



Helpful Hints [How to Complete this Form]

4-H Awardrobe Clothing Event Report Form

Iowa State Fair

FASHION REVUE

I. PROJECT GOAL AND EVALUATION (5 points)

A. What goal did you set for the Clothing Event?

What you wanted to learn or do needs to be within your control. For example, being selected for state fair was in the judge's control thus not an appropriate goal! Limit what you wanted to learn or do to two or three things. What do you want to gain from this experience? New sewing skills (be specific)? Consumerism? Comparison Shopping? Fit? Self Confidence? If staying in your budget was a goal, what was your budget? What did you consider besides cost? Other goals could be time—have outfit done by... or could be stepping out of comfort zone.

B. **How** did you go about reaching your goal? Did you reach your goal? Explain.

How: You are on your own here!

Reflect on the first question. What did you gain? What did you learn? Don't be afraid to add other things you learned or discovered once you reflect on your goal!

Did you reach you goal? If not, what were the barriers or circumstances that kept you from reaching your original goal? What did you learn?

II. CHOOSING CLOTHING TO ENHANCE APPEARANCE AND INCREASE SELF CONFIDENCE (10 points)

A. How does this garment/outfit express your personality? How is the color, fabric, style, or fit of this garment/outfit a good choice for your size, or your body shape?

"Challenges in Clothing" ([4H 315ABC](#)), p. 20, 62, 63

If you could describe yourself in three words (i.e. practical, artistic, outdoorsy). List these. Now think about your outfit and consider how the outfit reflects the words used to describe you. If you are energetic, what is there about the outfit that emphasizes that? If you want to look "professional", what specific details of your outfit contribute to that look?

"Adventures in Clothing" ([4H 315ABC](#)), p. 6-8

"Challenges in Clothing" ([4H 315ABC](#)), p. 13, 20, 46 (Also, p. 15, 16-17 for purpose and rest of wardrobe.)

"Unraveling the Mysteries of Elements and Principles of Design in Clothing" ([4H 313](#))

Note: Be sure to include COLOR, FABRIC, STYLE (OR FIT). Fabric choice might include the care and qualities.

B. Why do you think the fabric is a good choice for the garment design and features?

"Challenges in Clothing" ([4H 315ABC](#)), p. 21-27

Note: Begin by listing the fiber/fabric content. Why is cotton comfortable and cool? Because it absorbs perspiration. Why is Lycra added to cotton? It allows ease of movement with a little stretch. It will also not be as cool as 100% cotton. If a fabric "breathes" it offers thermal control and is therefore comfortable. For Clothing Selection, you may ask yourself, "Why might the designer have chosen this fabric or type of fabric for this design." It might help to think extremes—terrycloth for prom gowns? Satin for jeans?

C. How does this garment/outfit show/reflect current fashion trends? [color(s), fit, shape(s), texture(s)]

“Strategies in Clothing” (4H 315ABC), p. 12-13
How do you know if something is in style? Stores; Fashion magazines; Catalogs.
Look at colors, lengths, shapes (bell-bottom pants vs. straight legs), textures, patterns, fit, lines. Is this a classic or a fad?

If you are presenting visible undergarment lines as a current fashion trend, include this here.
NOTE: An addition for 2007 on the Judges Evaluation Form under Section B (Modeling Evaluation) III. (Fit) includes “No visible undergarment lines.”

D. In what way did the design elements and principles used in this garment/outfit help you to choose/create this garment/outfit? *Participants in grades 9-10 are responsible for identifying a minimum of one art principle (rhythm, emphasis, proportion, balance, unity) and the element or elements (shape/form, color, texture, line) used in the selected principle. Participants in grade 11-12 are responsible for identifying a minimum of two art principles and the elements used in the selected principles. Youth must explain how the elements are used to illustrate the selected principle(s).*

“Adventures in Clothing” (4H 315ABC), p. 6-7
“Strategies in Clothing” (4H 315ABC), p. 4-11
“Unraveling the Mysteries of Elements and Principles of Design in Clothing” (4H 313)

Proportion: ratio of jacket to pants or skirt. 50/50 is less interesting than 30/70 or 40/60.
Colors are bright or dull—“shiny” is texture, as is “draped”.

III. CHOOSING WITH A PURPOSE (9 points)

A. What occasions, purposes, or activities did you have in mind when you selected or constructed this garment/outfit? Why do you think this garment is appropriate for this occasion, purpose, or activity?

“Challenges in Clothing” (4H 315ABC), p. 15, 20

If the garment is for Prom, check out “Teen Choices: Planning Clothes for Prom” at <http://www.extension.iastate.edu/4H/StateFairInfo.htm> and click on “Guidelines for Choosing Prom Clothes”

Be specific. If the garment is for multiple uses, be sure to explain how this can supplement your wardrobe.

“Adventures In Clothing” (4H 315ABC), p 48-49 (p 46-47 in revised 2006 version)

“Challenges In Clothing” (4H 315ABC), p. 22

Wear at school—does it meet school’s dress code?

Wear to church—modest—what meets the criteria of modest?

Looks professional—what makes it look professional?

B. What functional characteristics (protection, movement, thermal, etc.) did you want in your garment/outfit and how does this garment/outfit match your intent?

“Challenges in Clothing” (4H 315ABC), p. 15, 22

If prom dress, link to Prom Dress Choice

If it’s a coat, wind blocking, warmth would be important. If it’s for sports, wicking moisture away from the body is important. If it’s a towel, absorbency is important!

C. How do the accessories you have chosen add to your overall appearance?

“Challenges in Clothing” (4H 315ABC), p. 12

IV. CONSUMER SKILLS ACQUIRED (10 points)

A. Identify two construction features or details of this garment which show quality garment workmanship. Explain why you think so

Well constructed details.

Why?

1. "Adventures in Clothing" (4H 315ABC), p. 12,13
 "Challenges in Clothing" (4H 315ABC), p. 44-45

2. See "Check out Ready-to-Wear

on-line at
<http://www.extension.iastate.edu/4H/StateFair/StateFairInfo.htm>
 under Clothing Event Information

B. What is the fiber content of your garment or the parts of your outfit? **(Judged garments only.)**

Dress:

Skirt:

Pants:

Blouse:

Shirt:

Jacket/Coat/Sweater:

Other:

C. What kind of care is required for the garment/outfit selected?

Check the label. Does it need dry cleaning? Hand washing? Water temperature? Gentle cycle? Can it be put in the dryer?

D.

1. Which garment(s) in the outfit did you construct yourself?

If your goal was to improve your sewing skills or try a new technique, which technique was it? How did it go? What did you learn?

2. Include pattern brand and number (for example: McCall #1620).

3. Did you make any pattern adjustment for fit or style before you cut out this garment(s)?

Yes **No** If Yes, explain.

Did you research styles before purchasing your pattern?
 Did you make a muslin or mock-up before cutting out your good fabric?
 Did you "tissue fit" your garment?

4. Did you make any changes or embellishments in this outfit?

(X) Yes No If Yes, explain.

5. Who has been the most influential person in helping you sew? How have they helped you develop this interest?

6. Please attach samples of the fabric and linings you used in constructing your garment(s).

Give the fiber content for each fabric sample.

Fiber content:

Include fabric sample(s) or points will be taken off. (see fiber content IV. B.)

Attach sample here.

Fiber content:

Also include any lining sample(s).

Attach sample here.

Fiber content:

Attach sample here.

V. KEEPING TRACK OF YOUR COSTS (5 points)

The purpose of this section is to show that the total cost of an outfit is often more than just the outfit! If you are using accessories you had on hand already, indicate "had" in the price column.

A. How much did this garment/outfit cost? Figure below.

CONSTRUCTED		ACCESSORY	
<u>Garment Costs</u>		<u>Costs</u>	
Fabric(s)	<input type="text"/>	Shoes	<input type="text"/>
Pattern(s)	<input type="text"/>	Hat/cap	<input type="text"/>
Thread(s)	<input type="text"/>	Socks	<input type="text"/>
Zipper(s)	<input type="text"/>	Tie/Scarf	<input type="text"/>
Button(s)	<input type="text"/>	Bag	<input type="text"/>
Lining(s)	<input type="text"/>	Jewelry	<input type="text"/>
Interfacing(s)	<input type="text"/>	Gloves	<input type="text"/>
Trim(s)	<input type="text"/>	Other	<input type="text"/>
Other	<input type="text"/>	Other	<input type="text"/>
Total	<input type="text"/>	Total	<input type="text"/>

ADD **garment** and **accessory** costs to get: **TOTAL OUTFIT COST:**

B. How many times per year do you plan to wear this outfit?

C. Divide the cost of this outfit by the number of times you will wear it in a year to find the annual cost per wearing:

Outfit cost: Divided by times worn per year: = Cost per wearing:

D. Explain how this garment/outfit and the accessories you chose mix with or enhance and expand your wardrobe?

p. 16, 17 Challenges in Clothing

Did you purchase new accessories or did you have them previously? Either way, why did you choose them?
 If you choose to wear no accessories, why did you make that decision?
 If you can dress it up or dress it down, tell how!

E. Explain why the cost per wearing, care required, and wardrobe addition of this garment/outfit is reasonable in terms of your total clothing budget.

How does this work for you?
 How does it fit into your wardrobe, your clothing budget and/or your family budget?
 Give specifics—what other garments already in your wardrobe can the modeled garments mix and match with?
 "Reasonable cost". What's a reasonable cost and how is it determined for you?

VI. ABOUT YOU (3 points)

The following questions are to help us learn a little more about you.

A. Which of your 4-H experiences have been the most beneficial to you and why? [Please give several examples.]

Modeling tips: "Fashion Modeling Your 4-H Garment" [4H-318](#)
"Challenges In Clothing" ([4H 315ABC](#)), p. 48-49

Think life skills like communication, leadership, citizenship.

Think about personal characteristics or project knowledge or even career directions.

Select several that are important to you and which 4-H experiences have helped you move in that direction and explain.

B. What are your future education and/or career goals?

Think about life goals, career paths, jobs or even community activities. If you are still in high school, what year will you be? What are your activities and what are you thinking about doing after high school?