Adrian: Hollywood and Beyond
Lesson Plan – Advanced Fashion Design Art Techniques II/ Fashion Design Portfolio III

Abstract: This lesson encourages students to analyze garment construction techniques, textile production, and relationships in the fashion industry. For the first part of the lesson, students will be given a brief introduction to Adrian, his work, and the themes explored in the exhibition. Students will then visit the museum exhibition featuring garments from the collection of MFIT, think critically about the objects they see, and create original work inspired by the exhibition content.

Grade/Level: General High School, grades 9-12
Subject: Visual Arts, Fashion History, Textile Design
Time Required: Presentation: 5 minutes; **Tour**: 25 minutes; **Project**: 1 hour **Total:** 1.5 hours
Materials Required: Bristol paper, markers, watercolor paint, paint brushes, pencils, erasers.

Educational Standards: New York State Learning Standards for Arts Education, grades 9-12
(http://www.p12.nysed.gov/ciai/arts/pub/sumart.html)
- Standard 1: Creating, performing, and participating in the arts
  Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
- Standard 3: Responding to and analyzing works of art
  Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- Standard 4: Understanding the cultural dimensions and contributions of the arts
  Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Lesson Overview:

This lesson introduces students to Adrian's work as a fashion and costume designer, and encourages them to think critically about textile design, garment construction, and the correlation between fine artists and fashion designers. An exhibition tour in the second part of the lesson will allow students to experience Adrian's multifaceted designs firsthand. This visit to MFIT will provide inspiration for students to complete an optional at-home assignment, in which they create fashion and costume designs for a film character and a celebrity client.

Lesson Objectives:

- Critical thinking and learning about the similarities and differences between the fashion industry during the 1940s and 1950s versus the fashion industry in present day.
- Understanding materials and techniques involved in production of textiles and garments.
- Experimenting with texture and the placement of pattern and print on garments.
- Reinterpreting existing costume design to create a unique, yet informed ensemble.

Gallery Discussion Steps:

- At the gallery: Ocean Theme Print Dress
    - *Discuss the experimentation with scale/lack of repetition on this ensemble; the surface treatment of the fabric allows the wearer to become a walking mural or painting.*
    - *Point out details, such as unusual seams and darts around the fish and the self-belt that passes behind the print, all techniques Adrian used to leave the pattern uninterrupted.*

- At the gallery: Salvador Dali Print Dress
    - *Ask students if/when/where they have experienced other works of Dalí.*
    - *Point out how construction of the gown echoes the subject of the print.*
    - *Question to ask students: Does anyone here think that they're wearing something that has been silkscreened?*
    - *Briefly discuss silkscreen process*

- At the gallery: *Compare/Contrast* Lovely to Look At Dress *and black draped jersey dress*
    - *Discuss differences in the objective of costume design for film v. fashion design; i.e. film costume designers working in Adrian's time needed to consider how costumes would translate on black and white film.*

Activities/Projects: Drawing from the innovative construction of suits and dresses in the exhibition, and Adrian's extensive experience designing for Hollywood productions, students will design two dynamic ensembles. The first design will be a costume for a character from a film of their choosing and the second will be for the actress playing the role of the character to wear to the premiere event for the film. These designs should incorporate rendering of patterned textiles, and will be presented to the class as "flat sketches."

This assignment will be given in class and completed at home.

Activity Steps:
Step 1. Recount highlights from the exhibition.
Step 2. Brainstorm potential film characters/actresses to design for. Write down why you chose the character/actress you did as the subjects for this assignment.
Step 3. Sketch out and color patterned and printed textiles that will constitute each ensemble.
Step 4. Draw character ensemble, making sure that while the character has a unique look, she is still recognizable.
Step 5. Draw a formal ensemble for the actress to wear to the film premiere.
Step 6. Evaluation-- Be prepared to discuss your work.

Due Date: Two weeks from assigned date (April 8, 2017).

Educational Objectives: Students will have the opportunity to engage in the creative practice of costume design through the process of creating an ensemble for a film while learning to work with the limitations of a well-known character's appearance. In contrast, designing an ensemble for the actor to wear on the red carpet will allow students to practice rendering formal garments with fewer limitations on design. The students will be able to experiment with color, scale, repeat, and texture through the use of pattern designs.

Assessment:

Assessment should focus on amount of personalization students were able to creatively achieve within refined criteria.

Relevant Vocabulary
- **Appliqué**: A cutout design, that is sewn onto or otherwise attached to a piece of material.
- **Bias:** fabric used at a diagonal (45 degrees) to the weave direction.
- **Cinema Shops:** Boutiques within department stores where ready-to-wear translations of Adrian's film costume designs were available to consumers.
- **Miter:** To join two edges of fabric at a corner by various methods of folding, cutting, and stitching.
- **Rayon:** A semi-synthetic material made from cotton, wood chips, or other plant fibers, which are broken down and transformed into a smooth material that mimics some of the qualities of silk when woven.
- **Silkscreen:** A printmaking technique in which a mesh cloth is stretched over a heavy wooden frame and the design, painted on the screen or affixed by stencil, is printed by using a squeegee to force color through the pores of the material in areas not blocked out by a glue sizing.

See Resources List for Suggested Bibliography for Further Reading