 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:Design Color Principles Dec 1 until Dec 5 2014 | | | Lesson 1 of 6 ; Unit #6 | |
| Duration:50 Minutes | | | Teacher/Student Ratio:1/24 | |
| Lesson File Name:FDM-Color Lesson 1 Teacher:Mrs. Robles  Subject:Color in Fashion Grade Level:10, 11, & 12 | | | | |
| **STANDARD** | | | | |
| 5.0 ANALYZE THE PRINCIPLES AND ELEMENTS OF DESIGN  **5.3 Demonstrate an understanding of color principles** | | | | |
| **OBJECTIVES** | | | **TERMINOLOGY** | |
| **Student will be able to:**   1. **Define terminology associated with color.** 2. **Explain symbolism of color in fashion.** 3. **Identify the dimensions of color.** | | | **Students will:**  **Write 2 definitions for each term.**  **Draw one picture with color for each term.**  **Write one summary for all the terms.**  **Use Cornell Note Style**  **Monday-Dec. 1, 2014--**  **Cool colors –** Hues, such as green, blue, and violet, that serve as reminders of water or the sky.  **Hue –** The name given to a color.  **Tuesday-Dec. 2, 2014 or Wednesday-Dec. 3, 2014**  **Intensity –** The brightness or dullness of a color; color purity.  **Shade –** A darkened color made by adding black to a hue.  **Thursday- Dec. 4, 2014-**  **Tint –** A lightened color made by adding white to a hue.  **Tone –** A dulled color made by adding gray to a hue, or by adding that hue’s complementary color.  **Friday-Dec. 5, 2014-**  **Value –** The lightness or darkness of a color between almost white to almost black.  **Warm colors –** Hues, such as red, orange, and yellow, that appear to be hot like the sun or fire. | |
| **INTRODUCTION** | | | | |
| **Bellwork/Beginning of Class Procedures:**  Monday-Dec. 1, 2014—What do you think the meaning of the color Red represents?  Tuesday-Dec. 2, 2014 or Wednesday-Dec. 3, 2014—What do you think the colors yellow and blue represent?  Thursday-Dec. 4, 2014--What do you think the color green represents?  Friday-Dec. 5, 2014—What do you think the colors Black, and White represent?  **Purpose of today’s learning:**  The purpose of this lesson is to ensure students can use the properties of color to illustrate fashion endeavors. | | | | |
| **CONTENT** | | | | |
| **TEACHER ACTIONS** | | | **STUDENT ACTIONS** | |
| **Define terminology associated with color** | | |  | |
| 1.Tell students to annotate each new vocabulary terms. | | | 1. Students will follow the directions from above to annotate the vocabulary terms.  Use Cornell Note Style. | |
| **Explain symbolism of color** | | |  | |
| 2. Distribute Handout 1a, Color Basics, and tell students to fill in the blanks, as different students (Popcorn) read PowerPoint slides. Tell students they will turn in their completed handouts at the end of the class session. ***(FDM-Color-Handout1a.doc, FDM-Color-PowerPoint1.ppt)*** | | | 2. Students annotate their handouts as **classmates read** from the PowerPoint slides. (**Popcorn strategy**) | |
| 3. Tell students to refer back to their Bellwork activity. Tell them to annotate with a “Happy Face” (or other symbol) each color for which they correctly identified its meaning. | | | 3. Students annotate their Bellwork with the designated symbol. | |
| **Identify the dimensions of color** | | |  | |
| 1. 4. Show the “Thumbs Up / Thumbs down slide. Separate the students into two teams and tell them that they will play the Color Association game. As the teacher displays each flashcard, tell the teams they will compete to be first to identify each hue name and its dimension (intensity, value, etc.). The team that correctly identifies the most hues will be the winner. **(*FDM-Color-PowerPoint1.ppt, Handout1b.pdf)***   Ask students to indicate their understanding by showing either Thumbs up or down. | | | 4. Students indicate understanding via **Thumbs Up-Thumbs down** and participate in the activity. | |
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| **CLOSURE** | | | | |
| Before leaving the classroom today, please write your name on a Post-It note. On the opposite side of the Post-it Note, write down three things that you learned about color that you did not know before this lesson. | | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | | |
| Annotate Cornell Note Style, Popcorn Strategy, Index form style, designated symbol,  Thumbs Up and Thumbs Down, and Post it notes. | | | | |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** | | | | |
| 1. Which of the following means “absence” of color?    1. Gray    2. Black    3. White    4. Neutral 2. What is meant by the intensity of a color?    1. Its lightness or darkness    2. Its brightness or dullness    3. Its purity before saturation    4. Its value between black and white | | | | |
| **RESOURCES** | | | **ACCOMMODATIONS** | |
| Wolfe, M. G. (2006). *Fashion!* Tinley Park, Ill: The Goodheat-Willcox Company, Inc. | | | Teachers:   1. Based on review of each student’s IEP or 504 plan make appropriate accommodations. 2. Encourage participation from all students to the best of their ability. 3. Calling on “non-volunteers” may not be appropriate for all students. | |
| **ATTACHMENTS** | | | | |
| **Handout, Answer Key, Power Point Slide Show** | | | | |
| **MATERIALS**  **SUPPLIES** | | * Visual projection system * Computer with PowerPoint * Smartboard (if available) * White board (chalkboard)   T.I.P. Board | |

