SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
CHILDREN'S FASHION DESIGN	9441003070	Study Program Elective Courses	**T=0**	**P=3**	**ECTS=4.77**	5	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Indarti, S.Pd. M.Sn.	Indarti, S.Pd. M.Sn.	Dr. Irma Russanti, S.Pd., M.Ds.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PO - 1 — Have good morals, ethics and personality in the learning process (S)
	PO - 2 — Able to apply research results in developing children's fashion designs and make them happen, as well as paying attention to market opportunities (KK)
	PO - 3 — Understand the basic concepts of children's fashion (P)
	PLO-PO Matrix

P.O
PO-1
PO-2
PO-3

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
PO-1																
PO-2																
PO-3																

Short Course Description	Study the concept and manufacture of children's clothing. Understanding of the basic concepts of children's clothing, including understanding, age classification of children, characteristics/requirements for children's clothing, various materials, decorations, sizes, patterns and sewing techniques for children's clothing. The practice of making children's party clothes starts from exploring sources of inspiration, planning a collection of children's party clothes, developing designs, making worksheets, creating, placing patterns, cutting materials, sewing techniques, making decorations, complementing party clothes, determining selling prices, preparing lookbooks and children's party fashion styling. Practical activities use a team project based learning model in creating a collection of children's party clothes and creating documentation of practical results in video form.

References	**Main :**
	1. Aldrich, Winifred. 1999. Metric Pattern Cutting for Children 19s Wear and Babywear . Oxford: Blackwell Publishing. 2. Bray, Natalia. MoreDress Pattern Designing . London: Granada. 3. Poespo, Goet. 2002. AnekaPakaian Balita . Yogyakarta: Kanisius 4. Roesbani, Wasia. 2009. Keterampilan Menghias Kain . Bandung: Angkasa. 5. Sukamto, Daryati. 2003. Membuat Busana Anak . Jakarta: Kawan Pustaka. 6. Tate, Lee Sharon. 1990. Inside fashion Design . New Jersey: UpperSaddle River. 7. Tatham, Caroline & Seaman, Julian. 2003. Fashion Design Drawing Course. New York: Barron's
	Supporters:

Supporting lecturer	Indarti, S.Pd., M.Sn.						

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	Able to create mapping and concepts for children's fashion products	1. Identify market segmentation and competitors 2. categorize products based on price mapping 3. determine the theme of the children's party fashion collection based on trend research data and product concepts 4. create a mind map based on the results of developing the collection theme 5. translating mind mapping in the form of a moodboard	**Form of Assessment** : Project Results Assessment / Product Assessment		case studies	**Material:** childrens wear **Reader:** *Bray, Natalia. MoreDress Pattern Designing . London: Granada.* **Material:** Finding Inspiration **Bibliography:** *Tatham, Caroline & Seaman, Julian. 2003. Fashion Design Drawing Course. New York: Barron's*	10%
2		1. Identify market segmentation and competitors 2. categorize products based on price mapping 3. determine the theme of the children's party fashion collection based on trend research data and product concepts 4. create a mind map based on the results of developing the collection theme 5. translating mind mapping in the form of a moodboard	**Form of Assessment** : Project Results Assessment / Product Assessment		Team Project based learning	**Material:** childrens wear **Reader:** *Bray, Natalia. MoreDress Pattern Designing . London: Granada.* **Material:** Finding Inspiration **Bibliography:** *Tatham, Caroline & Seaman, Julian. 2003. Fashion Design Drawing Course. New York: Barron's*	0%
3	Able to develop children's party fashion designs	1. developing children's party fashion designs 2. create digital illustration designs 3. make technical drawings	**Form of Assessment** : Project Results Assessment / Product Assessment		Team Project based learning	**Material:** Planning and designing **Bibliography:** *Tatham, Caroline & Seaman, Julian. 2003. Fashion Design Drawing Course. New York: Barron's*	10%

4		1.developing children's party fashion designs 2.create digital illustration designs 3.make technical drawings	**Form of Assessment** : Project Results Assessment / Product Assessment		Team Project based learning	**Material:** Planning and designing **Bibliography:** *Tatham, Caroline & Seaman, Julian. 2003. Fashion Design Drawing Course. New York: Barron's*	0%
5	Able to plan children's party fashion practices	1.complete technical drawings with technical explanations and necessary information 2.arrange work steps based on worksheet identification and time management 3.create a scale pattern 4.make material plans	**Form of Assessment** : Project Results Assessment / Product Assessment	Team Project based learning			10%
6		1.complete technical drawings with technical explanations and necessary information 2.arrange work steps based on worksheet identification and time management 3.create a scale pattern 4.make material plans	**Form of Assessment** : Project Results Assessment / Product Assessment	Team Project based learning			0%
7	Able to make children's party clothing patterns according to design	1.prepare designs and technical drawings 2.prepare a scale pattern 3.prepare tools and materials to make large patterns 4.make big patterns on time 5.complete the large pattern with pattern markings	**Form of Assessment** : Participatory Activities, Practice/Performance	Team project based learning			5%
8		UTS					0%
9	Able to cut raw materials for children's party clothing	1.prepare patterns for tools and materials 2.Place the pattern on the fabric according to the pattern markings 3.cutting material	**Criteria:** rubric **Form of Assessment** : Participatory Activities, Practice/Performance	Team project based learning			5%

No	Ability	Indicators	Assessment	Learning Method			Weight
10	Able to sew and finish children's party clothes	1.prepare tools and materials 2.prepare the components to be combined 3.Custom details are created according to the worksheet 4.Combining components is carried out in accordance with work standards and procedures 5.Neat stitching results according to specified standards 6.The seams are pressed according to work procedures	**Criteria:** rubric **Forms of Assessment**: Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Team project based learning			20%
11		1.prepare tools and materials 2.prepare the components to be combined 3.Custom details are created according to the worksheet 4.Combining components is carried out in accordance with work standards and procedures 5.Neat stitching results according to specified standards 6.The seams are pressed according to work procedures	**Criteria:** rubric **Forms of Assessment**: Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Team project based learning			0%
12	Able to make children's party clothing decorations	1.conformity with design 2.decoration selection 3.decoration installation techniques 4.creativity	**Criteria:** **Forms of Assessment**: Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	team project based learning			10%
13	Able to make complementary clothing for children's parties	1.make clothing accessories according to the worksheet 2.prepare tools and materials 3.use appropriate techniques	**Criteria:** rubric **Forms of Assessment**: Participatory Activities, Project Results Assessment / Product Assessment	team project based learning			10%

No	Sub-PO	Indicators	Assessment Criteria	Learning Forms			Weight
14	Able to calculate the selling price of children's party clothing collections	1. make detailed material plans 2. calculate the cost of production based on material design and sewing services 3. calculate profit		team project based learning			5%
15	Able to create lookbooks and styling children's party clothing for sales promotions	1. create lookbook and styling concepts 2. prepare tools and documentation materials 3. prepare models and make up 4. timely collection of documentation 5. photo and video editing results	**Forms of Assessment**: Participatory Activities, Project Results Assessment / Product Assessment	team project based learning			15%
16		UAS					0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	27.5%
2.	Project Results Assessment / Product Assessment	52.5%
3.	Practice / Performance	15%
		95%

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.