| Teacher: |
| Class: 2nd grade |
| Duration: 2–3 class periods |
| Course Unit: |
| Lesson Title: Character Vests |

LESSON OVERVIEW

Design is observed in the world around us on a daily basis. Fashion design combines the elements and principles of art and beauty to produce wearable art and clothing. In this lesson, students will follow the same design process as Nashville fashion designer Maarika Mann. Students will develop fantasy characters and then come up with wearable vests for their characters, using recyclable materials. Key terms include: *fashion design*, *recycled fashion*, *repurpose*, *imagination*, *resourcefulness*, *fantasy*, and *prototype*.

STANDARDS

Tennessee State Standards
Visual Art—Grade 2
1.1 Use tools and media consistently in a safe and responsible manner.
1.2 Demonstrate an understanding of a variety of techniques.
2.1 Identify, understand, and apply the elements of art.
2.2 Identify, understand, and apply the principles of art.
3.1 Select subject matter, symbols, and ideas for the student's own art.
5.1 Analyze the characteristics and merits of the student's own work.
6.2 Understand connections between visual art and other disciplines in the curriculum.

Common Core Connections for Integrated Subjects—Language Arts, Writing
Language Arts—Grade 2
CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-LITERACY.W.3.2b Develop the topic with facts, definitions, and details.
CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

OBJECTIVES
1. Students will be able to define *fashion design*. 2. Students will practice writing skills to develop a fantasy character. 3. Students will be able to identify at least 2 principles of art used in their design. 4. Students will be able to demonstrate the design process by constructing a character vest.

ASSESSMENT/EVALUATION

1. During a class critique, students will share and discuss their character stories and prototypes.
2. In written responses, students will:
    • define *fashion design* and list the principles of art selected for their prototypes.
    • discuss the design process for creating a wearable prototype.
    • communicate how fashion designers use storytelling.

MATERIALS
• A collection bin for salvaged materials such as newspaper, aluminum foil, styrofoam, bottle caps, buttons, and bubble wrap • 1 character worksheet per student • 1 pencil per student • A PC-to-projector connection • 1 container of colored pencils per table • 1 pair of scissors per student • 1 large brown paper grocery bag per student • 1 container of markers per table • 1 glue bottle per student • 1 paper towel per student • Journals or paper (for written responses)

ACTIVATING STRATEGY
1. Before this lesson, students will gather clean reusable materials from home to add to a designated class collection bin. 2. Hand out character worksheets and pencils. Ask students to imagine a fantasy character and answer the questions on the first page of the worksheet.

INSTRUCTIONS

1. Introduce the lesson and state the objectives.
2. Show the "Art and Design" episode of *ArtQuest: Art Is All Around You*.
3. Begin by defining *fashion design* as a field of design that combines visual art and beauty to produce wearable art or clothing.
 	
Brainstorm:
  1. Ask students to think about the different types of clothing they wear—shirts, pants, skirts, hats, vest, etc. Prompt students to think about the various functions of clothing and the ways in which fashion can represent a person, culture, or a society. [Say:] How do your clothes represent you?
  2. Have students think about their character and the adjectives or mood they chose to describe them. What sort of vest might the character wear based on these words?
  3. Introduce the principles of art as listed at Project ARTiculate (see under Extended Learning). Show examples of each principle on the board. Offer these simple definitions: *Patterns* are repeating motifs, shapes, or lines. *Movement* helps to guide the viewer's eye and is achieved by changing scale and proportion. *Proportion* is

the size relationship of parts to a whole and to one another. *Scale* refers to relating size to a constant. *Balance* refers to the symmetry, asymmetry, or radial arrangement of an artwork and is achieved by arranging elements accordingly. *Unity* is achieved when the components of an artwork work together. *Emphasis* is the center of interest or the place in an artwork where the viewer's eye first lands, and is achieved by using the principles of art.

4. Ask students to select at least 2 principles of art to incorporate into their design, and to write these down on page 2 of the character worksheet.

Sketch:
1. Introduce the sketch portion of the lesson by drawing a basic vest shape on the board.
2. Hand out colored pencils to each table, and tell students to sketch their characters and the characters' vests on their worksheets, in the spaces provided.
3. Remind students to incorporate the 2 principles of art they selected into their preliminary sketches. [Ask:] How can these principles help tell your character's story?
4. Students should also consider colors, lines, shapes, or textures that can represent their character and add those into the design. Evaluate students by walking around the class and helping as needed.

Construct:
(Note: To save time, the vests can be pre-cut. If you choose this option, skip Steps 1–2.)
1. Hand out scissors and large brown paper bags.
2. Direct students to proceed as follows:
   a. Turn the bag upside down and cut a line down the center.
   b. Cut a large oval shape from the bottom of the bag for the neck.
   c. Cut large ovals on either sides of the bag for the arms.
3. Hand out markers and glue bottles.
4. Tell students to review their worksheets, especially the 2 principles of art they incorporated into their sketches. Have them use markers to draw their design on the paper vest.
5. Tell students to pull 2–3 items from the class collection bin, encouraging them to think about what will best represent their character. [Ask:] Who is the character? Where and when do they exist? What do they do? Why are they important?
6. Tell students to glue the materials to the vest, reminding them to follow their sketches. Materials can also be attached to vests with clips or ties if available.

Clean up:
Reserve the last 10 minutes of class for cleaning up. Students will set their character vests aside to dry and return materials to the appropriate bins.

ALTERNATE/EXTRA ACTIVITIES

- Students may use technology to create storyboards and sketches on the computer by incorporating music and narration or using a computer graphics program.
- Students could write a six-scene story with a beginning and end, and role-play various scenes in their character costumes.
- Students could create whole character costumes.
- Students could design other character accessories, such as hats, bracelets, or scarves.

CLOSURE

1. In a class critique, have students share and discuss their character stories while wearing their prototypes.
2. Have students explain in writing the design process for creating a wearable prototype.
3. Have students communicate in writing how fashion designers use storytelling.

CROSS-CURRICULAR CONNECTIONS
• Language Arts

EXTENDED LEARNING

Activities:
- Cooper-Hewitt National Design Museum, "Materials: Fashion Forward, Fashion Functional" lesson plan, cooperhewitt.org
- Crayola, "Western Vest," crayola.com
- SnarfiesTheWolf, "How to Make a Cardboard Top-Hat!" instructables.com

Books:
- Maya Ajmera, *What We Wear: Dressing Up Around the World* (Watertown, MA: Charlesbridge, 2012)
- Amy de la Haye, *Clara Button and the Magical Hat Day* (London: V & A, 2011)
- Kathryn Heling, *Clothesline Clues to Jobs People Do* (Watertown, MA: Charlesbridge, 2014)

Videos:
- Frist Center for the Visual Arts, "Art and Design," *ArtQuest: Art Is All Around You* (2014; available at fristkids.org)
- Texas A&M Department of Architecture, "When Fashion Meets Function—Wearable Shade Structure out of Letter-Size Paper" (2014; available at vimeo.com)
- Virginia Tech Foundation Design Lab, "When Fashion Meets Function—Scarf Design from Recycled Magazines" (2013; available at vimeo.com)

Webpages:
- Fairbanks North Star Borough School District, "Elements & Principles of Art," Project ARTiculate, projectarticulate.org
- University of Houston, "How to Create Storyboards," *Educational Uses of Digital Storytelling*, digitalstorytelling.coe.uh.edu
- Victoria and Albert Museum, "Designing Stage Costumes," vam.ac.uk

Name:_____   Date:_____

Character Worksheet

Let's imagine our own fantasy character. Use this worksheet to show the who, where, when, what, and why of the character.

Who is your character? Include some of their interests and characteristics.

_____

_____

_____

_____

_____

Where does your character live? This can be an imaginary place!

_____

_____

When does your character exist? In the past, present, or future?

_____

What does your character do? Do they have magical powers? Maybe they help people? What sort of job do they have?

_____

_____

_____

_____

_____

Why is your character important?

_____

_____

_____

Write down at least two principles of art to incorporate into your vest design:

_____

In the space below, draw a sketch of your character. Then, fill in the vest template with your design.