	Universitas Negeri Surabaya Faculty of Engineering, Undergraduate Study Program, Fashion Design Education	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Clothing Pattern Construction II	8321203104		T=3	P=0	ECTS=4.77	4	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Imami Arum Tri Rahayu, S.Pd., M.Pd.

Learning model	**Case Studies**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Study of concepts and mastery of skills in making broken construction patterns for parts of women's and children's clothing, including: body, sleeves, skirts, trousers, broken one piece clothing patterns (Silhouettes I, H, L, Y), two pieces and tree pieces as well as engineering pattern by applying the principles of pattern magic, and zero-waste pattern. Learning is carried out by applying a constructivist approach, including discussions, problem solving, project-based learning, individual and group skills training, assignments, and making final reports. Assessments take the form of theory, practical, performance and portfolio tests.
References	**Main :**

1.

Referensi:

1. Aldrich, W. (2015). *Metric Pattern Cutting for Womens Wear* . Chicester: John Wiley and Sons Ltd.

2. Elradi, W.A. (2016). The concept of Zero waste fashion and macramé technique to boost up the innovation of women garments designs inspired by Nubian motifs. *International Design Journal.* 6 (1): 325-337.

3. Joseph-Armstrong, H. (2010). *Pattermaking for Fashion Design* . New Jersey: Prentice Hall

4. Muliawan, Porrie. (2004). *Analisa Pecah Pola Busana Wanita.* Jakarta: BPK Gunung Mulia

5. Nakamichi, T. (2011). *Pattern Magic 1* . London: Laurence King Publishing

6. Nakamichi, T. (2011). *Pattern Magic 2* . London: Laurence King Publishing

7. Nakamichi, T. (2016). *Pattern Magic 3* . London: Laurence King Publishing

8. Rissanen, T. (2013). Zero-Waste Fashion Design- a study at the intersection of cloth, fashion design and pattern cutting. *Ph.D Thesis* . Sydney: University of Technology.

Supporters:	
Supporting lecturer	ANNEKE ENDANG KARYANINGRUM Dr. Lutfiyah Hidayati, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1. Understand and agree to the lecture contract 2. Skilled in measuring women's bodies 3. Skilled in making basic patterns for women in the porrie system and dressmaking3. Skilled in drawing bursts of fast pleated transfer patterns.	1. demonstrate measuring a woman's body2. Draw the basic pattern of a noble Porrie woman scale 1:4 in 10 minutes3. draw the basic pattern of a 1:4 scale dressmaking woman in 10 minutes3. Draw a quick pleated transfer pattern	**Criteria:** 1.1. maximum score 15 2.2. maximum score 25 3.3. Maximum score 20 4.4. maximum score 40 5.Total score 100	Lectures, demonstrations, discussions, training 6 X 50			0%
2	Students understand the basic concept of breaking fashion patterns	Fashion pattern breaking concept	**Criteria:** 1.1. score 10 2.2. score 20 3.3. score 20 4.4. score 15 5.5. score 35	Lectures, demonstrations, discussions, training 3 X 50			0%
3	Students understand fashion design and fashion design analysis	1. Explain the definition of broken fashion patterns. 2. Explain the purpose and benefits of pattern engineering. 3. Explain the characteristics of pattern engineering tools and materials. 4. Identify types of fashion pattern engineering techniques	**Criteria:** 1.1. score 10 2.2. score 15 3.3. score 10 4.4. score	Presentation and group discussion 3 X 50			0%
4	Students are able to create variations in women's body patterns	1. Describe the design analysis of women's body pattern ruptures 2. Design analysis of women's body pattern ruptures 3. Create women's body pattern ruptures	**Criteria:** 1.1. score 15 2.2. score 20 3.3. score 65	Presentation, discussion, training 6 X 50			0%
5	Students are able to create variations in women's body patterns	1. Describe the design analysis of women's body pattern ruptures 2. Design analysis of women's body pattern ruptures 3. Create women's body pattern ruptures	**Criteria:** 1.1. score 15 2.2. score 20 3.3. score 65	Presentation, discussion, training 6 X 50			0%

6	Students are able to create variations in patterns of various women's set-in-sleeve designs	1. Describe the analysis of broken designs for women's sleeve patterns 2. Design an analysis of broken patterns for women's sleeves 3. Create broken patterns for various designs of women's sleeves	**Criteria:** 1.1. score 25 2.2. score 75	Discussion, assignments and exercises 3 X 50			0%
7	Students are able to create variations in patterns of various women's sleeve designs (sleeve cut in one with garment)	1. Describe the pattern analysis of various women's tie sleeve designs 2. Design a pattern analysis of various women's tie sleeve designs 3. Make pattern breaks of various women's tie sleeve designs	**Criteria:** 1.1. score 25 2.2. score 75	Discussion, assignments and exercises 3 X 50			0%
8	Understand the material and competencies contained in the final capabilities of meetings 1-7		**Criteria:** attached	3 X 50			0%
9	Students are able to create variations in broken patterns of various collar designs	1. Describe the design analysis of various collar designs2. Create broken patterns of various collar designs	**Criteria:** 1.1. score 25 2.2. score 75	Discussion, assignments and exercises 3 X 50			0%
10	Students are able to make variations in broken patterns of various trouser designs	1. Describe the design analysis of various trouser designs. 2. Break down the patterns of various trouser designs	**Criteria:** 1.1. score 25 2.2. score 75	Discussion, assignments and exercises 3 X 50			0%
11	Students are able to create variations in broken patterns of various one piece clothing designs	1. Describe the design analysis of various one piece clothing designs. 2. Break down the patterns of various one piece clothing designs	**Criteria:** 1.1. score 25 2.2. score 75	Discussion, assignments and exercises 3 X 50			0%
12	Students are able to create variations in broken patterns of various two-piece clothing designs	1. Describe the design analysis of various two-piece fashion designs. 2. Break down the patterns of various two-piece fashion designs	**Criteria:** 1.1. score 25 2.2. score 75	Discussion, assignments and exercises 3 X 50			0%
13	Students are able to create variations in broken patterns of various three-piece clothing designs	1. Describe the design analysis of various three-piece fashion designs. 2. Break down the patterns of various three-piece fashion designs	**Criteria:** 1.1. score 25 2.2. score 75	Discussion, assignments and exercises 3 X 50			0%

14	Students understand the concept of breaking magic patterns	1. Explain the definition of broken pattern magic patterns2. Describe the characteristics of broken magic patterns3. draw broken magic patterns according to the procedure	**Criteria:** 1.1. score 5 2.2. score 10 3.3. score 15 4.4. score 70	Discussion, presentation, training 3 X 50			0%
15	Students understand the concept of zero-waste pattern engineering	1. explain the definition of zero-waste pattern engineering2. explains the background to the emergence of zero-waste pattern3 engineering. describe the procedures and characteristics of zero-waste pattern engineering4. create various engineering zero-waste patterns	**Criteria:** 1.1. score 5 2.2. score 10 3.3. score 15 4.4. score 70	discussion, presentation, training 3 X 50			0%
16	Understand the material and competencies contained in the final capabilities of meetings 9-15		**Criteria:** attached to the UAS question instrument	3 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.