 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:# 2-The Fashion Figure- Jan. 20, 2015 until Jan. 23, 2015 | | | Lesson 1of 7 ; Unit #7 | |
| Duration:50 minutes | | | Teacher/Student Ratio:1/24 | |
| Lesson File Name:FDM-Illustration-Lesson1.doc with revisions Teacher:Mrs. Robles  Subject:Fashion Figure & Illustration Grade Level:10, 11, & 12 | | | | |
| **STANDARD** | | | | |
| 13.0 PREPARE FASHION DESIGNS  **13.2 Draw a fashion figure** | | | | |
| **OBJECTIVES** | | | **TERMINOLOGY** | |
| Student will be able to:   1. Identify and define vocabulary words. 2. Describe the nine-head fashion drawing. 3. Identify the process used to create the fashion illustration. 4. Re-create the nine-head fashion figure. 5. Continue to work on Zipper Sample | | | **Students will:**  **Write their own definition.**  **Write the site definition.**  **Tuesday-Jan. 20, 2015 or Wednesday-Jan. 21, 2015--**  **Landscape** the paper is turned long ways also called horizontally following the horizon line.  **Portrait** the paper is turned up and down, also called vertically.  **Thursday-Jan. 22, 2015**  **Proportion** is the study of relation of human body parts to each other and the whole.  **Friday-Jan. 23, 2015**  **Croquis** aquick sketch of a figure (typically 9 heads tall, as this is the accepted proportions for [fashion illustration](http://encyclopedia.thefreedictionary.com/Fashion+illustration)) with a loose drawing of the clothes that are being designed. | |
| **INTRODUCTION** | | | | |
| **Bellwork/Beginning of Class Procedures:**  **Tuesday-Jan. 20, 2015 or Wednesday-Jan. 21, 2015--How does illustration or Drawing relate to Fashion.**  **Thursday-Jan. 22, 2015-What is the first step to put in a zipper?**  **Friday-Jan. 23, 2015-In fashion what does Texture mean?**  **Purpose of today’s learning:** Say: “Today you will be learning about drawing the industry standard fashion figure.” Also, work on zipper sample. | | | | |
| **CONTENT** | | | | |
| **TEACHER ACTIONS** | | | **STUDENT ACTIONS** | |
| Steps of putting in a zipper. | | |  | |
| Step 1—Cutout 2 pieces of fabric and have the selvage edge 4 inches longer then the zipper. | | | Students will complete cutting out fabric. | |
| Step 2—Zig-Zag the long edges of fabric and backstitch on both ends. | | | Students will thread the machine with the same color of thread as the sample. Then thread the machine, place the zig-zag knob on number 4. Next they will zig-zag the long edges of fabric so it will be placed with the right sides together. | |
| Step 3—Pin the zig-zag long edges together so all corners and edges are even. | | | Students will pin fabrics correctly. | |
| Step 4—Students will set the stitch length knob on the machine to stitch a number 5 stitch length where the zipper goes, and a 3 stitch length where the fabric is under the zipper. | | | Students will stitch the two fabrics correctly, and back stitch on both ends. | |
| Step 5—Place the zipper, pins, and hand stitch the zipper on the fabric with the seams pressed open, on the wrong side of the seam. | | | Students will press seams open, pin zipper correctly, and hand stitch the zipper through all fabrics. | |
| Step 6—Sew zipper in place with a zipper foot on the right side of the fabric. | | | Students will sew with the machine correctly. | |
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| **CLOSURE** | | | | |
| Students will have a correctly completed zipper sample. | | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | | |
| Pair Share, Thumbs up and thumbs down, underlining and understanding.  Completing step correctly after seeing how to complete it. | | | | |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** | | | | |
| What is the right way to have the zipper facing when it is first applied to the fabric?   1. On the edge of the fabric? 2. On the wrong side of the seam? 3. On the right side of the seam? 4. On the hem?   What is the tool needed for sewing on the zipper?   1. The sewing gauge? 2. The hand needle? 3. The pins? 4. The zipper foot? | | | | |
| **RESOURCES** | | | **ACCOMMODATIONS** | |
| Teacher demonstrations  Teacher samples  Group work and sharing | | | 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** | | | | |
| **None** | | | | |
| **MATERIALS**  **SUPPLIES** | | Sewing Machine  Fabric  Zipper feet for machine  Pins, Hand needles and thread. | |

