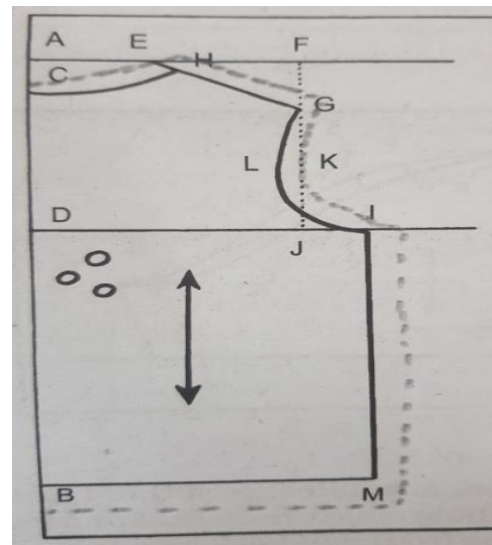
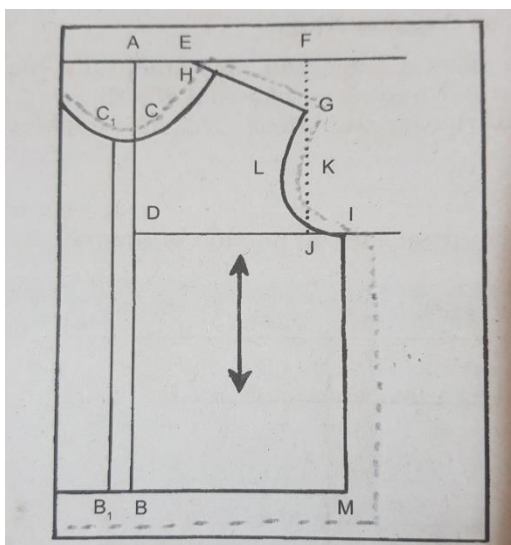
- Cut along the cutting lines. Not on the stitching lines.
- 

### **Back Bodice Final Pattern**

- Measure  $\frac{1}{2}$  inch from the top edge and side edge of the Manila paper. Draw lines.
- Place the Back Bodice pattern beside the lines and put pins or weights.
- Using a carbon paper and tracing wheel, transfer the lines of the front block bodice pattern on the manila paper.
- Once all the lines are transferred, remove the block pattern.
- Draw pattern symbols to guide and remind you of certain and specific detail of the dress.
- Don't forget to add allowance on seams and hems for ease and comfort of the wearer.

*For neck edge, shoulders, armholes----* add  $\frac{1}{4}$  inch allowance  
*For side seams----* add 1 inch allowance  
*For hems----* add  $1\frac{1}{4}$  allowance

- Cut along the cutting lines. Not on the stitching lines.





## ***What I Have Learned***

**Direction:** Complete the lines below.

I have learned that

---

---

---

I have realized that

---

---

---

I will apply

---

---

---



## ***What I Can Do***

Yeeeeeeey! The time has come for you to make your own patterns. Follow the steps below please.

1. On your notebook, copy the Measurement Chart under **WHAT IS IT.**
2. Look for a child (your little brother or sister, a niece or nephew or a neighbor may be). Take their body measurements and fill it in the Measurement Chart you have copied on your notebook.
3. Get ready with tools and materials needed in drafting your patterns. Be sure to work on a flat and clean surface.
4. Follow the procedure in drafting the block and final patterns.
5. Do not forget to transfer all the lines.
6. Review each step before cutting.
7. Your outputs will be evaluated using the rubric below.



Criteria	Competent (5)	Developing (3)	Beginning (1)
Tools and Materials	Complete, appropriate and properly used.	Complete, appropriate but not properly used.	Incomplete.
Workmanship	Followed the steps correctly and systematically.	Failed once in following the steps.	Failed to follow the steps correctly and systematically.
	All pattern symbols were indicated correctly; properly labeled.	Few pattern symbols were missing; properly labeled.	Pattern symbols were not indicated; no label at all.
	Observed neatness of work.	Failed once to observe neatness of work.	Did not observe neatness of work.
Accuracy	All measurements were accurate.	Most of the measurements were accurate.	Most of the measurements were inaccurate.
Safety Working Habits	Was extra careful in using tools.	Was careful in using tools.	Was not careful in using tools.
Time Management	Finished on the allotted time.	Was not able to finish on time.	Patterns lack parts.



## Assessment

### A. True or False

**Directions:** Write F if the statement is TRUE and T if the statement is FALSE.

1. The front and back bodice patterns differ in neck depth, arm cye, and height of darts.
2. There is no significant difference between the block and final pattern.
3. Beginners can skip making a project plan to save time.
4. Before taking body measurements, one should secure the waist with a string or band.
5. One should cut along the stitching lines.

### B. Multiple Choice

**Directions:** Choose the letter that best answers the statements below.

6. How is the bust measurement taken?  
a. Vertical   b. horizontal   c. circumferential   d. diagonal

7. Into how many parts is the skirt length divided?  
a. 2                      b. as is                      c. 4                      d. 6
8. Neck edge, shoulders, armholes need \_\_\_\_ inch allowance.  
a.  $\frac{1}{4}$                       b.  $\frac{1}{2}$                       c. 1                      d.  $1\frac{1}{4}$
9. Hemlines need \_\_\_\_ inch allowance.  
a.  $\frac{1}{4}$                       b.  $\frac{1}{2}$                       c. 1                      d.  $1\frac{1}{4}$
10. Seam lines need \_\_\_\_ inch allowance.  
a.  $\frac{1}{4}$                       b.  $\frac{1}{2}$                       c. 1                      d.  $1\frac{1}{4}$



## ***Answer Key***

### **What I Know**

1. B
2. E
3. D
4. A
5. C

### **Assessment**

1. F
2. T
3. T
4. F
5. T
6. C
7. B
8. B
9. D
10. C

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**For inquiries or feedback, please write or call:**

Department of Education – Schools Division of Negros Oriental  
Kagawasan, Avenue, Daro, Dumaguete City, Negros Oriental

Tel #: (035) 225 2376 / 541 1117

Email Address: [negros.oriental@deped.gov.ph](mailto:negros.oriental@deped.gov.ph)

Website: [lrmds.depednodis.net](http://lrmds.depednodis.net)



