

Englewood Public School District

Visual Art

HS Fashion Design Concepts

Unit 4: Summative Personal Expression

Overview: In this unit, students will examine the incorporation of historical fashion through the study and application of pattern design both replicated and original. Students will demonstrate proficiency with basic fashion elements through the construction of a set of pieces representative of the student’s individual style.

Time Frame: One Marking Period

Enduring Understandings:

Clothing choices are influenced by and a reflection of our society, culture, family, friends, and media.

Fashion returns and renews, historically.

Fashion has always reflected social and economic conditions, current events, technology, contemporary entertainment, and values of the people.

Essential Questions:

How does Fashion influence me personally?

How can that translate into other areas of life?

How does clothing satisfy physical, psychological, and social needs?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>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.</p>	<p style="text-align: center;">Topics</p> <ul style="list-style-type: none"> • Wardrobe/Costume Construction • Fashion Show • Careers in Fashion and Industry • Self-Assessment and Peer Review <p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> • Students will execute and finalize their three-piece ensemble 	<ul style="list-style-type: none"> • Students will use the Internet to research ensembles they admire and write a one-page analysis. (CRP4, CRP7, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.3, NJLSA.W2, NJLSA.W4, NJLSA.W9) • Students will assemble the three-piece ensemble. (CRP4, 9.3.12.AR-VIS.3) • Students will participate in a collaborative think tank group in order to determine how their ensemble translates to an audience, and to determine what it communicates. (CRP4, 9.3.12.AR-VIS.3) 	<p>Texts:</p> <ul style="list-style-type: none"> • “Top 10 Careers in the Fashion Industry” https://www.drapersjobs.com/article/top-10-careers-in-the-fashion-industry/ • “Which Fashion Career Is Right for You?” https://fashionista.com/2010/08/which-fashion-career-is-right-for-you 	<p>Formative Assessment: Students will be evaluated on the quality of their one-page analysis.</p> <p>Students will be evaluated on the quality of their three-piece ensemble</p> <p>Students will be evaluated on the</p>

<p>1.3.12.D.2 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>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</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>project</p> <ul style="list-style-type: none"> • Students will incorporate one element of original pattern design • Students will present their own, unique designs in a fashion show judged by peers • Students will examine the life and careers of several designers in the industry • Students will research other career opportunities other than design in the fashion industry <p>Students will evaluate their own knowledge, progress and product.</p>	<ul style="list-style-type: none"> • Students will decide how to highlight their element of original pattern design by determining accessories, details, hair and make-up. (CRP4, 9.3.12.AR-VIS.3) • Students plan and execute a fashion show. (CRP4, 9.3.12.AR-VIS.3) https://www.cteonline.org/curriculum/lessonplan/fashion-show-production-part-iv-fashion-show/D2Nerg • Students will conduct a research project based upon the life and careers of chosen fashion designers of specific eras. (CRP4, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.3, NJLSA.W2, NJLSA.W4) • Students will compile a list of careers in the industry that includes things other than design. (CRP4, 9.3.12.AR-VIS.3) • Students will complete a one-page self-assessment on their ensembles. (CRP4, 9.3.12.AR-VIS.3) https://teachingcenter.wustl.edu/resources/writing-assignments-feedback/planning-and-guiding-in-class-peer-review/ https://www.oregon.gov/ode/educator-resources/assessment/Documents/teaching_students_self-assessment.pdf • Students will create an online portfolio of the unit’s work. (CRP2, CRP6, 9.3.12.AR-VIS.3, 8.1.12.A.1) 	<p>Companion Texts: “5 Tips for Fashion Show Planning” https://lifestyle.howstuffworks.com/event-planning/5-tips-for-fashion-show-event-planning3.htm</p>	<p>completion of their peer assessment</p> <p>Students will be evaluated on the quality of their designer research project</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 research projects to the class.</p> <p>Students will engage in group brainstorming and collaboration about ensemble translations.</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 	<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 	<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

	<p>written format.</p> <ul style="list-style-type: none"> ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	<p>up for the student to see during the time of the lesson.</p> <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

Industry

Fashion show

Design

Pattern

Fabric