 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:Color Wheel Dec. 8, 2014 until Dec. 15, 2014 | | | Lesson 2of 6 ; Unit #Unit #6 | |
| Duration:50 minutes | | | Teacher/Student Ratio:1/24 | |
| Lesson File Name:FDM-Color-Lesson2.doc revised by Mrs. Robles Teacher:Mrs. Robles  Subject:How Main Colors affect 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 the color wheel. 2. Identify color wheel sequencing. 3. Construct a color wheel of their own design. | | | **Student will: Take out paper and:**  **Write 2 definitions for each term.**  **Draw one picture with color for each term.**  **Write one summary for all the terms.**  **Monday-December 8, 2014-**   * **Primary color** – the basic colors from which all other colors are created; they are red, yellow, and blue.   **Tuesday-December 9, 2014 or Wednesday-December 10, 2014**   * **Secondary color** – the colors that are made by mixing equal amounts of two primary hues together; they are orange, green, and violet (purple)   **Thursday-December 11, 2014-**   * **Tertiary color** – colors made by combining equal amounts of adjoining primary and secondary hues; such as blue-violet, red- orange, and yellow-green | |
| **INTRODUCTION** | | | | |
| **Bellwork/Beginning of Class Procedures: Complete Bellwork & place paper work aside when completed. More Below**  **Monday-December 8, 2014-What is a color wheel?**  **Tuesday-December 9, 2014 or Wednesday-December 10, 2014-How can color in fashion affect a person’s feelings?**  **Thursday-December 11, 2014-What is a lighter color added to a regular color called?**  **Friday-December 12, 2014-What is a darker color added to a regular color called?**  **Purpose of today’s learning:**  The teacher asks a volunteer to read the lesson’s objectives from the PowerPoint slide. Then, the teacher says: The purpose of this lesson is to ensure students comprehend the interrelationships of color in order to illustrate fashion endeavors. ***(FDM-Color-PowerPoint2.ppt)*** | | | | |
| **CONTENT** | | | | |
| **TEACHER ACTIONS** | | | **STUDENT ACTIONS** | |
| **1.Tell students to annotate each new vocabulary term** | | | **1. Student will: Take out paper and:**  **Write 2 definitions for each term.**  **Draw one picture with color for each term.**  **Write one summary for all the terms.** | |
| **Identify color wheel sequencing** | | |  | |
| 2. Show the Thumbs Up / Down Slide and distribute Handout 2a, Color Wheel diagram, and tell students that they should use a pencil to write in the names of each segment as they appear on the PowerPoint slides. Ask students to indicate understanding by signaling “Thumbs Up or Thumbs down” ***(FDM-Color-Handout2a.doc)*** | | | 2. Students indicate understanding via **Thumbs Up-Thumbs down** | |
| 3. Show “Primary Colors” slide to explain that red, yellow, and blue are the only colors that cannot be created by combining other colors. They are placed at equal distances on the color wheel. ***(FDM-Color-PowerPoint2.ppt)*** | | | 3. Students write the names of the hues in the appropriate segments. ***(FDM-Color-Handout2a.doc)Pair and Share.*** | |
| 4. Show “Secondary Colors” slide to explain that green, orange, and violet are created by combining equal quantities of two primary colors. They are placed at equal distances on the color wheel. ***(FDM-Color-PowerPoint2.ppt)*** | | | 4. Students write the names of the hues in the appropriate segments. ***(FDM-Color-Handout2a.doc)*** | |
| 5. Show “Tertiary Colors” slide to explain that these six colors are created by combining equal quantities of one primary color with the adjoining secondary color. ***(FDM-Color-PowerPoint2.ppt)*** | | | 5. Students write the names of the hues in the appropriate segments. ***(FDM-Color-Handout2a.doc)*** | |
| **Construct a color wheel** | | |  | |
| 6. Distribute the color wheel rubric (***FDM-Color-Handout2b.doc)***. Tell students to listen as you read the requirements. Have students indicate their understanding via **finger rubric** (*3 = fully understand, 2 = somewhat understand, and 1 = do not understand*)  Re-instruct expectations as needed until all students fully understand.  Purposefully monitor students to ensure they understand the project and to answer individual questions that students may have. | | | Students indicate their understanding of expectations via **finger rubric**.  All students indicate understanding via 3 fingers.  Students complete the Color Wheel project. **(*FDM-Color-Handout2a.doc, FDM-Color-Handout2b.doc)*** | |
| **CLOSURE** | | | | |
| T.I.P of the Day:  Using the Closure slide of ***FDM-Color-PowerPointX.ppt,*** teacher will instruct students to complete the T.I.P. of the Day: “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 the names of all of the Color Wheel colors sequentially. | | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | | |
| Annotate Terms also with a picture with color, and one summary for all terms. Thumbs Up and Thumbs Down. To Pair Share, and write hues for each section. | | | | |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** | | | | |
| 1. Which colors cannot be made from any other colors?    1. Yellow and violet    2. Red and green    3. Blue and yellow    4. Red and orange 2. How are tertiary colors created?    1. By mixing equal parts of two or more primary colors    2. By mixing equal parts of two or more secondary colors    3. By mixing equal parts of one primary color and its adjoining secondary color    4. By mixing a primary color and a secondary color with either black or white | | | | |
| **RESOURCES** | | | **ACCOMMODATIONS** | |
| Wolfe, M. G. (2006). *Fashion!* Tinley Park, Ill: The Goodheart-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** | | | | |
| **On Learn Site.** | | | | |
| **MATERIALS**  **SUPPLIES** | | * Visual projection system * Computer with PowerPoint * Smartboard (if available) * White board (chalkboard) | |