

Englewood Public School District

Visual Art

HS Fashion Design Concepts

Unit 2: Concept Building

Overview: In this unit, students will explore the role of cultural and social factors in design choices. Through research and practice they will identify how design elements and principles play a role in Fashion Design while using appropriate language of the industry.

Time Frame: One Marking Period

Enduring Understandings:

Design elements and principles play crucial roles in fashion design.
Many factors, both cultural and social, have influenced fashion throughout history.

Essential Questions:

What role do design elements and principles play in fashion design?
How does culture and social factors influence fashion, past and present?

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 Elements and Principles Original and Commercial Patterns Fabrics Color <p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> Students will learn how to identify and incorporate shape, space, line and texture Students will learn the value and importance of 	<ul style="list-style-type: none"> Students will complete sketch book exercises (CRP6) https://design.tutsplus.com/article/s/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 design and create a pair of casual 	<p>Videos:</p> <ul style="list-style-type: none"> “How to Make a Circle Skirt” https://www.youtube.com/watch?v=oqNU0-ORkbA “Best Color Project of Fashion Designing” https://www.youtube.com/watch?v=hAFs0zV-ks8 <p>Companion Texts:</p>	<p>Formative Assessments:</p> <p>Students will be evaluated on the quality of their sketch book entries</p> <p>Students will be evaluated on the quality of their final pencil sketches with color</p> <p>Students will be evaluated on the quality</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>1.3.12.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, craftsmanship, cultural context, and originality</p>	<p>balance, proportion, emphasis and harmony</p> <ul style="list-style-type: none"> Identify pattern markings and Interpret pattern instructions for layout, marking, cutting and fabricating textile projects. Select appropriate patterns and fabrics Utilize computer graphics and specified software to produce original patterns for quilting, embroidering and clothing construction. Learn how to alter commercial patterns to create original designs. Students will learn the nature and nuances of working with natural fiber, transitional fibers, manmade fibers and fiber blends. Students will become familiar with the color wheel Identify Color scheme Recognize Personal coloring Master the understanding of how to wear color effectively Create fabrics with design 	<p>pants/skirt (CRP2, CRP6, 9.3.12.AR-VIS.3)</p> <p>http://www.uh.edu/kgmca//theatre-and-dance/docs/rigdon/KEVINRIGD ONElementsandPrincipalsofDesign.pdf</p> <ul style="list-style-type: none"> Students will create an original Pattern design (CRP2, CRP6, 9.3.12.AR-VIS.3) https://thesewingloftblog.com/understanding-pattern-markings/ Students will create a color wheel. (CRP2, CRP6, 9.3.12.AR-VIS.3) http://www.hamstech.com/blog/fashion-designing-guide-to-optimal-colour-combinations-for-attires/ Students will work collaboratively in an activity to learn how to read a clothing pattern, and summarize the instructions in a 3-5 paragraph essay. (CRP2, CRP4, 9.3.12.AR-VIS.3, NJSLA.W2, NJSLA.W4) https://www.craftsy.com/sewing/article/how-to-read-a-sewing-pattern/ Students will use computer graphics and specified software to create an original 	<ul style="list-style-type: none"> “The Importance of Teaching the Elements and Principles of Art” http://www.visualmanna.com/teaching-tips/the-importance-of-teaching-the-elements-and-principles-of-art/ “Transfer Pattern Marking” https://www.thesprucecrafts.com/transfer-pattern-markings-types-tools-used-2978447 	<p>of their pants/skirt project</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 group presentation</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 their PowerPoint presentations to the class.</p>
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<p>as criteria for assigning value to the works.</p>		<p>pattern for clothing construction. (CRP2, CRP6, 9.3.12.AR-VIS.3)</p> <ul style="list-style-type: none"> Students will learn how to alter commercial patterns in an individual assignment. (CRP2, CRP6, 9.3.12.AR-VIS.3) https://www.nationalsewingcircle.com/article/alter-sewing-pattern/ https://www.thesprucecrafts.com/sewing-pattern-alteration-and-fitting-articles-2977364 Students will use an original pattern to create a piece representative of nature that incorporates natural fiber. (CRP2, CRP6, 9.3.12.AR-VIS.3) https://empoweredsustenance.com/natural-fiber-clothing/ Students will write a one-page analysis to determine how people use color to communicate feelings, and provide visual aids as evidence. (CRP4, 9.3.12.AR-VIS.3, NJSLA.W2, NJSLA.W4) 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.

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.● Adjust the pace of lessons	<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.	<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

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.

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.

Key Vocabulary:

Drawing

Sketching

Fibers

Fabric

Patterns

Design Elements

Design Principles