

Englewood Public School District

Visual Art

HS Fashion Design Concepts

Unit 3: Specialized Collections

Overview: In this unit, students will name, define, and recognize elements and principles of design in articles of clothing. Students will demonstrate knowledge of specialized collections through research and creation, focusing on ways to determine body shape and size.

Time Frame: One Marking Period

Enduring Understandings:

An ensemble piece incorporates principles of design and foundational knowledge.
The study of period pieces can provide both historic information and inspiration.

Essential Questions:

What principles of design are implemented in fashion design?
How do we apply basic, foundational knowledge to the creation of an ensemble piece?
Why is it important to study period pieces?

Standards	Topics and Objectives	Activities	Resources	Assessments
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 Produce an original body of artwork in one	<p style="text-align: center;">Topics</p> <ul style="list-style-type: none"> Design Specialized Collections: A History A Personal Collection Three-piece Ensemble <p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> Students will utilize skills and concepts learned to create a series of fashion design collection sketches Students will use research methods to 	<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 	<p>Texts:</p> <ul style="list-style-type: none"> “Sheer Force Sustainable Draped Ensemble” https://lib.dr.iastate.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1849&context=ita_a_proceedings “Patternmaking” https://www.craftsy.com/sewing/article/patternmaking-fashion-design/ <p>Companion Texts:</p>	<p>Formative Assessments:</p> <p>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 evaluated on the creation of their original patterns</p> <p>Students will be evaluated on the quality of their research paper</p>

<p>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>1.4.12.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, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to hypothesize the artist's concept. substantiate the hypothesis.</p>	<p>uncover and identify specialized collections by noteworthy designers</p> <ul style="list-style-type: none"> Students will design a collection of their choosing, in a three-piece ensemble Students will create a three-piece ensemble. 	<ul style="list-style-type: none"> Students will research noteworthy designer collections and write a brief research paper. (CRP4, CRP7, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.3, NJSLSA.W2, NJSLSA.W4, NJSLSA.W9) Students will create an original pattern, choose their own fabric, and create an original, three-piece design ensemble. (CRP2, CRP6, 9.3.12.AR-VIS.3) Students will create an online portfolio of the unit's work. (CRP2, CRP6, 9.3.12.AR-VIS.3, 8.1.12.A.1) https://idrawfashion.com/blog/drawing-process/121-fashion-portfolio-in-10-steps/ 	<ul style="list-style-type: none"> “Lesson Plan – Principles of Design, Balance and Emphasis” http://exhibitions.fitnyc.edu/lauren-bacall/wp-content/uploads/sites/11/2015/02/LessonPlan218edit.pdf “Top 50 Fashion Designers of All Time” http://www.lovehappensmag.com/blog/top-50-fashion-designers-of-all-time/ “Most Memorable Runway Shows” https://www.vogue.com/article/125-most-memorable-runway-shows-vogue “Why Study Period Costumes?” http://www.hamstech.com/blog/fashion-design-study-why-study-period-costumes/ 	<p>Summative Assessment: Students will be evaluated on the design and execution of their three-piece ensemble</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments: Students will share their portfolios with the class.</p> <p>Students will peer review their research papers using a PARCC writing rubric.</p> <p>Students will present their ensembles to the class.</p>
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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.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<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	<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.	<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.	<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

	<ul style="list-style-type: none"> ● Adjust the pace of lessons 	<ul style="list-style-type: none"> ● Review behavior expectations and adjust for personal space or other behaviors as needed. ● Oral prompts can be given. 	
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Integration of 21st Century Standards NJSL 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 NJSL 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

Design

Ensemble