 **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. 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:** | | | | |
| **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. | |
| **ATTACHMENTS** | | | | |
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| **MATERIALS**  **SUPPLIES** | |  | |

