 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title: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. RoblesSubject: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%2Billustration)) 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:**  |
| **CONTENT**  |
| **TEACHER ACTIONS** | **STUDENT ACTIONS** |
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| **CLOSURE** |
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| **AVID WICOR STRATEGIES UTILIZED** |
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| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** |
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| **RESOURCES** | **ACCOMMODATIONS** |
|       | 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.
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| **ATTACHMENTS** |
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| **MATERIALS****SUPPLIES** |       |

