

Englewood Public School District

Visual Art

HS Fashion Design Concepts

Unit 1: Foundations of Fashion Illustration

Overview: In this unit, students will examine the foundations of fashion illustration. Through research, they will learn about the history of the fashion industry. Students will demonstrate proficiency with basic fashion elements through practice and creation.

Time Frame: One Marking Period

Enduring Understandings:

Fashion Design has affected the world in ways that are imperative to understand as it pertains to history and culture.

An understanding of the shape of the human form is an integral part of fashion design.

Basic art and design concepts form a foundation for the understanding and application of fashion design.

Essential Questions:

How do we accentuate the human form by way of fashion design?

How has fashion design influenced history and culture?

How has history and culture influenced fashion design?

| Standards | Topics and Objectives | Activities | Resources | Assessments |
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| 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. 1.3.12.D.2 | <p style="text-align: center;">Topics</p> <ul style="list-style-type: none"> Basic figure drawing Pose and Clothing Drawing Clothing Historical Garments <p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> Practice basic figure drawing Illustrate a perspective drawing. Develop rendering skills using three | <ul style="list-style-type: none"> Students will complete sketch book exercises (CRP6) https://design.tutsplus.com/articles/i-want-to-draw-simple-exercises-for-complete-beginners--vector-20583 Students will create pencil sketches. (CRP6) https://www.thedrawingsource.com/drawing-figures.html Students will complete perspective drawings. (CRP2, | <p>Video: “How to Draw: Fashion Designer Tricks” https://www.youtube.com/watch?v=SQrmCvdqHt0&v1=en</p> <p>Companion Texts:</p> <ul style="list-style-type: none"> “Official NYFW Schedule” https://fashionweekonline.com/official-nyfw- | <p>Formative Assessments: Students will be evaluated on the completion of their self-assessment</p> <p>Students will be evaluated on the quality of their sketch book entries</p> <p>Students will be</p> |

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| <p>Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance,</p> | <p>different media, including but not limited to, charcoal, water color, pen and pastels.</p> <ul style="list-style-type: none"> Students will study the relationship between pose and clothing Analyze how the relationship between pose and clothing satisfies certain physical, psychological, and social needs. Students will engage in the drawing of clothing Students will demonstrate an understanding of the elements of design as they pertain to fashion design. Use appropriate art vocabulary to describe, analyze, and interpret qualities of visual forms. Students will study the evolution of fashion design throughout history and compare them with their own drawing designs Discuss how values, attitudes, conformity, individuality, and personality affect clothing | <p>CRP6, 9.3.12.AR-VIS.3) https://www.artistsnetwork.com/art-mediums/drawing/learn-to-draw-perspective/</p> <ul style="list-style-type: none"> In small groups. Students will complete a rendering skills activity (CRP2, CRP4, 9.3.12.AR-VIS.3) https://www.instructables.com/id/Sketching-Drawing-Lessons/ Students will participate in applying their rendering skills by the use of three different types of media such as charcoal, water color, pen and pastels. (CRP2, CRP6, 9.3.12.AR-VIS.3) Students will create a PowerPoint demonstration of fashion illustrations and examples from particular eras (interdisciplinary, History) after engaging in research. (CRP4, CRP7, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.3, NJSLA.W2, NJSLA.W4, NJSLA.W9) Students will study watch clips/pieces of runways, fashion shows, etc. (ex., Paris fashion week) and write a one-page reflection on the relationship between the human form and the clothing represented. (interdisciplinary, ELA) (CRP4, 9.3.12.AR-VIS.3, NJSLA.W2, | <p>schedule</p> <ul style="list-style-type: none"> “Victorian Era Clothing, Costumes & 1800s Fashion” https://vintagedancer.com/victorian/ “Fashion Week” https://www.nytimes.com/news-event/fashion-week “The Best Fashion Movies to Watch Now” https://www.gq.com/story/best-fashion-movies-to-watch-now “Dialogues Between Present and Past” http://www.vam.ac.uk/content/journals/research-journal/issue-03/dialogues-between-past-and-present-historic-garments-as-source-material-for-contemporary-fashion-design/ “American Casual Dressing” http://time.com/3984690/american-casual-dressing/ | <p>evaluated on the quality of their illustrations in three different mediums</p> <p>Students will be evaluated on the quality of their PowerPoint</p> <p>Students will be evaluated on the quality of their one-page reflection</p> <p>Students will be evaluated on the quality of their illustrations of literary and historical replicas</p> <p>Summative Assessment: Students will share their portfolios with the class.</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments: Students will peer review their reflections using a PARCC writing rubric.</p> <p>Students will present</p> |
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| <p>craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> | | <p>NJSLSA.W4) https://writemypaper4me.org/blog/reflection-paper</p> <ul style="list-style-type: none"> Students will study and discuss literary/fictional characters most recognizable by their clothing/costuming and create a series of illustrated replicas by using examples of fine art, film and descriptions in books. (ex. Harry Potter robes, Knights of the Round Table). (CRP4, 9.3.12.AR-VIS.3) Students will work in groups and using magazines, newspapers, etc. use mixed-media to design a collage of the costuming of a music video on a poster board. Students will select the song to design and share both the music and the project as a presentation. (CRP4, 9.3.12.AR-VIS.3) https://www.edutopia.org/article/setting-effective-group-work http://sites.stedwards.edu/educationportfolios-kpotts/section-iv/mixed-media-collage-lesson-plan-rubric/ Students will identify the similarities and difference in historical and present-day garments through a graphic design presentation or a visual art example of posters/paintings/drawings (CRP4, CRP7, 9.3.12.AR- | <ul style="list-style-type: none"> “American Clothing History” https://fashionista.com/2017/07/made-in-the-usa-american-clothing-history “American Fashion Through the Decades” https://www.interexchange.org/articles/career-training-usa/2015/09/24/american-fashion-through-decades/ | <p>their PowerPoint presentations to the class.</p> |
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| | | <p>VIS.1, 9.3.12.AR-VIS.3)</p> <ul style="list-style-type: none"> Students will conduct a peer assessment of historical comparison presentation (CRP4) https://www.reading.ac.uk/engageinassessment/peer-and-self-assessment/peer-assessment/eia-peer-assessment.aspx Students will read and discuss a study of women's clothing size (CRP4, CRP7, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.3) https://www.eonline.com/news/687475/a-brief-history-of-women-s-clothing-sizes-and-why-you-just-went-up-a-size Students will create an online portfolio of the unit's work. (CRP2, CRP6, 9.3.12.AR-VIS.3, 8.1.12.A.1) | | |
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Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -
https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

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| <p>English Language Learners</p> <ul style="list-style-type: none"> ● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary | <p>Special Education</p> <ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons | <p>At-Risk</p> <ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and adjust for personal space or other behaviors as needed. ● Oral prompts can be given. | <p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction |
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Integration of 21st Century Standards NJSLS 9:
 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.
 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Interdisciplinary Connections:
English/Language Arts
 NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of Technology Standards NJSLS 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

Key Vocabulary:

Drawing

Sketching

Figure

Pose

Fabric

Design

Layout

Pattern

Garment