 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:Fleshing it Out -Feb. 2, 2015 until Feb. 6, 2015 | | | Lesson 3of 7 ; Unit #7 | |
| Duration:50 minutes | | | Teacher/Student Ratio:1/4 | |
| Lesson File Name:FDM-Illustration-Lesson3.doc Teacher:Mrs. Robles  Subject:Fashion Figure Illustration Views 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 terminology 2. Demonstrate how to flesh out the fashion figure from the triangle and oval stage 3. Draw a group of fashion figures in a variety of stances. 4. Some students will complete zipper sample, and others will start to construct buttonhole sample. | | | **Student will:**  **1. Write their own definition for each term.**  **2. Write the site definition for each term.**  **3. Draw one picture with color for each term.**  **4. Write one summary for all the terms.**  **Monday-Feb. 2, 2015—**  **Front View:** The body seen from the front or the anterior view**.**  **Tuesday-Feb. 3,2015—or Wednesday-Feb. 4, 2015-- Profile View**: The body seen from the side.  **Thursday-Feb. 5, 2015—**  **Rear View**: The body seen from the back or posterior view.  **Friday-Feb. 6, 2015-**  **Three quarter View**: A view of the body half way between frontal and profile, creating a forty five degree angle. | |
| **INTRODUCTION** | | | | |
| **Bellwork/Beginning of Class Procedures:** Teacher places a large collection of Women’s Wear Daily or fashion magazines, such as Vogue, Harper’s Bazaar and W out for students to select from.  Show slide “bellwork” (**FDM-Illustration-PowerPoint3.ppt)**  Have students collect their glossary rings as well as drawing supplies and select a magazine from the collection before sitting back down.  Open the magazine and select a picture showing a model in each one of these poses  *Front view Rear view*  *Profile view Three-quarter view*  Turn to your neighbor and check each other for accuracy.  **Purpose of today’s learning:** Purpose of today’s learning: Generate a collection of fashion figures in a variety of poses. | | | | |
| **CONTENT** | | | | |
| **TEACHER ACTIONS** | | | **STUDENT ACTIONS** | |
| **Identify Terminology** | | |  | |
| 1. Use “*Terminology****”*** slide **(*FDM-Illustration-PowerPoint3.ppt),*** to introduce terms and definitions. Tell students to annotate each new vocabulary term on lined paper. | | | 1.Students get out lined paper follow the directions for each term that will be added to their folder of terms. ***(FDM-Glossary Ring Procedure.doc).To be completed and turned into the teacher in the class tray by Friday Jan. 6, 2015.*** | |
| 2. Teacher calls on non-volunteers to stand one at a time and selects one of the four poses for them to demonstrate; teacher then checks class for understanding. | | | 2. Students stand when called on and take one of the four poses and classmates respond with thumbs up/down for understanding. | |
| **Demonstrate how to flesh out the fashion figure from the triangle and oval stage**. | | |  | |
| 3. Teacher uses the “practice concept” slide  **(*FDM-Illustration-PowerPoint3.ppt)*** and poses the question “can you think of something you have done in your life that you couldnot do well the first time?” **(*FDM-Illustration-PowerPoint3.ppt)***  Tell students to turn to your neighbor and share your experience.  Call on non-volunteers to share their stories. | | | 3. Students share with their partners prior experiences of having to practice something in order to develop their skills and then answer during non-volunteer.  Think-pair-share | |
| 4. Teacher distributes the*“fleshing out handout****” (FDM-Illustration-Handout3a) and*** shows “Fleshing out the Figure” slide in **(*FDM-Illustration-PowerPoint3.ppt)***. The teacher then explains that to develop their skills they will be practicing drawing the fashion figure in different poses. | | | 4. Students look at the “fleshing out” hand out ***(FDM-Illustration-Handout3a)*** | |
| 5. Teacher instructs students to look at the first figure on the first page of the handout, shows “Fleshing out the Figure” slide in **(*FDM-Illustration-PowerPoint3.ppt)***. Students then need to draw the triangles and ovals where they belong on figure 1 as teacher demonstrates checking for understanding with thumbs up/down. | | | 5. Students use their drawing pencil to draw in the triangles and ovals where they belong on the first picture. Acknowledge understanding with thumbs up/down. | |
| 6. Teacher asks students to look at how the outside lines of the body intersect with the triangles and ovals they have added to their page as they trace over them.  Teacher demonstrates same actions on “Fleshing out the Figure” slide in  **(*FDM-Illustration-PowerPoint3.ppt)***  Teacher instructs students showing “Different Views” slide **(*FDM-Illustration-PowerPoint3.ppt)*** to select one pose for each of the four views we have discussed today. Re-create them each on separate pieces of drawing paper. | | | 6. Students look at how the outside lines of the body intersect with the triangles and ovals they added to their page as they trace over them.  Students select one pose for each of the four views that were discussed today. Re-create them each on separate pieces of drawing paper. | |
| **CLOSURE** | | | | |
| Before leaving the classroom today, please write your name on a Post-It note.   * On the other side of the Post-It note, explain which one of the four views you liked to draw the most and why? | | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | | |
| **13.2 Draw a fashion figure**  *Drawing is a practiced skill, something the students need to spend time doing over and over again to become proficient illustrators.*  **Formative:** Monitor students’ action by walking around classroom and verbally acknowledging their compliance with the activities. Ask verbal questions to ascertain students’ attainment of the learning steps.  **Summative**: Students will complete a set of drawings, one fashion figure for each of the views we have learned today and turn in their work at the end of the class period. Teacher will return the work to students the next day with points earned and comments. Teacher will also review the Post-it Notes that students posted to the T.I.P. board and provide feedback to students during the next class period.  Thumbs up and Thumbs down, Pair Share, Annotating, and discussions.  Students can get a job as a Fashion Illustrator for a Fashion Magazine or a student can be hired as an assistant to a designer if they have the ability to draw and illustrate a design. | | | | |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** | | | | |
| 1. Which of the following is not a correct term for a Fashion pose?    1. Frontal    2. Seated    3. Profile    4. Rear 2. Which of the following is not an important part of the fashion figure or Croquis?    1. Triangles    2. Ovals    3. Groundline    4. Centerline | | | | |
| **RESOURCES** | | | **ACCOMMODATIONS** | |
| * Visual projection system * Computer with PowerPoint * Smart board (if available) * White board (chalkboard) * T.I.P. Board   Magazines | | | 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** | | * Visual projection system * Computer with PowerPoint * Smart board (if available) * White board (chalkboard)   Paper, pencil or pen,  magazines, and scissors. | |
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