

Billy Murray

LESSON PLAN NAME: COSTUMES/FASHION/PATTERN

April 17th, 2019

Mr. Steven Nau - CAPA high school

List 2 or 3 *related* outcomes from the PA Arts and Humanities Standards:

9.1.E. *Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.*

9.3.D. *Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.*

AND 2 or 3 connections to the Common Core: <https://www.nationalartsstandards.org/>

C1. *Generate and conceptualize artistic ideas and work.*

11.C *Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.*

GRADE LEVEL AND DEVELOPMENTAL RATIONALE:

Students in 10th grade have nearly completed the figure unit, displaying skills and understanding of proportion of the figure, as well as anatomy and active poses. Students have also displayed an understanding and competence within design skills, both of which will provide the students with the resources needed for completing this project.

For this lesson, students will get a brief presentation on the history of a fashion, focusing heavily on the influence of pattern and its importance. Following this, students will develop their own “mini” collection as a part of their journal assignments. To begin to develop this, they will complete a sketch of a “pair” of clothes, focusing on pattern, inspired by things around them.

BIG PICTURE RATIONALE:

Fashion and costumes contain a bold historical context about class and identity, which the students will be considering while learning about the history as well as creating their own. Creating a costume and simply wearing clothes in general creates a sort of “mask” upon the wearer, and costumes and fashion can very dramatically tell a story about someone's life, which the students will be thinking about.

Clothes and costumes are very commonly seen in the context of models wearing them. In today's society, it is important to recognize and celebrate models of all different shapes, sizes, colors and background, which will be prominent in the powerpoint presentation.

MENTOR ARTIST/S OR VISUAL CULTURE: (Contemporary and Historical)

Coco Chanel (Historical) - French fashion designer, liberated women from the “corseted” silhouette

Alexander McQueen (Historical) - British costume designer known for over-the-top, exaggerated silhouettes, former chief designer of Givenchy

Lady Gaga (Contemporary) - Performer, songwriter, actress with a sophisticated sense of fashion that has evolved and changed drastically during the course of her career. Known for her “statement” pieces

Christian Siriano (Contemporary) - American costume designer known for working with many Contemporary Hollywood celebrities. Former winner of Project Runway.

Sasha Velour (Contemporary) - American Drag Queen with a sharp fashion sense that blurs the lines of genders and explores androgyny as well as historical and contemporary fashion trends.

See powerpoint for images, more info on these

OBJECTIVES:

SWBAT:

- Show comprehension of the powerpoint presentation through the completion of a worksheet.
- Select and utilize an environmental pattern to incorporate into a styled look
- Complete a second look, with a different source of inspiration, to complement the first look
- Accurately render the clothing, including fabric and folds, of both fashion looks

LOGISTICS:

Full Supply list

- Worksheet for during presentation (includes mini drawings)
- Fashion collection mockup sheet
- Pencils, erasers, sharpeners
- colored pencils
- markers

To prepare before

- power point presentation
- make sure students bring journals for class Wednesday, as well as other inspiration

SPARK/INTRODUCTION (Time: 15 min).

The spark and introduction of this lesson will be a brief powerpoint that discusses the history, importance and implications of fashion design, specifically focusing on pattern. The powerpoint will also cover things like fabric, styling of clothes, types of clothes, types of collections. It will also discuss the importance of diversity in modelling.

During the spark/intro, students will be filling out a fill-in-the-blank worksheet, being sure to fill out and take note of the vocabulary words. Following the presentation, we will review the notes to double check for comprehension.

Also during the spark will be the “pattern game” where students will guess the name of common patterns in fashion today, these will be included on the worksheet to check for comprehension.

ACTIVITY (Time 30 min):

For the activity, students will be creating a pair of clothing (two looks) that are related to each other and would successfully serve as the start for a full collection. On the page, the two figures will be already present in light grey, allowing the students to draw their design on top.

For the designs, the students will use several sources of inspiration. For the first drawing or “look” they will select a pattern or visual element in the room, and draw a zoomed-in version of it, which will be used as inspiration for a pattern within the first look.

For the second drawing, students will create another look inspired by a pattern, but the inspiration will be much more open to interpretation. Students will use the same strategy they used before where they will choose a source of inspiration and interpret the inspiration into the second look.

Sources of inspiration for the pattern in the second look may include:

- Natural still life objects
- Forms, patterns, colors in nature
- Fine Art magazines
- Textile patterns
- Mechanical drawings
- Fantastical illustrations

CLEAN-UP PROCEDURES (Time: 5 min):

For clean up, all of the materials will be returned to their normal location, this includes both art supplies that are borrowed from us, as well as supplies that the students may have been using as inspiration, such as magazines or still life objects.

EXTENSION:

Students who finish their pair of clothes early can begin to work on their fully fleshed out “collection” for the journal assignment. They can choose to apply things they utilized in their pair of looks to a more expanded collection. An important part of the collection and the sketches for them is that there is some sense of a background or “ground” for the figures to be located on. This eliminates floating figures, as well as gives them a bit more context on the page.

ASSESSMENT STRATEGIES/RUBRICS

- Student shows comprehension of the powerpoint presentation by completing the worksheet.
- Student utilizes an environmental pattern to incorporate into a styled look, based on things around the room
- Student completes a second look, with a different source of identifiable inspiration, to complement the first look
- Student shows competency in accurately rendering the clothing, including fabric and folds, of both fashion looks

RESOURCES & IMAGES:

See powerpoint presentation