 **WEEKLY “WHY” LESSON PLAN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson Title:Color Schemes in Fashion Jan. 5 through Jan. 9, 2014 | | | Lesson 3of 6 ; Unit #6 | |
| Duration:50 minutes | | | Teacher/Student Ratio:1/24 | |
| Lesson File Name:FDM-Color-Lesson3.doc Teacher: Mrs. Robles –Fashion Design and  Merchandising  Subject:Color Schemes in Fashion Grade Level: | | | | |
| **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. Identify different color schemes 3. Illustrate different color schemes used in fashion. 4. Continue on working on construction directions, construction sample, and garment completion. | | | Students will be able to:  Write their own definition, write the definition from below, draw one picture, and one summary for all the terms.  **Monday--January 5, 2014-**   * **Analogous** – A scheme consisting of neighboring, or adjacent, colors on the wheel; usually creating a 90-degree angle. * **Complementary** – A scheme consisting of colors that are 180 degrees apart; directly opposite each other on the color wheel.   **Tuesday—January 6, 2014 Wednesday—January 7, 2014**   * **Triadic** – A scheme that consists of three colors that are equal distance on the color wheel, that create an equilateral triangle. * **Split-complementary** – A scheme of three colors that consists of one color and the two colors directly on the sides of its complementary hue.   **Thursday—January 8, 2014—**   * **Monochromatic** – A one-color plan that uses different tints, shades, and intensities of the hue.   **Friday—January 9, 2014--**   * **Accented Neutral** – A scheme that combines white, black, gray, or sometimes beige with a bright color accent. | |
| **INTRODUCTION** | | | | |
| **Bellwork/Beginning of Class Procedures:**  **Monday-January 5, 2014—**  What are three Primary colors?  **Tuesday-January 6, 2014 and Wednesday-January 7, 2014—**  What are three Secondary Colors?  **Thursday-January 8, 2014-**  What are three Tertiary Colors?  **Friday-January 9, 2014-**  What are Monochromatic schemes in Fashion?  **Purpose of today’s learning:**  The teacher asks a volunteer student to read the lesson’s objectives from the PowerPoint slide. The teacher says: The purpose of this lesson is to ensure students can effective use color schemes to illustrate fashion endeavors. | | | | |
| **CONTENT** | | | | |
| **TEACHER ACTIONS** | | | **STUDENT ACTIONS** | |
| **Define terminology associated with color** | | |  | |
| 1. Tell students to annotate each new vocabulary terms on paper. | | | 1. Students will be able to:  Write their own definitions, write the definition from this Learn site, draw one picture, and one summary for all the terms. | |
| 2. Distribute Handout 3a and tell students it is in two parts. For Part 1, they will circle key words and phrases, as you randomly select students to read PowerPoint slides concerning six color schemes. | | | 2. Students annotate their handouts as **random classmates read** from the PowerPoint slides. ***(FDM-Color-Handout3a.doc)*** | |
| 3. Show the “Thumbs Up / Thumbs down slide and tell students they will next complete Part 2 of the Handout. Tell them write down the name of the color scheme that is represented by each PowerPoint image on the “What Scheme Is It” slides. Ask students to show Thumbs up / down to indicate understanding. **(*FDM-Color-PowerPointX.ppt)*** | | | 3. Students indicate understanding via **Thumbs Up-Thumbs down**. | |
| 4. Next, show the images on the “What Scheme Is It” slides and ask random students to share their reply before revealing each of the correct answers for the images. **(*FDM-Color-PowerPoint3.ppt)*** | | | 4. Students write down the name of the color scheme in the appropriate blank spaces on their handout. Students share their answers when called upon. ***(FDM-Color-Handout3a.doc, FDM-Color-PowerPoint3.ppt)*** | |
| **Illustrate different color schemes used in fashion** | | |  | |
| 5. Distribute the Color Schemes Rubric ***(FDM-Color-Handout3b.doc)***. Tell students to create a collage by cutting out magazine pictures that represent each of the color schemes. Have students indicate their understanding of this assignment via **finger rubric** (*3 = fully understand, 2 = somewhat understand, and 1 = do not understand*) | | | 5. Students indicate their understanding of expectations via **finger rubric**. | |
| 6.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. | | | 6. All students indicate understanding via 3 fingers.  Students complete the collage project. **(*FDM-Color-Handout3b.doc)*** | |
| **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 the descriptions of two different color schemes. | | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | | |
| Highlight, cut out color schemes, paste color schemes, thumbs up and thumbs down. | | | | |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** | | | | |
| 1. Which color scheme consists of navy blue, sky blue and baby blue?    1. accented neutrals    2. monochromatic    3. split-complementary    4. triadic 2. Which color scheme consists of gray and white, with a splash of red?    1. accented neutrals    2. monochromatic    3. split-complementary    4. triadic | | | | |
| **RESOURCES** | | | **ACCOMMODATIONS** | |
| * Post-It Notes (1 package) * Magazines * Scissors and glue * ***FDM-Glossary Ring Procedure.doc*** * ***FDM-TIP Board.doc*** * ***FDM-Color-Handout3a.doc*** (one per student) * ***FDM-Color-Handout3b.doc*** (one per four students) * ***FDM-Color-Handout3c.doc*** (Answer Key – Teacher only)   ***FDM-Color-*** | | | 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** | | | | |
|  | | | | |
| **MATERIALS**  **SUPPLIES** | | * Visual projection system * Computer with PowerPoint * Smartboard (if available) * White board (chalkboard)   T.I.P. Board | |

