

# Lesson Plan Title: Texture, Element of Design

Required Time: two 45-minute periods or 1½-90 min. periods

Class: Fashion Strategies

Teacher: Becky Parkinson

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| Objectives:   | Preparation/Supplies Needed:  |
| Understand the role of texture in fashion design.<br>Show knowledge of the properties of texture in a design on a portfolio page. | Blindfold, Various fabrics with different textures (easy to identify by touch such as velvet, fleece, lace, etc.)<br>Books for students: Clothing, Fashion, Fabrics and Construction<br>Copies: Texture Rubric<br>PowerPoint set up |

| Time:      | Activities/Concepts   |
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| 5-10 min.  | <p><u>Blindfold Activity:</u><br/>Ask for a volunteer student. Blindfold the student. Give a fabric to the blindfolded student and ask him/her to guess what the fabric is, and how the/she can tell. This should elicit words that describe textures. Slide 2 in the PowerPoint presentations asks questions of the students such as, “Was it easy or hard to guess the fabric?” “Why/Why not?” “What assisted you in knowing the fabric?”</p>   |
| 35-45 min. | <p><u>PowerPoint Presentation:</u><br/>Follow the PowerPoint presentation -- the questions ask for student involvement and give definitions. Discuss how shiny surfaces are also textures even though they can't be felt.</p> <p><u>Texture Activity:</u><br/>Ask, “What is the effect of a texture on body size appearance?” “What textures do you believe make someone appear larger?”<br/>Follow the activity shown on slide 6. Students will write various textures down in columns divided, increase or decrease apparent size.</p> <p>Questions after the activity: “Why do you think the increasing textures make the body appear larger?” “And the decreasing textures?” “Did any of the textures surprise you?”<br/>Discuss the importance of texture in a design using questions from the PowerPoint presentation. Observe the pictures on slide 10</p> <p>Ask the students: “What textures are in these outfits?” “What is the overall effect?” “Is the effect the same as what we defined earlier?” “Why or why not?”</p> |
| 5-10 min.  | <p><u>Portfolio Assignment:</u><br/>Discuss the requirements of the portfolio page (Slide 11).</p> <p>Read through the sample portfolio page (Slide 12). Ask students to critique the paragraph and example picture.</p> <p>Have students answer the requirements for each picture on slide 13 and create possible paragraphs.</p>  |
| 30-60 min. | <p>Allow the students time to find a picture with a variety of textures within one design. Give them time to create notes, a paragraph, and construct the portfolio page. (See lesson plan Introduction to Elements of Design and Line for a more in-depth explanation of portfolio pages.)</p>   |

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|  | Hand out the texture rubric for students to follow as they create their pages. Set a date for turning in the portfolio page. |
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