



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
Fashion Pattern Analysis	8321203145	Pattern Making	T=2	P=1	ECTS=4.77	2	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr.Lutfiyah Hidayati, M.Pd.		Dr.Lutfiyah Hidayati, M.Pd			Imami Arum Tri Rahayu, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																						
PLO-8	Skilled in applying scientific concepts of fashion design in developing regional cultural innovation and creativity																																																																																																						
PLO-9	Skilled in competency skills in the field of fashion including: fashion designer, pattern maker and dressmaker, and fashion crafts with an entrepreneurial perspective																																																																																																						
Program Objectives (PO)																																																																																																							
PO - 1	Students have knowledge and understanding of the concept of constructing fashion patterns for various designs (breaking fashion patterns), including definitions, basic principles of breaking fashion patterns, fashion design analysis, and procedures for making patterns for various women's and men's fashion designs. 2.																																																																																																						
PO - 2	Have the skills to make construction of broken patterns for clothing parts including moving appropriate pleats, necklines, collars, sleeves, skirts, trousers, broken fashion patterns for various occasions including casual clothes, formal work, parties and national according to assessment standards by utilizing various learning resources .																																																																																																						
PO - 3	Students are able to make the right decisions based on data analysis and are able to provide guidance in choosing various alternative solutions related to making construction patterns for various fashion designs independently and in groups																																																																																																						
PO - 4	Students have an academically responsible attitude in studying and applying the concept of constructing various fashion design patterns.																																																																																																						
PLO-PO Matrix																																																																																																							
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																							
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Short Course Description	Study and understanding of the basic concepts of fashion design analysis and breaking patterns of various fashion designs based on constructional opportunities. Training in skills in making pattern breaks for various designs of work clothes, casual clothes, party clothes, regional clothes and bridal clothes by construction. Learning is carried out by applying a Project Based Learning approach, including discussions, problem solving, individual and group skills training, assignments, and making final reports. Assessments take the form of theory, practice, performance and portfolio tests
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References	<p>Main :</p> <ol style="list-style-type: none"> Aldrich, W. (2015). Metric Pattern Cutting for Womens Wear .Chicester: John Wiley and Sons Ltd. Joseph-Armstrong, H. (2000). Patternmaking for fashion Design . New York: Prentice Hall. Muliawan, Porrie. (2003). Konstruksi Pola Busana Wanita. Jakarta: BPK Gunung Mulia Muliawan, Porrie.(2004). Analisa Pecah Pola Busana Wanita. Jakarta: BPK Gunung Mulia <p>Supporters:</p>
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Supporting lecturer		Dr. Lutfiyah Hidayati, S.Pd., M.Pd. Mita Yuniati, S.Pd., M.Pd. Ma'rifatun Nashikhah, 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. Students understand the scope of the course according to the RPS for the course and agree on a study contract. 2. Students understand the basic concepts of fashion pattern analysis, as well	Describe the basic concepts of fashion pattern analysis	Form of Assessment : Participatory Activities, Tests		Synchronous learning via zoom meeting/Google-meeting: 1. Discussion on agreeing on the lecture contract 2. Lecture explaining the RPS for the course 3. Discussion of the concept of 3 X 50 fashion pattern breaking	Material: Basic concepts of fashion pattern analysis (breaking down fashion patterns) Reference: <i>Joseph-Armstrong, H. (2000). Patternmaking for fashion Design . New York: Prentice Hall.</i> Material: Fashion design analysis, References: <i>Aldrich, W. (2015). Metric Pattern Cutting for Women's Wear .Chicester: John Wiley and Sons Ltd.</i>	5%
2	Students are able to analyze fashion designs as a basis for creating fashion patterns	1.2.1 Explain the definition of fashion design analysis 2.2.2 Explain the principles of fashion design analysis in the process of creating fashion patterns 3.2.3 Identify fashion design analysis procedures 4.2.4 Practice analyzing various fashion designs	Form of Assessment : Practical Assessment	1. Discussion of design analysis concepts for preparation of fashion pattern breaking 2. Presentation of fashion design analysis results 3. Discussion/presentation of fashion design analysis results (individual assignment) 6 X 50		Material: Fashion design analysis Reference: <i>Muliawan, Porrie. (2004). Broken Analysis of Women's Clothing Patterns. Jakarta: BPK Gunung Mulia</i>	0%

3	Students are able to create appropriate patterns for moving pleats and necklines according to design analysis and the principles of fashion pattern breaking	<ol style="list-style-type: none"> 1.Explains proper pleat transfer based on location 2.Explains the transfer of appropriate pleats to decorative lines (princess, empire, yoke), wrinkles, pleats (tuck/press pleats), flounce. 3.Identify pattern breaks Round, V, square, heart shape, oval, drapery/Cowl necklines, raised necklines. 4.explains the broken construction of the neckline layer pattern. 5.The practice of making appropriate pleated transfer patterns and various neckline designs 	Form of Assessment : Practice / Performance	<ol style="list-style-type: none"> 1. Discussion of the concept of moving appropriate pleats as a fundamental process for breaking clothing patterns. 2. Presentation of the results of the practice of moving appropriate pleats to various places and shapes. 3 X 50		Material: Fast pleat transfer pattern Reference: <i>Aldrich, W. (2015). Metric Pattern Cutting for Women's Wear .Chicester: John Wiley and Sons Ltd.</i> <hr/> Material: Broken fast pleat transfer pattern Reference: <i>Muliawan, Porrie. (2003). Construction of Women's Clothing Patterns. Jakarta: BPK Gunung Mulia</i>	10%
4	4. Students are able to make broken collar patterns of various designs according to design analysis and the principles of breaking fashion patterns	<ol style="list-style-type: none"> 1.Analyze the broken patterns of various paired collar designs 2.Analyze the broken patterns of various designs of tie collars and jacket collars 3.Practice breaking up paired collar patterns 4.Practice making broken patterns for tie collars and jacket collars 	Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment	<ol style="list-style-type: none"> 1. Discussion of the concept of breaking collar patterns 2. Presentation of the results of practice breaking patterns of various paired collar designs and 3 X 50 equal collar designs 		Material: Broken collar pattern paired References: <i>Muliawan, Porrie. (2003). Construction of Women's Clothing Patterns. Jakarta: BPK Gunung Mulia</i> <hr/> Material: Broken collar pattern paired References: <i>Aldrich, W. (2015). Metric Pattern Cutting for Women's Wear .Chicester: John Wiley and Sons Ltd.</i>	10%

5	4. Students are able to make broken collar patterns of various designs according to design analysis and the principles of breaking fashion patterns	<ol style="list-style-type: none"> 1. Analyze the broken patterns of various paired collar designs 2. Analyze the broken patterns of various designs of tie collars and jacket collars 3. Practice breaking up paired collar patterns 4. Practice making broken patterns for tie collars and jacket collars 	Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment	<ol style="list-style-type: none"> 1. Discussion of the concept of breaking collar patterns 2. Presentation of the results of practice breaking patterns of various paired collar designs and 3 X 50 equal collar designs 		Material: Broken collar pattern paired References: <i>Muliawan, Porrie. (2003). Construction of Women's Clothing Patterns. Jakarta: BPK Gunung Mulia</i> <hr/> Material: Broken collar pattern paired References: <i>Aldrich, W. (2015). Metric Pattern Cutting for Women's Wear .Chicester: John Wiley and Sons Ltd.</i>	10%
6	Students are able to create broken patterns for various sleeve designs according to design analysis and the principles of breaking fashion patterns	<ol style="list-style-type: none"> 1. Analyze the broken patterns of various paired sleeve designs 2. Analyze the breaking patterns of various sleeve designs 3. Practice making broken set-in sleeve patterns 4. Practice making broken arm patterns 	Form of Assessment : Practical Assessment	<ol style="list-style-type: none"> 1. Discussion of the concept of breaking sleeve patterns 2. Presentation of the results of practice breaking patterns of various paired sleeve designs and 3 X 50 equal sleeve designs 		Material: Broken patterns of various arm designs. Reference: <i>Joseph-Armstrong, H. (2000). Patternmaking for fashion Design . New York: Prentice Hall.</i> <hr/> Material: Broken patterns of various arm designs References: <i>Aldrich, W. (2015). Metric Pattern Cutting for Women's Wear .Chicester: John Wiley and Sons Ltd.</i>	0%
7	Students are able to create broken patterns for various skirt designs according to design analysis and the principles of breaking fashion patterns	<ol style="list-style-type: none"> 1. Analyze the broken patterns of various skirt designs 2. Analyze the broken patterns of various skirt designs 3. Practice making various broken skirt patterns 	Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	<ol style="list-style-type: none"> 1. Discussion of the concept of breaking skirt patterns . 2. Presentation of the results of practice breaking patterns of various 3 X 50 skirt designs 		Material: Broken Patterns of various skirt designs Reference: <i>Joseph-Armstrong, H. (2000). Patternmaking for fashion Design . New York: Prentice Hall.</i> <hr/> Material: Broken Patterns of various skirt designs Reference: <i>Muliawan, Porrie. (2004). Broken Analysis of Women's Clothing Patterns. Jakarta: BPK Gunung Mulia</i>	0%

8	Sub-summative exam/mid-term exam		Criteria: understand sub CPMK 1 - 6 Form of Assessment : Portfolio Assessment, Test	Theory and practical (performance) tests 3 X 50			10%
9	Students are able to create broken patterns for various blouse designs according to design analysis and the principles of breaking fashion patterns	1. Analyze the broken patterns of various blouse designs 2. Analyze the broken patterns of various blouse designs 3. Practice making various broken blouse patterns	Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	1. Discussion of the concept of breaking blouse patterns 2. Presentation of the results of practice breaking patterns of various 3 X 50 blouse designs		Material: Broken patterns of various blouse designs Reference: <i>Joseph-Armstrong, H. (2000). Patternmaking for fashion Design . New York: Prentice Hall.</i>	0%
10	Students are able to create broken patterns for various designs of shirts, trousers, formal work clothes, parties, traditional kebayas, European wedding dresses according to design analysis and the principles of breaking fashion patterns and creating clothes according to the model's body size.	1. Analyze the shirt design. 2. Make a broken shirt pattern 3. Analyzing trousers designs 4. Make a broken trouser pattern	Criteria: Rubric Form of Assessment : Project Results Assessment / Product Assessment	Phase 1-3 Project Based Learning (PjBL) 1. Determining the question/problem 2. Designing a product plan 3. Developing a 3 X 50 Project Schedule		Material: broken shirt and trouser patterns Reader: <i>Muliawan, Porrie. (2003). Construction of Women's Clothing Patterns. Jakarta: BPK Gunung Mulia</i> Material: Broken down patterns of formal work attire Reference: <i>Joseph-Armstrong, H. (2000). Patternmaking for fashion Design . New York: Prentice Hall.</i> Material: broken party fashion patterns Reference: <i>Aldrich, W. (2015). Metric Pattern Cutting for Women's Wear .Chicester: John Wiley and Sons Ltd.</i> Material: Broken kebaya patterns Reference: <i>Muliawan, Porrie. (2004). Broken Analysis of Women's Clothing Patterns. Jakarta: BPK Gunung Mulia</i>	0%

11	<p>Students are able to create broken patterns for various designs of shirts, trousers, formal work clothes, parties, traditional kebaya, European wedding dresses according to design analysis and the principles of breaking fashion patterns and creating clothes according to the model's body size.</p>	<p>1. Analyze the shirt design.2. Make a broken shirt pattern 3. Analyzing trousers designs4. Make a broken trouser pattern</p>	<p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Phase 1-3 Project Based Learning (PjBL) 1. Determining the question/problem 2. Designing a product plan 3. Developing a 3 X 50 Project Schedule</p>		<p>Material: broken shirt and trouser patterns Reader: <i>Muliawan, Porrie. (2003). Construction of Women's Clothing Patterns. Jakarta: BPK Gunung Mulia</i></p> <hr/> <p>Material: Broken down patterns of formal work attire Reference: <i>Joseph-Armstrong, H. (2000). Patternmaking for fashion Design . New York: Prentice Hall.</i></p> <hr/> <p>Material: broken party fashion patterns Reference: <i>Aldrich, W. (2015). Metric Pattern Cutting for Women's Wear .Chicester: John Wiley and Sons Ltd.</i></p> <hr/> <p>Material: Broken kebaya patterns Reference: <i>Muliawan, Porrie. (2004). Broken Analysis of Women's Clothing Patterns. Jakarta: BPK Gunung Mulia</i></p>	0%
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12	<p>Students are able to create broken patterns for various designs of shirts, trousers, formal work clothes, parties, traditional kebayas, European wedding dresses according to design analysis and the principles of breaking fashion patterns and creating clothes according to the model's body size.</p>	<p>1. Analyze the shirt design.2. Make a broken shirt pattern 3. Analyzing trousers designs4. Make a broken trouser pattern</p>	<p>Criteria: Achievement of project results according to plan</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Phase 4 PjBL: monitor the activity and progress of the 3 X 50 project</p>		<p>Material: broken shirt and trouser patterns Reader: <i>Muliawan, Porrie. (2003). Construction of Women's Clothing Patterns. Jakarta: BPK Gunung Mulia</i></p> <hr/> <p>Material: Broken down patterns of formal work attire Reference: <i>Joseph-Armstrong, H. (2000). Patternmaking for fashion Design . New York: Prentice Hall.</i></p> <hr/> <p>Material: broken party fashion patterns Reference: <i>Aldrich, W. (2015). Metric Pattern Cutting for Women's Wear .Chicester: John Wiley and Sons Ltd.</i></p> <hr/> <p>Material: Broken kebaya patterns Reference: <i>Muliawan, Porrie. (2004). Broken Analysis of Women's Clothing Patterns. Jakarta: BPK Gunung Mulia</i></p>	10%
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13	<p>Students are able to create broken patterns for various designs of shirts, trousers, formal work clothes, parties, traditional kebayas, European wedding dresses according to design analysis and the principles of breaking fashion patterns and creating clothes according to the model's body size.</p>	<p>1. Analyze the shirt design.2. Make a broken shirt pattern 3. Analyzing trousers designs4. Make a broken trouser pattern</p>	<p>Criteria: Achievement of project results according to plan</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Phase 4 PjBL: monitor the activity and progress of the 3 X 50 project</p>		<p>Material: broken shirt and trouser patterns Reader: <i>Muliawan, Porrie. (2003). Construction of Women's Clothing Patterns. Jakarta: BPK Gunung Mulia</i></p> <hr/> <p>Material: Broken down patterns of formal work attire Reference: <i>Joseph-Armstrong, H. (2000). Patternmaking for fashion Design . New York: Prentice Hall.</i></p> <hr/> <p>Material: broken party fashion patterns Reference: <i>Aldrich, W. (2015). Metric Pattern Cutting for Women's Wear .Chicester: John Wiley and Sons Ltd.</i></p> <hr/> <p>Material: Broken kebaya patterns Reference: <i>Muliawan, Porrie. (2004). Broken Analysis of Women's Clothing Patterns. Jakarta: BPK Gunung Mulia</i></p>	10%
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14	Students are able to create broken patterns for various designs of shirts, trousers, formal work clothes, parties, traditional kebayas, European wedding dresses according to design analysis and the principles of breaking fashion patterns and creating clothes according to the model's body size.	Students in groups present project products	<p>Criteria: Achievement of project results according to plan</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PjBL Phase 5: Testing 3 X 50 project Results		<p>Material: broken shirt and trouser patterns Reader: <i>Muliawan, Porrie. (2003). Construction of Women's Clothing Patterns. Jakarta: BPK Gunung Mulia</i></p> <p>Material: Broken down patterns of formal work attire Reference: <i>Joseph-Armstrong, H. (2000). Patternmaking for fashion Design . New York: Prentice Hall.</i></p> <p>Material: broken party fashion patterns Reference: <i>Aldrich, W. (2015). Metric Pattern Cutting for Women's Wear .Chicester: John Wiley and Sons Ltd.</i></p> <p>Material: Broken kebaya patterns Reference: <i>Muliawan, Porrie. (2004). Broken Analysis of Women's Clothing Patterns. Jakarta: BPK Gunung Mulia</i></p>	10%
15	Students are able to evaluate project results	Students in groups together with lecturers evaluate and reflect on the results of project implementation	<p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Phase 6 PjBL: Evaluate the 3 X 50 learning experience		<p>Material: results of projects making clothing for various occasions. Reference: <i>Joseph-Armstrong, H. (2000). Patternmaking for fashion Design . New York: Prentice Hall.</i></p>	10%
16			<p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	UAS 3 X 50		<p>Material: making patterns References: <i>Joseph-Armstrong, H. (2000). Patternmaking for fashion Design . New York: Prentice Hall.</i></p>	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	7.5%

2.	Project Results Assessment / Product Assessment	47.5%
3.	Portfolio Assessment	10%
4.	Practical Assessment	10%
5.	Practice / Performance	10%
6.	Test	15%
		100%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.