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ABSTRACT

This curriculum guide for window treatment construction and rod installation is one of four guides developed to aid in setting up either Code 30 or adult vocational programs in the home furnishings service area. Introductory materials include information on the project that developed the curriculum (purpose and procedure) and survey materials from the project (letter, instruction sheet, information sheet, and tasks list for drapery construction and window treatments, including installation). Suggested curriculum guides are then provided for window treatments, rod selection, and installation. The competencies to be achieved are listed first. The curriculum guide in a chart format follows. In this chart tasks are coordinated with objectives and related learning activities, resources, and evaluations. A bibliography is also included. (YLB)

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Final Report of Project
No. 04-417-150-312

Curriculum Development for Code 30 Programs
in Home Furnishings Services
Dec. 15, 1981 - June 30, 1982

The project was funded through Research Turnback Monies under Vocational Education Act, Section 131.

The project was cooperatively conducted by Wisconsin Board of Vocational, Technical and Adult Education and Madison Area Technical College staff. Other districts participating were: Blackhawk Technical Institute, Southwest Wisconsin Technical Institute, Waukesha County Technical Institute and Fox Valley Technical Institute.

Carol Swiggum
Project Director

FORWARD

This publication is one of four suggested curriculum guides developed to aid the setting up of either Code 30 or adult vocational programs in the designated Home Furnishings areas: Window Treatment and Rod Installations, Slipcover Construction, Furniture Renovation (Refinishing and Reupholstering) and Entrepreneurship.

With each curriculum guide, there is a separate Resource Book containing illustrative and informative materials for teaching. The word RESOURCE is identified in all capital letters in the curriculum guide.. Pages are listed.

In the curriculum guide, the word RESOURCE is identified in capital letters, and the pages from the Resource Book are listed. These materials may be reprinted for classroom use.

ACKNOWLEDGEMENTS

Special appreciation is extended to the following coordinators, consultants and post-secondary instructors for their efforts in the development of this curriculum for the home furnishings service programs.

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Blackhawk Technical Institute
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Madison Area Technical College
Southwest Wisconsin Technical Institute
Waukesha County Technical Institute

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PURPOSE OF THE PROJECT

Present Status of Programs.

In some districts the Home Furnishings Services one-year programs are having difficulty attracting sufficient enrollment to continue on a cost effective basis. These district advisory committees have indicated the need for restructuring curriculum into shorter, more intensified Code 30 programs to fill the occupational needs following the discontinuance of the Home Furnishings Service Program.

Purpose and Intent.

Purpose of this project was to develop short-term Home Furnishings Skills Program Curriculum. The implementation of the curriculum will train workers in the following Home Furnishings related occupations: Drapery Maker, Slipcover Maker, and Furniture Renovator.

There is a declared need by industry for skilled workers to be employed as Drapery Makers, Slipcover Makers and Furniture Renovators in the home furnishing and interior design industry. The skilled workers may be employed in workrooms of business operations, i. e. drapery shops, upholstery shops or they may be involved in entrepreneurship. The latter training could enable the displaced homemaker, the mother or father in the family, or the single parent to operate a small business and also enable one to care for the family.

The development of curriculum guides will aid any district state-wide in setting up either Code 30 or adult vocational programs in designated areas. Suggested titles for these Code 30 programs are Slipcovering Occupation, Furniture Restoration Occupation and Window Treatment Occupation.

PROCEDURE FOR CURRICULUM DEVELOPMENT

1. Wisconsin State Board Home Economics Consultant contacted staff from various districts to assist in the development of the curriculum.

A project director was chosen as were curriculum writers in the following areas:

Furniture Renovation (Refinishing & Reupholstery)
Slipcover Construction
Window Treatments
Rod Installation
Entrepreneurship

2. Lists of employers and past graduates were obtained from the four participating districts.
3. The project director compiled three separate questionnaire surveys of performance tasks related to the areas: Furniture Renovating (Reupholstery and Refinishing); Drapery Construction and Window Treatments (including rod installation); and Slipcover Construction. All three questionnaires contained tasks associated with Entrepreneurship. The questionnaire was patterned after the Iowa's "Identification of Tasks in Home Economics Related Occupations."

Each survey contained a checklist of tasks indicating the tasks performed in a particular job and the frequency of performance. A general information sheet was included to learn the characteristics of people involved in these occupations. Space was provided for respondents to list additional job tasks they performed. Refer to pages 4-10.

4. The number of questionnaire surveys sent out and the number returned is given below:

	<u>Sent Out</u>	<u>Returned</u>
Window Treatments (including rod installation)	26	9
Furniture Renovation	30	8
Slipcover Construction	7	2

Since this is a developing area, the number of participants to be surveyed was limited.

The rate of return of surveys appeared to be related to present status of economy, particularly in some districts.

5. The data findings of the surveys returned is recorded on the survey on pages 7-10. It states the number of respondents that performed a particular task daily, once a week, once a month, once a year, or never.

The data findings showed a trend for workers in these home furnishings areas to be largely of the over 35 age group. The individuals engaged in these occupations were self-employed or worked with less than two employees. A large percentage had received their training at adult education classes or vocational school.

The tasks performed by the individuals depended on the size of the business. In a smaller business (under three workers); the employee or self-employed person performed all the tasks of construction. In a larger business (10 or more workers), the employee did particular jobs such as cutter, sewer, etc.; but some moved around and performed different jobs at various times.

Construction tasks were most frequently performed by the self-employed and employee of the larger business.

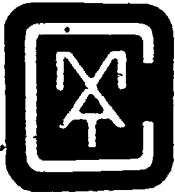
Routine business tasks were performed by the self-employed, the boss or by a person specifically assigned to only that aspect.

6. Consultants, co-ordinators, project director, and instructors working on the project collected resource materials from educational institutions and other sources. The materials were distributed to the designated curriculum writers.
7. A format for the curriculum was developed. There were three columns. In the first column the tasks a worker in the particular occupation would need to perform were stated. The tasks stated on survey questionnaire were to be used as a guide.

In the second column, the learnings the worker must comprehend in order to perform the task were stated.

The last column was to be comprised of learning activities and resources that the teacher or student would do to provide learning or to learn the task. Resources in the form of illustrative and informative guide sheets would be listed here, and included in a separate resource book.

8. A separate bibliography would be at the end of the curriculum guide. It was to include the title, author, publisher (address), cost and synopsis of the resource.
9. A time frame was developed.
10. The project director met with individual curriculum writers. One meeting of all consultants, co-ordinators and curriculum writers was scheduled to review the suggested curriculum guides.



MADISON AREA TECHNICAL COLLEGE

211 NORTH CARROLL STREET, MADISON, WISCONSIN 53703

NORMAN P. MITBY
District Director

January 22, 1982

Dear

The Wisconsin Board of Vocational, Technical and Adult Education has approved a project for Madison Area Technical College to develop curriculum in some of the specialized areas in the Home Furnishings Services one year diploma program. The project will be cooperatively conducted by Madison Area Technical College staff and the Wisconsin Board of Vocational, Technical and Adult Education. Other district schools participating are: Blackhawk Technical Institute, Southwest Wisconsin Technical Institute, Waukesha County Technical Institute, and Fox Valley Technical Institute.

This project has been recommended by advisory committees to the Home Furnishings Services programs throughout the state. There are indications that individuals going into business or employment in these fields need more in-depth training in slip-covers, upholstery, furniture refinishing and restoration, draperies, window treatments and installation.

Some tasks for these jobs have been identified through research studies. We need your assistance to help verify these tasks so that the curriculum which is developed is relevant and meets today's training needs.

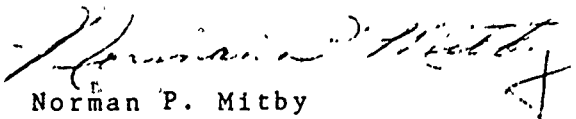
We would appreciate your completing the questionnaire and supplying additional suggestions and recommendations. Your response will be held in confidence and will not be identified in the report. We would appreciate receiving your response by February 4, 1982. Enclosed is a self-addressed, stamped envelope.

If you have further questions, please contact:

Carol Swiggum, Project Director (608) 222-6853
Phyllis Schwebke, Home Ec Chairperson (608) 266-5077
Helen Scheve, Home Ec Consultant WBVTAE (608) 266-1700.

We appreciate your cooperation.

Sincerely,


Norman P. Mitby
District Director

TASKS IN HOME FURNISHINGS RELATED OCCUPATIONS

Instruction Sheet

The questionnaire consists of two parts. The first part concerns information about yourself to help us determine the characteristics of people involved in these occupations. Please fill in the blanks completely. It is very important that blanks not be left empty. The information will, of course, remain confidential.

The second part of the questionnaire is in the form of a checklist. This list includes many tasks which might be part of the specific job. The list also includes tasks which one may never do. Please read each item very carefully before checking the appropriate column.

If you are performing the specific job (employee or self-employed) check tasks as they apply to you.

If you are an employer of a person in this occupation, check tasks you would expect the employee to perform.

- (1) Check column 1 if the task is one which you or employee never do in the job.
- (2) Check column 2 if the task is one which you or employee might do at least once a year in the job.
- (3) Check column 3 if the task is one which you or employee would do at least once a month in the job.
- (4) Check column 4 if the task is one which you or employee would do at least once a week in the job.
- (5) Check column 5 if the task is one which you or employee would do every day in the job.

It is important that you check every item on the list. At the end of the checklist, space is provided in which you may list tasks that are a part of your job which we may have omitted in our list; also indicate how often you do these tasks. It is very important to the study that each person identify the tasks he performs that we may have omitted.

Thank you for your time--your cooperation is appreciated.

INFORMATION SHEET

1. Name _____
2. Where employed (business or home) _____
3. Business address _____
4. Type of business _____
5. Size of business - total number of employees _____
6. Your occupation or job title _____
7. Number of employees in your occupation _____
8. Total length of time employed in this occupation _____
9. Age _____ Sex _____
10. Highest grade completed in school (please circle)
6 7 8 9 10 11 12 13 14 15 16
elementary high school college
11. Additional schooling or training (please check)
 none
 trade school
 or a college
 adult education classes
 other (list) _____
12. On the job training (please check)
 none
 short course provided by business
 observation of another employee in the same occupation
 instruction in tasks and duties by manager or person in charge
 other (list) _____
13. Length of training checked in #12 above _____

Drapery Construction and Window Treatments
(including installation)

Tasks for Home Furnishings Related Occupations
CHECK DIST

TASKS PERFORMED

	never	once a year	once a month	once a week	daily
	1	2	3	4	5
1. Replenish drapery workroom tables with thread, needles, scissors, and measuring guides	2	4	3		
2. Allocate/assign work to others in workroom	3		3		3
3. Record amount of time needed for various workroom assignments	3	1		2	3
4. Inspect merchandise for damage both when received and when shipped			3	1	5
5. Keep customer records of sales and service			2	4	3
6. Estimate cost for simple projects	1		2	3	3
7. Order supplies and equipment; type purchase orders	1		4	3	1
8. Handle customer complaints	2	2	1	1	2
9. See salesmen (wholesale) who come to show new lines	1	5	2		1
10. Take inventory	1	5	2		
11. Keep workroom clean and orderly			2	3	4
12. Store supplies and equipment in appropriate places			2	1	6
13. Keep storage room clean and orderly			4	5	
14. Keep display room clean and orderly	1	1	1	2	4
15. Organize and file samples		2	2	3	2
16. Straighten catalogs	2		2	3	2
17. Keep sample file up to date. Mark current prices and discontinueds	1	1	5	2	
18. Assist in displays and window arrangements - both inside and outside of the store	5		1	2	
19. Keep display windows clean and orderly	6			2	
20. Answer telephone, take messages, answer questions	1			1	7
21. Pack and unpack merchandise			1	4	4
22. Do filing and routine office work	1			6	2
23. Record, mark, and code new merchandise	2		3	2	2
24. Type invoices (bills)	1		3	3	2

Drapery Construction and Window Treatments
(including installation)

Tasks for Home Furnishings Related Occupations
CHECK LIST

TASKS PERFORMED

	never 1	once a year 2	once a month 3	once a week 4	daily 5
25. Select and coordinate fabric, lining, facings, and thread			3	3	3
26. Select trim		4	3		2
27. Cut drapery in lengths			1	4	4
28. Fold and crease drapery hems and sides			1	3	5
29. Stitch drapery lengths, sides, hems			1	3	5
30. Use industrial blind hemmer machine	3		3		3
31. Use serger or overlock on seams	3		2		4
32. Attach lining to drapery			3	1	5
33. Insert crinoline at top of drapery	3		3	1	5
34. Calculate size of pleats and spaces			2	2	5
35. Pin off drapery pleats			2	2	5
36. Stitch drapery pleats			2	2	5
37. Break and tack drapery pleats			2		3
38. Use tacking machine	4		2		3
39. Attach trimming by hand or machine		4	4		1
40. Press drapery			4	1	4
41. Insert hooks in completed drapery		1	1	3	4
42. Inspect finished drapery for accuracy			2	3	4
43. Fold (stack) and store drapery			2	3	4
44. Clean sewing machine			4	4	1
45. Repair and/or alter drapery	1	3	3	2	
46. Construct Roman shades	3	3	2	1	
47. Construct scalloped valences	3	5	1		
48. Construct swags and jabots	3	4	2		
49. Cover cornices	4	2	3		
50. Straighten drapery and upholstery samples			3	4	2
51. Show samples to customers in store		2	2	3	2
52. Show samples to customers in their homes		1	4	3	1

Drapery Construction and Window Treatments
(including installation)

Tasks for Home Furnishings Related Occupations
CHECK LIST

TASKS PERFORMED

	never 1	once a year 2	once a month 3	once a week 4	daily 5
53. Sketch draperies and cornices for clients	2	4		1	2
54. Take measurements at client's home for drapery		1	4	2	2
55. Estimate yardage needed for drapery			3	2	4
56. Measure and estimate yardage for cornices	2	4			3
57. Measure and estimate yardage for window shades	4	2			3
58. Compute cost of fabric from measurements, work specifications, and type of fabric			3	2	4
59. Itemize cost of labor in making and installing household accessories		1	3	2	3
60. Record on sales check or contract total price of making and installing household accessories			4	3	2
61. Load, unload, and move merchandise to client's home	1		5	2	4
62. Give instructions for the installation of rods and other hardware for drapery	1		4	2	2
63. Install hardware and hang draperies in home		1	3	3	2
64. Inspect draperies after installation in home	1		5	2	1
65. Read and interpret order forms	3		1		5
66. Consult with Interior Designer about details of job	2	3		1	3
67. Read own and competitor's ads	1		1	5	1
68. Check to be sure safety laws and rules are observed in store areas and displays	4	1	2	2	
69. Train and/or supervise display helpers, aides or clerks	2	3	3	1	
70. Run errands for person in charge	2	2	4		1
71. Attend shows of merchandise, display supplies, equipment and/or fixtures		1	6	2	
72. Sell fabric			3	3	3

Drapery Construction and Window Treatments
(including installation)

Tasks for Home Furnishings Related Occupations
CHECK LIST

TASKS PERFORMED

	never 1	once a year 2	once a month 3	once a week 4	daily 5
73. Make daily journal entries	1			4	4
74. Do quarterly sales tax calculations and reports	4	3	2		
75. Do annual (and if necessary, quarterly estimates) of income tax calculations		5	2		
76. Process daily banking receipts	3	1	2	2	1
77. Obtain new or renewed credit	6	3			
78. Compose profit and loss and balance sheets	3	3			
79. Do payroll	6		3		
80. Make provisions for return of damaged or flawed goods		3	3	3	
81. Write business letters	2	2	2	2	1
82. Interview prospective employees	4	2	1	1	
83. Collaborate on advertising layout and content	5		1	2	
84. Attend community businessman's pursuits	5	2		1	
85. Update by reading of new products, developments, seminars			5	4	
86. Do bank statement reconciliation	4		5		

Please list any other tasks you do:

Supervises employees

Interpret some work orders for employees

Adjust labor prices for workroom

Write and update price book for customers

Necessary to learn Ripplefold, etc. drapery heading techniques

How to start your own business: Invest in business cards, logo, and letter head stationery, apply for sales tax number, then send for your samples. The supplier needs your tax number and the letter head paper shows you mean business. Supplier wants 3 credit references.

I have a small business and the amount of work varies according to the time of year. I usually get out about 1 order per week but do work on several orders at one time.

SUGGESTED CURRICULUM GUIDE

FOR

WINDOW TREATMENT CONSTRUCTION

TASKS/COMPETENCIES TO BE ACHIEVED

- I. Coordinates window treatments for various window types and helps customer choose appropriate window treatment for window type
- II. Helps customer choose appropriate fabric for selected window treatment
- III. Take measurements for drapery at client's home
- IV. Estimate yardage required for drapery
- V. Read and interpret work order form
- VI. Select and use essential equipment needed in a functional drapery workroom
- VII. Operate home and power sewing machines
- VIII. Clean sewing machines
- IX. Practice safety precautions when working in the laboratory
- X. Assist in care and maintenance of workroom
- XI. Select a drapery construction method
- XII. Inspect fabric for flaws when received
- XIII. Cut drapery in lengths
- XIV. Stitch drapery lengths together
- XV. Fold and press drapery bottom and side hems
- XVI. Insert drapery weights
- XVII. Attach lining to draperies
- XVIII. Insert crinoline at top of drapery
- XIX. Stitch side and bottom hems
- XX. Calculation of pleat and space
- XXI. Pin off drapery pleats
- XXII. Stitches drapery pleats

- XXIII. Breaks drapery pleats
- XXIV. Fold and band draperies
- XXV. Tack drapery pleats
- XXVI. Insert hooks in completed drapery
- XXVII. Construct the box and cartridge pleat heading
- XXVIII. Construct shirred curtains
- XXIX. Construct curtains and draperies of sheer fabric
- XXX. Construct various window headings (valances, cornices)
- XXXI. Construct various window shade types
- XXXII. Construct contracted draperies for a client

Tasks

Objectives

Learning Activities/
Resources/Evaluations

I. Co-ordinates window treatments for various window types

Helps customer choose appropriate window treatment for window type

1. Use correct terminology to describe window treatments

2. Describe window treatments available and identify the latest trends (include energy-conserving treatments)

3. List the decorative and functional functions performed by window treatments

• Pretest students' knowledge of window treatment terminology

• Have students display terms (with illustrations when appropriate) on a terminology bulletin board. Add new terms as they come up during work on the unit.

• RESOURCE, pp. 1-7; Window Treatments Glossary

• Use magazine pictures and drawings to illustrate different types of window coverings. Types to include: pleated draperies, curtains, shades (roller, Austrian, Roman, balloon), shutters, blinds. Note differences among the various types.

• RESOURCE, pp. 8-17, Window Treatments

• Have students describe how window treatments are used in their homes to perform different functions

• Filmstrip or slides. "Can You Afford Bare Windows?" 15 min. presentation explaining the seven functions of a window treatment; includes energy conservation. Kirsch

• List the functions on the chalkboard

• Have speaker on energy-saving window treatments. (Resource may be from Gas & Electric Co.)

Tasks

Objectives

Learning Activities /
Resources / Evaluations

I. Co-ordinates window treatments for various window types (cont)

4. Identify the parts of a window

5. Identify and describe the types of windows found in local homes and apartments

6. Determine the possible window treatments for various window types, including problem windows

• Using a transparency or an actual window, define parts of window. Have student label the parts on the drawing.

• RESOURCE, pp. 18, Parts of a Window

• Divide into groups and brainstorm to think of as many different kinds of windows found in homes as one can. Use magazines and books for ideas. List on chalkboard the types of windows.

• RESOURCE, pp. 19-22, Types of Windows

• View transparencies of different types of windows

• Students should label diagrams of the various types of windows

• Take students to model home and have them identify all the window types they see

• View historic homes open to the public to view problem windows

• Filmstrip or slides. "Rooming With Windows

• Form small groups. Assign each group different types of windows from the list. For each window type, the group is to come up with (3) window treatment suggestions for making that window type beautiful. Either

15

27

Tasks

Objectives

Learning Activities/
Resources/Evaluations

Co-ordinates window treatments for various window types (cont)

6. Determine the possible window treatments for various window types, including problem windows (cont)

sketch their ideas or find pictures showing a treatment for that window type. Analyze the treatment for privacy, glare, temperature and appearance.

- Have students make a drawing of the most unusual window in their home. Discuss in class to determine if it is truly a problem window. If you have enough problem windows in this group of student drawings, have students swap them and come up with window treatment solutions.

7. Determine window treatments that affect the window's appearance

- Have students sketch window treatment designs or find pictures that:
 - 1) make a window appear wider
 - 2) make a window appear taller
 - 3) make a window center of interest
 - 4) make window appear to be part of the background

- RESOURCE, pp. 23-24, Window Treatments for Problem Windows

- Sketchbook for Exceptional Windows, Kirsch Company

Tasks

Objectives

Learning Activities/
Resources/Evaluations

II. Helps customer choose appropriate fabric for selected window treatment

1. Use textile terminology to describe window treatment fabrics

2. Identify the types of fabrics used for making window treatments

- Display textile terms on bulletin board and discuss terminology (fiber, yarn, etc.)
- Pretest student knowledge of textile terminology. Use pretest for discussion
- Have students analyze newspapers, magazines and catalog advertisements for textile terms
- RESOURCE, pp. 25, Choose Appropriate Fabric (Use through this unit)
- Use fabric swatches to discuss fabric names for commonly used fabrics
- Have students collect different types of window treatment fabrics for notebook. Possible fabric types:
 - antique satin
 - sheer - tergal and batiste
 - casement - woven and malimo
 - self-lined fabric
 - cotton or cotton-polyester blend (firmly woven)
- Label sample as following are discussed:
 - fiber/content
 - suitability for various window treatments
 - recommended care
 - specific construction techniques

Tasks

Objectives

Helps customer choose appropriate fabric for selected window treatment (cont)

3. List characteristics and care of the different types of fibers
4. Relate yarn characteristics to serviceability
5. Identify the construction methods used in making fabrics
6. Relate fabric construction to serviceability
7. Identify methods of dyeing and printing decorator textiles and relate methods used to serviceability
8. Recognize the most common types of finishes for drapery fabrics and their effects

- Have students prepare a chart showing fiber properties, fiber characteristics and the recommended care. Do a large poster for classroom.
- Discuss the concept of "serviceability"; have students examine fabrics made of various yarns; describe their appearance, texture, thickness and color; and relate each to serviceability
- Using fabric samples, demonstrate how to identify construction methods by unraveling. Have students examine labeled fabric samples to recognize how fabric is constructed (woven, knit, non-woveh, malimo)
- Role-play salesperson explaining why a certain fabric is more serviceable than an alternative material and is therefore a better buy
- Discuss dyeing and printing methods and their serviceability (ex. vat dyed, solution dyed)
- Discuss different types of finishes that affect fabric appearance, performance, care and safety

Tasks

Objectives

Learning Activities/
Resources/Evaluations

II. Helps customer choose appropriate fabric for selected window treatment (cont)

- 9. Understands the information included on fabric labels
- 10. Use appropriate fabric for specific window treatments

- Have students look through fabric swatch books and then explain what the labels inform them of
- Discuss with use of magazine illustrations and fabric samples
- Visit department store or look in catalog to determine types of fabrics suitable for various types of window treatments
- Guest speaker - drapery salesperson
- RESOURCE, p. 25, Choose Appropriate Fabric

Tasks

Objectives

Learning Activities/
Resources/Evaluations

III. Take measurements for drapery at client's home

1. Recognize guidelines to follow when representing a business establishment in a client's home

2. Identify measuring equipment and use it properly

3. Identify procedures for measuring windows and rods

4. Demonstrate ability to accurately measure a present rod for drapery

Demonstrate ability to determine rod placement (to include stackback) and accurately measure for drapery when only window is present

- Discuss acceptable and unacceptable behavior. Role play "what to say or not to say"
- Have three students measure the same window or rod using a yardstick, a dress-maker's tape measure and a steel tape. Measurement to be taken should be over 60". Compare answers and evaluate accuracy of measuring tool.
- Demonstrate the procedure for measuring when rod is in place and when only window is present and rod placement must be determined.
- List and define measurements to be taken:
 - 1) rod width (face of rod) stackback
 - 2) finished length
 - 3) return
 - 4) overlap
- RESOURCE, pp. 26, Window Measurements. Kirsch teaching guide to Windows Beautiful
- Students work in pairs to measure window(s) in room. Draw windows on butcher paper and pin to wall if no proper window is available. Have them record following measurements:
 - Rod width (if rod is placed on window frame)
 - (if rod is placed off frame to allow for stackback)

Tasks

Objectives

Learning Activities/
Resources/Evaluations

III. Take measurements for drapery at client's home (cont)

4. Demonstrate ability to accurately measure a present rod for drapery or to determine rod placement (cont)

Finished Lengh
to sill
to apron (1-2" below)
to floor (1/2" from floor)

• RESOURCE, pp. 27, Measuring for Traverse Draperies

• Field trip to model home, apartment, etc. Have students measure windows as stated above

• Students go to client's home to measure rods or windows for contracted project to be done at school

Tasks

Objectives

**Learning Activities/
Resources/Evaluations**

IV. Estimate yardage required for drapery

1. State the procedures for estimating yardage required to construct draperies

2. Demonstrate the ability to estimate yardage required for draperies

3. Demonstrate the ability to measure pattern repeats and estimate additional yardage required

- Give a comprehensive basic math test; provide supplemental math work when needed

- Review math skills needed to estimate yardage (multiplication, division, etc.)

- List the steps used in determining amount of fabric needed. Teacher does sample on blackboard. Students estimate yardage for window they measured in classroom. Compare with classmates.

- Acquaint students with other methods of estimating

- RESOURCE, pp. 29-30
Worksheet to Determine Yardage Required
p. 31, Width Conversion Chart-Draperies
p. 32, Estimate Yardage-Alternate Method

- Students estimate yardage for client's contracted projects

- Define pattern repeat (horizontal and vertical) and show how to measure vertical repeat

- Have students work in groups of 3-4 to identify and measure repeats on fabric samples. Compare findings.

- Demonstrate estimating additional yardage for patterned fabric

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Tasks

Objectives

**Learning Activities/
Resources/Evaluations**

IV. Estimate yardage required for drapery (cont)

3. Demonstrate the ability to measure pattern repeats and estimate additional yardage required (cont)

4. Analyze printed fabric as to its appropriateness for window treatments

5. State the procedures for estimating yardage required when fabrics are railroaded

6. Estimate yardage required when fabrics are railroaded

- Have student select a patterned fabric and estimate yardage for window they measured in classroom

- Bulletin board showing where to measure to determine pattern repeat length

- RESOURCES, pp, 28-30

- Have student analyze various printed fabrics

- RESOURCES, p. 25; Choose Appropriate Fabric

- Discuss term "railroading"

- Have students identify fabrics that can and cannot be railroaded

- Demonstrate how to make estimates of yardage required when fabrics are railroaded; have students practice.
Rod width x (2 1/2 or 3) = Fullness
Fullness divided by 36" = # of required yards

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Tasks**Objectives****Learning Activities/
Resources/Evaluations**

V. Read and interpret work order forms

1. Define work order
2. List information included on a work order
3. Complete work order correctly
4. Interpret information on a work order

- Brainstorm to list items found on a work order. Samples or transparencies of actual work orders could aid discussion. Develop work order form.
- RESOURCE, p. 33, Sample work order; p. 34, Work order information
- Have students complete a work order using information of window measured at class
- Students complete work orders for contracted projects of clients
- Students exchange work orders completed above and relate information work order(s) tell them
- Students interpret information on work order when constructing contracted window treatment projects for clients

Tasks

Objectives

Learning Activities/
Resources/Evaluations

VI. Select and use essential equipment needed in a functional drapery workroom

1. Identify types of hand equipment used in drapery workrooms
2. Select and use appropriate hand equipment for a given job
3. Recognize the need for a good iron and use it properly
4. Identify tables used in the construction of window treatments
5. Practice using the tables properly and efficiently when constructing window treatments

- Display of equipment
- Demonstrate correct use of small equipment (shears, scissors, hem gauge, drapery pins, metal yardsticks and square, steel tape measure, pin cushion, hand sewing needles, seam ripper, pressing gauge)
- Students are to use appropriate equipment throughout the course
- Discuss types of iron, use of distilled water, proper use of iron
- View labeled transparencies of tables used
- Discuss how tables are covered and padded and how to set up work areas
- RESOURCES, pp. 35-36, Worktables
- Visit drapery workrooms to see ways tables are used
- Throughout the course, there would be demonstrations of how to use tables such as how to measure and cut fabrics, press hems, apply crinoline, etc. Students will use tables to do projects.
- Have students and teacher evaluate students' work techniques as to efficiency and orderliness

Tasks**Objectives****Learning Activities/
Resources/Evaluations**

VII. Operate home and power sewing machines

VIII. Clean sewing machines

1. Recognize the sewing machines used in window treatment construction and identify the machine parts and functions

2. Demonstrate the following (when applicable) on the various sewing machines:

- A. Threading (upper and lower)
- B. Adjusting stitch, tension and pressure
- C. Cleaning and oiling

IX. Practice safety precautions when working in the laboratory

1. Identify safety procedures to be observed when using supplies and equipment

• Show actual machines in laboratory or pictures of the machines (home sewing machine, industrial sewing machine, serger, blind-hemmer, bar tack machine)

• Discuss the function of each machine

• RESOURCES, p. 37, Bar Tack Machine pp. 38-40, Power Sewing Equipment

• Demonstrate the various machines. Use guidesheet to stress important features of each machine

• Acquaint students with usage of machine manuals

• Test student's knowledge of machine parts and functions

• Students practice threading and stitching

• RESOURCES, pp. 38-40, Power Sewing Equipment p. 41, The Sewing Machine

• Discuss safety precautions in laboratory, esp. with each specific machine.

• As teacher demonstrates operation of machines, students comprise list of safety measures shown by teacher

• RESOURCES, p. 42, Safety Procedures

Tasks

Objectives

Learning Activities/
Resources/Evaluations

IX. Practice safety precautions when working in the laboratory (cont)

2. Evaluate self in terms of safety habits practiced on the job

• Using resource, evaluate the safety practices in the laboratory

• RESOURCES, pp. 43-44, Safety Checklist

X. Assist in care and maintenance of workroom

1. Plan a housekeeping schedule

• Make a list on clean-up tasks to be done at end of each laboratory period. Give to each student and post one. A rotating clean-up schedule may be used for some tasks

2. Analyze work area in terms of organization of equipment and supplies

• Set up work area in laboratory and have students evaluate

• Evaluate a workroom that class visits

Tasks

Objectives

Learning Activities/
Resources/Evaluations

XI. Select a drapery construction method

1. Observe various methods of drapery construction

- Use textbooks and samples to illustrate how various methods differ. Such as:
 - 1) method of applying lining (pillowcase (sack) method, hand method or placed under side hems and held in place with side hem stitching)
 - 2) application of crinoline (wrapping fabric around crinoline to back side and stitching at lower edge of crinoline or not wrapping crinoline with fabric but stitching it into top seam)
 - 3) use of single or double side hems
- Visit a drapery workroom to observe method used

2. Choose a method of drapery construction

- Examine draperies to see method used
- Method used for student sample will be one preferred by instructor. Use sample(s) to thoroughly describe method to be used
- RESOURCE, p. 45, Work Order - Pinch Pleated Drapery explains method used in this curriculum

XII. Inspect fabric for flaws when received

1. Identify the procedures to follow when measuring panel lengths from bolts of fabric

- Demonstrate procedure to follow when measuring panel lengths and checking for flaws

- RESOURCE, pp. 46 Cutting Drapery and Lining Lengths

XIII. Cut drapery in lengths

2. Describe procedures to follow for determining panel cut length and pattern placement when using patterned fabric
3. Identify cutting methods used on various drapery fabrics
4. Use correct method for cutting drapery lengths
5. Use correct process for splitting drapery lengths

- Show procedure to use for determining top and bottom cut edge when patterned fabric is used
- Demonstrate pulling a thread and squaring with use of L-square and long straight edge (yardstick)
- RESOURCE, pp. 46-47, Cutting Drapery and Lining Lengths
- Students make a drapery sample of size determined by teacher. According to type of fabric, they decide cutting method for their drapery lengths and their lining lengths
- Students work in pairs. For every two students, use 3 yards of drapery fabric. Cut 3 panels (lengths) 36" long. Cut one panel in half lengthwise. This gives each student 1 1/2 panels to work with.
- Type of fabric to be used depends on student's ability. Firmly woven cotton, cotton-polyester blend, antique satins are best for the novice. This could be first sample and second sample could be of casements or sheers.

Tasks

Objectives

Learning Activities/
Resources/Evaluations

XIV. Stitch drapery lengths together

1. Identify the sizes and types of sewing machine needles
2. Use appropriate needle size, correct thread, stitch length and tension setting for various fabrics
3. Use correct procedures and methods to seam drapery lengths together

- Discuss types and sizes of machine needles. Correlate with correct thread and stitch length
- RESOURCE, pp. 48-49, Seaming Drapery and Lining Lengths
- Teacher demonstrate methods of seaming drapery lengths. Use a variety of drapery fabrics. Demonstrate serger.
- Students make sample seams for notebook (antique satin, casement, print fabric, sheer)
- Students seam drapery and lining sample by appropriate method

XV. Fold and press drapery bottom and side hems

4. Identify the procedure to follow in seaming panel lengths of patterned fabrics
1. Identify standard side and bottom hem widths of drapery and lining fabrics

- Display or illustrations showing steps to follow when matching designs
- Discuss various hem widths and reasons for them (type of fabric, techniques preferred by employer, customer request)
- Students make a hem pressing gauge
- RESOURCE, Hem Pressing Gauge, p. 50

Tasks

Objectives

Learning Activities/
Resources/Evaluations

XV. Fold and press drapery bottom and side hems (cont)

2. Use correct procedures for pressing hems in drapes
3. Recognize appropriate pinning procedure for pinning side and bottom hems
4. Realize procedures vary depending on method of construction and type of fabric being used

- Demonstrate pressing techniques
- Students press hems in their samples and pin in place
- RESOURCE, pp. 51-52, Drapery Hems
- Discuss use of single and double hems, clipping or trimming of selvages, use of steam or dry iron, temperature of iron

XVI. Insert drapery weights

1. Identify various types of weights
2. Identify the purpose of weights
3. Determine where to place weights in drapery panels

- Display various weights
- Discuss types and their purpose
- Demonstrate where and how to attach weights

XVII. Attach lining to draperies

4. Use correct procedure to insert weights
1. Recognize the types of drapery lining and their qualities
2. Identify the purpose of lining window treatments
3. Use correct procedures to attach lining to drapery

- Students attach weights to their samples
- Students cut samples (4 x 4) of currently available drapery linings. Note name, fiber content, width, care and other characteristics. Mount in notebook
- Discuss pros and cons for lining draperies
- Demonstrate appropriate techniques of attaching lining to drapery
- Students apply lining to their sample
- RESOURCE, p. 45, Work Order

Tasks

Objectives

Learning Activities/
Resources/Evaluations

XVIII. Insert crinoline at top of drapery

1. Identify types of crinoline used to stiffen drapery headings.
2. Use correct procedures to attach crinoline to drapery

- Students cut samples of various weights and types of crinoline. Mount in notebook and label
- Demonstrate inserting crinoline using a ruled table mat to retain uniform finished length
- Students insert crinoline in their sample
- RESOURCE, p. 53, Application of Crinoline

XIX. Stitch side and bottom hems

1. Use correct procedures to stitch side and bottom hems

- Demonstrate stitches used for side and bottom hems (hand stitches, home sewing blind hemmer, industrial blindhemmer)

XX. Calculation of pleat and space

1. Identify the French pinch pleat
2. Identify the measurements necessary for figuring pleat and space placement on a drapery heading.
3. Identify standard pleat and space allowance

- Show sample of French pinch pleat
- RESOURCE, p. 54, Types of Pleats
- Show on work order and sample drapery the necessary measurements. (Rod width returns, overlap, ease allowance and width of hemmed drapery panel)
- RESOURCE, pp. 33-34, Work Order Forms
- Discuss how amount of fullness effects size of pleat and space. (2 1/2 x fullness produces less than 4" space - more than 4" pleat.)

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Tasks

Objectives

**Learning Activities/
Resources/Evaluations**

XX. Calculation of pleat and space
(cont)

4. Identify the procedures for determining size of pleats and spaces
5. Recognize the relationship between the number of pleats and spaces on a drapery heading
6. Compute accurately the number and size of pleats and spaces in specific drapery panels.

- Use transparency showing math involved in determining size and number of pleats and spaces
- RESOURCE, p. 55, How to Calculate Pleats in Traverse Drapery
p. 56, Conversion Chart
- Discuss showing sample of pleated drapery. (There is one more pleat than space between the pleats).
- Students compute size of pleat and space for their sample. Information given to student:
Their panel of 1 1/2 lengths is to be used as one panel of 2 on a two-draw traverse with measurements of:
Rod width 55"
Return 3.5"
Overlap 3"
Ease 1"
Measurement of hemmed drapery panel will vary.
- RESOURCE, p. 57, Worksheet to calculate pleats and spaces
p. 58, Alternate method

Tasks	Objectives	Learning Activities/ Resources/Evaluations
XXI. Pin-off drapery pleats	<ol style="list-style-type: none"> 1. Arrange in order the steps in pinning-off process 2. Use correct procedures to pin-off pleats and spaces 	<ul style="list-style-type: none"> • Demonstrate procedures used in pinning-off drapery pleats. Stress accuracy. • RESOURCE, pp. 59-60, Pin-off Drapery Pleats • Demonstrate procedures. Students make gauge showing: <ol style="list-style-type: none"> 1) 1/2 pleat size 2) space size 3) pleat and space size Using gauge students pin-off pleats and spaces on sample. Mark center of pleat at hemline (for stacking purposes). Evaluate each others work and make suggestions for improvement. • RESOURCE, p. 61, Gauge for Pleat and Space Size
XXII. Stitches drapery pleats	<ol style="list-style-type: none"> 1. Use correct procedures to stitch pleats. Describe use of gauge 	<ul style="list-style-type: none"> • Demonstrate techniques used in stitching pleats • RESOURCE, pp. 62-63, Stitching, forming and tacking drapery pleats
XIII. Breaks drapery pleats	<ol style="list-style-type: none"> 1. Identify steps involved in forming a French pleat 2. Analyze illustrations or samples of French pleats 	<ul style="list-style-type: none"> • Demonstrate technique • View pictures of how • Evaluate samples of French pleats as to the evenness of the three parts of the pleat • RESOURCE, pp. 62

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Tasks

Objectives

Learning Activities/
Resources/Evaluations

XXIV. Fold and band draperies

1. Identify purpose of accurate folding and banding
2. Use correct procedure for folding (stacking) drapery panels
3. Apply rule for determining number of bands to use with different types of draperies

- Demonstrate stacking
- Discuss how hang is affected
- Students stack and band their sample. Press drapery on right side as needed when stacking
- RESOURCE, p. 63 & 64, Stacking and banding drapery panels

XXV. Tack drapery pleats

1. Identify various methods of tacking drapery pleats

- Demonstrate tacking
 - 1) hand method
 - 2) using home sewing machine
 - 3) using industrial sewing machine
 - 4) using bar tack machine
- Explain use of larger needle and explore which machines will do the tacking (relate to various weights of fabrics)
- If bar tack machine is not available, use transparency to show parts, threading and explain operation

2. Use machines available to tack pleats

- RESOURCE, pp. 62
- Students tack drapery pleats on sample

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Tasks

Objectives

Learning Activities/
Resources/Evaluations

XXVI. Insert hooks in completed drapery.

1. Identify the various hooks used in hanging draperies
2. Determine placement of hooks in draperies to be hung on standard and decorator traverse rod
3. Recognize relationship between placement of drapery hooks and appearance of draperies on rods

- Display of various types of hooks and their uses. Include long and short.
- RESOURCE, pp. 65-66, Drapery Hooks
- Demonstrate how and where hooks are inserted in headings
- Students follow accepted procedures and insert two hooks in sample drapery (one for standard traverse, one for decorator traverse). Label:
- RESOURCE, Evaluation - Pinch Pleated Drapery - p. 67
- As techniques were taught, students used the techniques to construct their panel of 1 1/2 lengths.
- Student and teacher evaluate sample

Tasks

Objectives

Learning Activities/
Resources/Evaluations

XXVII. Construct the box and cartridge pleat heading

1. Identify the box and cartridge pleat and indicate when used
2. Use correct methods for constructing cartridge and box pleat

- Use samples to show the box and cartridge pleat and explain when they are used. Pictures or slides can show this
- RESOURCE, p. 54, Types of Pleats
- Demonstrate the making of the cartridge and box pleat especially the tacking of the box pleat and the stuffing of the cartridges
- Instruct class how to calculate the number and size of pleats and spaces for cartridge and box pleats
- RESOURCES, p. 68, Cartridge Pleat p. 69, Box Pleat

XXVIII. Construct shirred curtains

1. Identify fabrics appropriate for shirred curtains
2. Recognize relationship between fullness required and fabric weight

- Examine fabric samples and pictures
- Students select appropriate samples from fabric swatch books
- Discuss the more sheer the fabric, the more fullness

<u>Fabric Weight</u>	<u>Fullness</u>	<u>Condensed Area in Inches</u>
Sheer	200% (3x)	14-16"
Med. Wt.	150% (2-1/2x)	17-19"
Heavy Wt.	100% (2x)	20-22"

Tasks

Objectives

Learning Activities/
Resources/Evaluations

XVIII. Construct shirred curtains
(cont)

3. Determine amount of yardage for a shirred curtain (also no. of lengths and cut length)

• Students measure a curtain rod. Use actual window or make drawing on paper.

• Students complete work order with following information on measurements:

Rod width, returns, finished length, whether curtain will have heading, size of heading, type of rod used. Complete work order form with other information.

• RESOURCE, pp. 70-71, Shirred Curtain

• Demonstrate, especially how to determine size of casing. Standard casing is 1 1/2".

• Students make specified size sample

• Students do a contracted project for clients

• RESOURCE, pp. 70-71

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XXIX. Construct curtains and draperies of sheer fabric

1. Identify sheer fabrics and their properties

• Examine various sheer fabrics. Note fiber content, widths, and discuss problems in construction (puckering when stitched)

• Students do sample seams on home sewing machine and serger. Practice holding fabric taut. Machine clean and oiled, good quality thread, loose balanced tension, smaller needle

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2. Identify procedures used to construct sheer curtains and draperies

• Demonstrate and discuss variation in techniques such as:

Tasks

Objectives

Learning Activities/
Resources/Evaluations

XXIX. Construct curtains and draperies (cont)

2. Identify procedures used to construct sheer curtains and draperies (cont)

- 1) Mock French seam, serged seam or no seam because of wide seamless sheer fabric
- 2) Adjusting blindhemmer for hems or using blind hand hem
- 3) Double wrap of crinoline, no miter on sides
- 4) Memory stitch at hemline to retain hang of pleats

3. Use correct procedures to construct a pleated sheer curtain

- Students make sample of sheer pleated drapery
- Evaluate using RESOURCE, p. 67.

XXX. Construct various window headings (valances, cornices)

1. Identify the types and functions of window headings available for accessorizing draperies, curtains or shades

- View slides, transparencies or magazine pictures illustrating the variety of window headings available (cornices, valances, lambrequins, swags)
- Visit a drapery manufacturer or dept. store to observe the variety of window headings available. Make a list of the types and designs that are available (pleated, shirred, ruffled, padded, straight, shaped, circular)
- Using pictures students have gathered, brainstorm to identify functions
- Students include pictures in notebook of as many heading styles as possible. Write a brief description of each type and consider its function and whether formal or informal

• RESOURCE, p. 72, Window Headings

Tasks

Objectives

Learning Activities/
Resources/Evaluations

XXX. Construct various window headings (valances, cornices) (cont)

2. Identify the types of measurements needed in the construction of window headings

3. Recognize the methods used to construct various window headings

4. Identify accessories available for mounting window headings

- Discuss and demonstrate
 - length of window heading should be 1/6-1/8 of total window treatment length
 - fullness is determined by type of window heading and fabric being used

• Visit a drapery shop to observe how headings are constructed

• Students study textbooks, handouts, transparencies that show steps to be followed in construction

• Study pictures, drapery or hardware catalogs to find

- 1) types of mountings (rod, shelf board, box board)
- 2) brackets available for mounting (angle iron)

• Display of various window shade types. Actual samples or pictures. Display could include:

- Roman shade
- Austrian shade
- Balloon shade
- Roller shades (laminated, cloth, plastic)
- Woven wood

• RESOURCES, pp. 8-16, Window Treatments

XXXI. Construct various window shade types

1. Identify the types of window shades available

Tasks

Objectives

Learning Activities/
Resources/Evaluations

XXXI. Construct various window shade types (cont)

2. List the functions and advantages of window shades

3. Describe procedures for taking measurements for shades

4. Identify appropriate fabrics for the various types of shade

5. Determine correct amount of fabric yardage for the various types of shades (to include cut width or number of cut widths and cut lengths)

6. Identify supplies used for construction of various shades

• Students interview persons who use window shades in their homes and ask them why. Interview people who sell shades.

• Discuss with use of pictures, slides

• Demonstrate how to take measurements. Students complete a handout on window shade measurements by drawing arrows on the window diagram to show where measurements are taken. Mark the following:

- 1) width for inside mounting
- 2) width for outside mounting
- 3) length for ceiling mount
- 4) length for shade from top of frame to sill (or bottom of frame)
- 5) other

• RESOURCE, p. 73, Window Shade Measurements

• As each type of shade (such as Roman) is discussed, appropriate fabric samples are shown

• Students measure windows to determine amount of yardage. Also determine cut length and cut width.

• RESOURCE, p. 74, 77 and 79

• Discuss supplies needed to construct shade

Tasks

Objectives

Learning Activities/
Resources/Evaluations

XXXI. Construct various window shade types (cont)

7. Identify procedures to follow when constructing the various shades

• Demonstrate with aid of samples the techniques used to make various shades

• RESOURCES, pp. 74-81

8. Use appropriate techniques in the construction of a Roman shade (may be energy-saving type)

• Students construct a Roman shade for window of their choosing

9. Identify methods of installing window shades

• Examine pictures and actual installations showing:
type of mount (inside or outside)
method of attachment (roller, shelf board, sash rod, velcro, tension rod)

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XXXII. Construct contracted draperies for a client

1. Use appropriate procedures and techniques to construct window treatments

• To gain experience on various window treatment projects (larger draperies, various fabrics, etc.), students need to work on a variety of projects. These could be for school rooms or projects contracted for the private sector. Students could work in small groups using techniques learned on small samples.

• RESOURCE, p. 82, Important Decisions in the Construction of a Window Treatment

• Suggest use of a disclaimer for legal responsibilities

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WINDOW TREATMENT BIBLIOGRAPHY

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2. The Shade Book, Judy Lindahl, 1980, 128 pages, \$4.95 (how to make roller, Roman, Balloon and Austrian shades)
3. Energy Saving Decorating, Judy Lindahl, 1981, 128 pages, \$4.95 (how-to instructions of energy saving window treatments, listing of resources)

Above three publications (No. 1, 2 and 3) can be ordered from:
Judy Lindahl, 3211 N. E. Siskiyou, Portland, Oregon 97212
\$4.95 per title plus \$1.00 postage and handling.

4. Wesco Fabrics Inc. Training Guide, Wesco Fabrics Inc., 4001 Forest Street, Denver, Colorado 80216, \$3.00 (window problems and solutions, sample work order forms)
5. Creative Windows, Kemney Manufacturing Co., Warwick, Rhode Island 02886, 1981, 112 pages, \$2.95 (many colorful room settings, suggestions for various window treatments, including mounting possibilities)
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10. Designer's Guide to Decorative Window Treatments, Carole Fabrics, P. O. Box 1436, Augusta, Georgia 30903, 116 pages, \$12.50
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13. How to Select Window Treatments, Consumer Information Services, Department 703, Sears Roebuck and Co., Sears Tower, Chicago, Illinois 60684, 1976
14. How To Make Draperies
15. How To Make Curtains
16. How To Make Valances
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17. How To Make Cafe Curtains

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18. Reader's Digest Complete Guide to Sewing, The Reader's Digest Association, Inc., Pleasantville, New York, Montreal, Canada, pp. 428-436
(how-to instructions of curtains)

Available from Kirsch Company, Sturgis, Michigan 49091:

19. Window Treatments Through the Ages, 24 pages, \$.75
(history of 400 years of window treatments)
20. Sketchbook of Suggestions for Exceptional Windows, 20 pages, \$.75
(ideas for treatment of problem windows)
21. Teaching Guide for Windows Beautiful, copy free to school on requests written on school letterhead
(teaching suggestions, printed materials that can be copied for classroom use)
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(150 room settings, suggestions for all types of window treatments, measuring instructions)
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ENERGY CONSERVING WINDOW TREATMENTS

29. Insulating Window: The Inside Story, Gwen Cukierski, Information Bulletin 172, Distribution Center, 7 Research Park, Cornell University, Ithaca, New York 14850, 22 pages, \$2.00
(Conventional and modified window coverings, evaluating insulated window coverings, various products)
30. Window Warmer Sewing Instructions, available from Creative Energy Products, 1053 William Street, Madison, Wisconsin 53703, 19 pages, \$3.00
(Complete instruction on window warmer)
31. Energy Conserving Window Treatments - Insulated Shades and Draperies B3064, James Buesing, August 1981, 8 pages, \$.25. Available to Wisconsin residents from County Extension Agents. Available to out-of-state purchasers from Agricultural Bulletin Building, 1535 Observatory Drive, Madison, Wisconsin 53706
(How to reduce heat loss through windows by using insulated shades and draperies, how to calculate loss)
32. Movable Insulation, William K. Langdon, Rodale Press, 33 E. Minor Street, Emmaus, Pennsylvania 18049, 1980, \$9.95
33. See No. 6, Energy Saving Decorating, Judy Lindahl
34. Magazine articles:
"Window Treatment" entire issue, Alternative Sources of Energy, No. 31
"Energy-Smart Window Coverings", Better Homes and Garden, November 1980, pp. 41-45 and March 1982, pp. 19-23
New Shelter magazine, October 1980, Volume 1, #7

CURRICULUM GUIDES

35. Home Furnishings Aide, Home Economics Instructional Materials Center, Texas Tech University, Box 4067, Lubbock, Texas 79409, 1976, Teacher copy \$17.50, Student copy \$12.00
36. Home Furnishings Service, Jacqueline McLeoy, Home Economics Instructional Materials Center, Texas Tech University, Box 4067, Lubbock, Texas 79409, 1975, \$15.00
37. Home Decoration and Furnishings Occupations Curriculum Guide, California State Department of Education, Bureau of Publications, 721 Capitol Mall, Sacramento, California 95814, 1979, \$2.75
38. Window Treatment Services, Occupational Home Economics Education Series, 1977, United States Government Printing Office, Washington, DC 20402

FILMSTRIPS AND SLIDES

Available from Kirsch Co., Sturgis, Michigan 49091

1. Can You Afford Bare Windows? Filmstrip with script: \$1 each OR 35mm slides with script, 90 day loan, no charge; \$15 purchase.
(Explains 7 functions of a window treatment; includes energy conservation)
2. Rooming With Windows. Filmstrip with script: \$1 each OR 35mm slides with script, 90 day loan, no charge; \$15 purchase
(types of window treatments most suitable for specific rooms in the home)
3. What Should Your Windows Wear? Filmstrip with script: \$1 each OR 35mm slides with script, 90 day loan, no charge, \$15 purchase
(Types of treatments suitable for specific window types)
4. Available from Sears, Roebuck and Co., Consumer Information Services, Dept. 703-Public Affairs, Sears Tower, Chicago, Illinois 60684.
Window Treatment, Audio-Visual Unit, AV 16 - \$5/unit
(Focuses on purpose and function of windows and creative treatments for different window types. Unit includes a filmstrip, reading script and 30 How To Select Window Treatments booklets)

SUGGESTED CURRICULUM GUIDE

FOR

ROD SELECTION AND INSTALLATION

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TASKS/COMPETENCIES TO BE ACHIEVED

- I. Familiarize oneself with drapery hardware
- II. Assist customer in selection of appropriate hardware
- III. Assist customer in correct placement of hardware
- IV. Assemble drapery rods
- V. Install drapery hardware
- VI. Install the window treatment

Tasks

Objectives

Learning Activities/
Resources/Evaluations

I. Familiarize oneself with drapery hardware

1. Recognize types of rods available (traverse, curtain, sash, tension)
2. Identify types of traverse rods used in the installation of draperies
3. Recognize parts of a traverse rod and hardware vocabulary (rod, bracket, master carriers, carriers, cord, tassels)
4. Recognize the types of curtain rods and their parts (single, double, extension, criss-cross, return)
5. Identify use, advantages and disadvantages of each item
6. Identify materials used in making decorative rods (brass, wrought iron, wood-painted or fabric covered)
7. Evaluate characteristics of materials used in drapery hardware; advantages and disadvantages of each

- Pre-test knowledge of drapery hardware items and terminology
- Display types of drapery hardware frequently used
- RESOURCES, pp. 83 , Window Hardware Vocabulary; pp. 84-85, Traverse Rod
- Show with sample the parts of a rod
- RESOURCE, p. 86, Parts of a Traverse Rod Kirsch's Teaching Guide-Anatomy of a Traverse Rod
- Display of curtain rods
- RESOURCE, pp. 87-88, Curtain Rods
- RESOURCE, pp. 89-90, Identification Quiz
- Discuss as the various types and parts of rod are mentioned
- Discuss with use of samples, catalog pictures and descriptions, and drapery hardware catalogs.

Tasks

Objectives

Learning Activities/
Resources/Evaluations

II. Assist customer in selection of appropriate hardware

1. Analyze drapery hardware options

- Discuss considerations in selecting appropriate hardware for various window treatments.
 - 1) style of treatment
 - 2) style of window
 - 3) function of window
 - 4) compatibility with decor
 - 5) cost
 - 6) durability

2. Identify the correct type of rod for use with a specific window treatment

- Select from magazines, illustrations of window treatments and have students determine type of rod used

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III. Assist customer in correct placement of hardware

1. Analyze drapery decisions as they affect rod placement

- Discuss decisions to be made:

Width: On the window

Off the window (Formula for clearing a window: divide opening by 1/3.

Divide that sum by 1/2 - add that to each side of opening)

Extended wall

Wall to wall

Length: Sill length to sill (1/2" above)

Apron length (1-2" below)

Floor length (subtract 1/2" for floor clearance)

Ceiling to floor (subtract 1" from this measurement for clearance)

At top of window, standard rod is placed 4" above glass opening. Decorator rod is placed above window frame.

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Tasks

Objectives

Learning Activities/
Resources/Evaluations

III. Assist customer in correct placement of hardware (cont.)

2. Determine placement of window treatment hardware

3. Identify and select mounting possibilities

4. Identify special considerations to be made in each mounting possibility

5. Identify rod name, type, size and placement from work order

• RESOURCE, Window Measurements, p. 26
Kirsch's Graber's, Carole fabrics or Wesco's rod books

• Discuss mounting possibilities:
1) Window frame mount (casing)
2) Inside casing mount
3) Wall mount
4) Extended/wall mount
5) Wall to wall mount
6) Ceiling mount
7) Spring tension mount

• RESOURCE, Mounting Methods for Draperies and Curtains, pp. 91-92

• Discuss with use of samples and pictures considerations such as:
1) Type of bracket
2) Type of rod

• RESOURCE, Brackets, p. 94

• Discuss a completed sample work order.

• Student measure specific windows and complete a sample work order. Exchange work orders to determine if information is adequate and easily understood. Should include:
1) Length & width decisions
2) Name and type of rod
3) Other considerations

• RESOURCE, Work Order, p. 33

Tasks

Objectives

Learning Activities /
Resources/Evaluations

IV. Assemble drapery rods

1. Identify the procedure for assembling a two-way draw for draperies
2. List the steps in lacing the cord for a two-way draw set with a tension pulley
3. Identify procedures for lacing the cord for a one-way draw set with a tension pulley

- Demonstration procedure
- Student make list of steps to follow
- Student practice on sample rods
- RESOURCE, Assemble Traverse Rods pp. 93-94
Books or instructions included with rods.

V. Install drapery hardware

1. Identify appropriate installation tools
2. Select correct bracket used in installation of various drapery and curtain rods

- Display tools to be used such as:
 - 1) Hammer
 - 2) Screwdriver, 1-12" , 1-6" , ratchet
 - 3) Awl
 - 4) Steel tape
 - 5) Electric drill
 - 6) Screws
 - 7) Nails
 - 8) Bolts
 - 9) Drapery hooks
 - 10) Steamer
- RESOURCE, Installation Tools, p. 95
- Display or transparency of types of brackets (traverse bracket, inside bracket, ceiling bracket and double bracket)

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Tasks

Objectives

Learning Activities/
Resources/Evaluations

V. Install drapery hardware
(cont.)

2. Select correct bracket used in installation of various drapery and curtain rods (cont.)
3. Name the types of walls on which specific screws and bolts are used
4. Recognize and use correct procedures for installation of drapery hardware

- Discuss bracket to be used for various rods and mounting possibilities
- RESOURCE, Brackets, p. 96
- Sample display of types
- Discuss using handout
- RESOURCE, Installation Tips, pp. 97-98
- Observe demonstration on procedures of installation
- Make list of procedures of installation
- RESOURCE, Installation Procedures, p. 99
- Student practice applying bracket to specific space using awl or drill, screw or molly
- Talk and demonstration by drapery installer

VI. Install the window treatment

1. Identify the procedures for making certain the draperies draw and hang correctly
2. Identify procedures for hanging curtains with tiebacks

- Demonstration showing method for checking whether draperies draw correctly and how to train them
- RESOURCE, Installation Procedures, p. 99 Kirsch Teaching Guide
- Demonstration hanging curtains with tiebacks

Tasks

Objectives

Learning Activities/
Resources/Evaluations

VI. Install the window treatment
(cont.)

3. Evaluate completed window treatment
and hardware installation

• Use check list to complete installation pro-
cedures.

For Drapery:

- 1) Pleats hang evenly to floor (perpendicular)
- 2) Rod is consistent with desired mounting
(completely covered or completely and
evenly visible)
- 3) Consistent distance from floor, open or
drawn
- 4) Draw (operate) correctly

For Other Window Treatments:

- 1) Operate correctly
- 2) Neat appearance

• RESOURCE, Test, p. 100

ROD SELECTION AND INSTALLATION BIBLIOGRAPHY

1. Home Furnishings Aide, Home Economics Instructional Materials Center, Texas Tech University, Box 4067, Lubbock, Texas 79409, Instructor's Guide \$17.50, Student Manual \$12.00.
(Types of rod, mounting possibilities, mounting tools)
2. Window Treatment Training Guide, Wesco Fabrics, Inc., 4001 Forest Street, Denver, Colorado 80216, \$3.00
(Window treatment problems and solutions, work order forms, how to measure)
3. How to make Cornice Boards, Draperies, Valances, and Install Traverse Track, Donald R. Brown, Easi-Bild Pattern Co., Inc., Briar-Cliff Manor, New York 10510, 1971
(Installation of rods, cornices, good illustrations)
4. Window Treatment Services, Occupational Home Economics Education Series, U.S.O.E. Dept. of Documents, U.S. Government Printing Office, Washington, DC 20402
5. Publication 654, Mississippi Cooperative Extension Service
6. The Complete Graber Drapery Hardware Catalog, Graber Company, Middleton, Wisconsin 53562, Order Form No. 19-3309-00, approx. cost \$3.00
7. Carole Fabrics Drapery Manual by Charles Marks and Jack Whedbee, Carole Fabrics, P. O. Box 1436, Augusta, Georgia 30903.
8. Interior Design and Furnishings, Identification of Tasks in Home Economics Related Occupations, developed by the Departments of Home Economics at Iowa State University and University of Northern Iowa in cooperation with the Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319
(Identifies drapery hardware and installation tasks, performance rate tasks, and frequency of performance by selected businesses and workroom persons)
9. Drapery Making - 2, Catherine Kane, Vocational-Technical Curriculum Laboratory, Rutgers-The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey, 1970, \$2.50
(This curriculum guide was developed for use in a school for the deaf, who learn drapery-making as an occupation. Detailed information and diagrams are included)
10. General Catalog-Drapery Hardware, \$1.00, and Teaching Guide for Windows Beautiful, copy free to school on request written on school letterhead. Kirsch Co., Sturgis, Michigan 49091
(Illustrated leaflets on rods, their use, hanging draperies)

We would appreciate any comments on the content, the format and the usefulness of this material.

Please send any suggestions and comments to:

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