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| **TCA Daily Lesson Planner (revised Feb ’09)** | | | | | | | | |
| **Lesson #**  **12** | Course Code  HNB4M | |  | | Date  22-5-2019 |  | Teacher  Simon Yiu |  |
| **Period A** |  | | | | | | | |
| **Warm up** | 20 | Quiz, Q&A, Student Report, Student Marking, Debriefing, Check homework etc. | | | | | | |
| **Record Attendance** | Notes: attendance and concerns regarding specific student | | | | | | |
| **Lesson Intro**. | 10 | Specific expectation(s) | | Elements and Principles of Design: analyse the use of the elements and principles of design in fashion, and apply them when creating fashion products | | | | |
| Learning goals | | Understanding how the elements of design works within every artwork. Thus apply those knowledge towards our next project. | | | | |
| Success Criteria | | Student will design a pair of pants which requires a new swatch(Pattern) | | | | |
| **Lesson** | 40 | Learning Activities | | Through elements of design, this small project will focus on how pattern works. | | | | |
| Resources | |  | | | | |
| Assessment and Evaluation | | As learning  Of learning | | | | |
| **Application** | 20 | Assignment, Homework based on lesson, exit card | | | | | | |
| **Period B** | | | | | | | | |
| **Warm up** | 20 | Observation, conversation, debriefing follow up lesson taught in period A | | | | | | |
| **Lesson Intro**. | 10 | Specific expectation | | Elements and Principles of Design: analyse the use of the elements and principles of design in fashion, and apply them when creating fashion products | | | | |
| Learning goals | | Understanding how the elements of design works within every artwork. Thus apply those knowledge towards our next project. | | | | |
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| **Lesson** | 40 | Learning Activities | | Through elements of design, this small project will focus on how pattern works. | | | | |
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| **Application** | 20 | Assignment, Homework based on lesson, exit card | | | | | | |
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| **TEACHING STRATEGIES** |  | **TEACHING STRATEGIES** |  |
| Direct Instruction (teacher led) | \* | Class activity (teacher facilitated) | \* |
| Direct instruction (discussion possible) | \* | Experiential learning (by doing) | \* |
| Class discussion (teacher facilitated) | \* | Worksheets / Surveys |  |
| Small group discussion | \* | Individual or group research | \* |
| Partner discussion / conferencing |  | Teacher Modeling |  |
| Conferencing: teacher and student | \* | Use of Computers / Internet | \* |
| Teacher reading to class | \* | Use of Video or Audio |  |
| Silent individual reading |  | Role Playing |  |
| Group based reading |  | Class Presentations |  |
| Independent work (Teacher facilitated) |  | Guest Speaker / Interviews / Questions |  |
| Group Work (Teacher facilitated) | \* | Field Trip |  |
| OTHER: |  | OTHER: |  |