Unit 2: Elements of Design Copied from: Clothing 2, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

CLOTHING II, GRADE 10-12

UNIT 2: ELEMENTS OF DESIGN

Belleville Board of Education

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Unit Overview

In this unit, students will learn the elements of design and apply these elements to develop fashion creations while benefiting body types and coloring. Focusing on body types and utilizing design to correct body types flaws will be emphasized in this unit. Students will create line samples with both constructive and decorative lines: horizontal, vertical, curved and diagonal. Texture, silhouette, color and line will be explored to produce fashion designs. The color wheel and color schemes along with tint, shade and hue will be incorporated in students' design. Elements of design will be combined to create original fashion creations.

Enduring Understanding

- Design has several elements.
- Different types of lines have both constructive and decorative benefits: horizontal, vertical, curved and diagonal along with shape and space.
- Body types have several different silhouettes and characteristics.
- Body flaws can be corrected and disguised with elements of design.
- Texture, silhouettes, color and line are utilized to produce fashion designs.
- Color wheel, color schemes, tint, shade and hue are utilized to produce fashion designs.

Essential Questions

- Can the student explain, apply and utilize the function of horizontal, vertical, curved and diagonal line in fashion design?
- Can the student describe and utilize the function of silhouette and body types in fashion design?
- Can the student define and explain the color wheel, identifying primary, secondary and tertiary colors?
- Can the student define and explain color tint, shade and hue?
- Can the student define and explain color schemes: monochromatic, complementary, split complementary, double complementary, analogue and triad?
- Can the student describe the function and demonstrate the effects color has on clothing design?
- Is the student are to combine elements of design to create original fashion creations?
- Is the student able to use time efficiently and effectively to complete an assigned project within a limited amount of time?

Exit Skills

Student will be able to:

- describe and utilize the function of horizontal, vertical, curved and diagonal line in fashion design.
- describe and utilize the function of silhouette and body types in fashion design.
- describe the function and demonstrate the effects color has on clothing design.
- combine elements of design to create original fashion creations.
- use time efficiently and effectively to complete an assigned project within a limited amount of time.

New Jersey Student Learning Standards (NJSLS-S)

Established Goals(G): Common Core State Standards/Technology Standards

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12 ED.4 Evaluate and manage risks to safety, health and the environment in education and training setting.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

LA.11-12 RST 3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

LA.11-12 RST 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific technical context.

LA.11-12 RST 7: Integrate and evaluate multiply sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LA.11-12 RST 9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process phenomenon, or concept, resolvingconflicting information when possible.

WHST 2: Write informative/explanatory texts, including the narration of scientific procedures/experiments, or technical processes. d, e

TECH 8.1.12.B: Demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH 8.1.12 B CS1 Apply existing knowledge to generate new ideas, products or processes.

TECH 8.1.12 CS2 Select and use applications effectively and productively.

TECH 8.1.12 D CS2 Demonstrate personal responsibility for life long learning.

TECH 8.1.12E CS2 Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.

Interdisciplinary Connections

- LA.11-12 RST 3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- LA.11-12 RST 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific technical context.
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- TECH 8.1.12 CS2 Select and use applications effectively and productively.
- TECH 8.1.12 D CS2 Demonstrate personal responsibility for life long learning.
- TECH 8.1.12E CS2 Locate, organize, analyze, evaluate, synthesize

Learning Objectives

Students will demonstrate ability to :

- explain, apply and utilize the function of horizontal, vertical, curved and diagonal line in fashion design.
- describe and utilize the function of silhouette and body types in fashion design.
- define and explain the color wheel, identifying primary, secondary and tertiary colors.
- define and explain color tint, shade and hue.
- define and explain color schemes: monochromatic, complementary, split complementary, double complementary, analogue and triad.
- describe the function and demonstrate the effects color has on clothing design.
- combine elements of design to create original fashion creations.
- use time efficiently and effectively to complete an assigned project within a limited amount of time.

Suggested Activities & Best Practices

Project-Based Learning

Read and Follow Step by Step Instructions

Measure/Apply Calculations

Sewing Machine Technology Usage and Skills

Design and Create Fashion Styles

Construct Apparel and Accessories

Media Research and Information Gathering

Evidence of Student Learning - Checking for Understanding (CFU)

Formative:

- Essays
- Study Guide
- Fashion Learning Logs
- Individual Goal Setting
- Interactive Notebook
- Observations
- Accomplishing Daily Objectives
- Exit Questions
- Mental Checklists

Summative:

- Quizzes
- Tests
- Projects
- Presentations
- Exams

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist

- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

- Textbook –*Simplicity's Simply the Best Sewing Book*
- Textbook – *Clothing Concepts and Construction*
- Fashion Magazines/Websites
- Apparel Patterns
- Power Point Presentations
- Internet

Ancillary Resources

- Demonstrations
- Guest Speakers
- Worksheets/questions
- Filling out fashion learning logs
- Videos

Technology Infusion

- Interactive SmartBoard Technology
- Technology Internet Research and Word Processing

- Video Demonstration
- Calculation
- Online Applications

Alignment to 21st Century Skills & Technology

- Communication Skills – English, Reading, Writing
- Mathematics
- Economics
- Artistic Design and Creativity
- Social Skills/Interpersonal Skills

21st Century Skills/Interdisciplinary Themes

- ICT (Information, Communications and Technology) Literacy
- Interpersonal Communication
- Problem-Solving
- Financial, Economic, Business and Entrepreneurial Literacy

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy

- Life and Career Skills
- Media Literacy

21st Century Skills

Students will be able to use their learning to …

- Use effective oral and written communication strategies for creating, expressing, and interpreting information and ideas.
- Use critical and creative thinking strategies to facilitate innovation and problem-solving both independently and in teams.
- Use technology is used to access, manage, integrate, and disseminate information.

- Use effective leadership and teamwork strategies to foster collaboration and cooperation to accomplish goals.
- Develop life skills in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.
- Develop employable skills to build the capacity for successful careers.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Small group assignments
- Added time to complete assignments
- Pairing oral instructions with visuals
- Repeat directions as needed
- Reinforcing on-task behaviors and skill acquisition
- Reduce amount of assignments that are due
- Rephrase written directions
- Study guides provided
- Additional time for skill mastery
- Test read to student
- Visual presentation
- Computer or electronic device utilizes
- Techniques of repetition, review, and summarization
- Small group setting
- Paired given oral as well as written instructions
- Peer assistance provided

- Printed copy of board work/notes provided
- Study guides/questions provided
- Extra time for completion
- Use of study sheets, notes, open book

Intervention Strategies

- Small Group Instruction
- Student Working with and Assigned Partner
- Preview of Content, Concepts, and Vocabulary
- Check Work Frequency for Understanding
- Study Guides
- Assistive Technology
- Computer or Electronic Devices
- Extended Time on Tests/Quizzes
- Preferential Seating
- Peer Tutoring

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- Study Guides/Board Notes
- Additional Time for Skill Mastery
- Assistive Technology
- Computer or Electronic Device Utilizes
- Multi-sensory Instruction
- Preferential Seating
- Student Working with an Assigned Partner
- Small Group Instruction
- Check Work Frequently for Understanding
- Extended Time on Tests/Quizzes

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Teach Key Concepts
- Visual Teaching Aids: Videos, Illustrations, Pictures and Drawings
- Use of note cards, study guides and open book during testing
- Small Group Instruction
- Student Working with an Assigned Partner
- Preview of Content, Concepts, and Vocabulary
- Check Work Frequency for Understanding
- Peer Tutoring

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: