

MLA Lesson Plan

“FASHION ICONS: come la moda esalta e condiziona la nostra personalità”

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STEP 1: AROUSING MOTIVATION

Activity 1: Stimolo

Per introdurre il topic della lezione è possibile presentare – scrivendole alla lavagna – delle parole della lingua inglese strettamente connesse con il mondo della moda:

CATWALK- FASHION VICTIM- DRESS CODE- FITTING ROOM- HIGH HEELS- JUMPSUIT- MUST HAVE – OVERSIZE – OLD FASHIONED- READY TO WEAR

Activity 2: Arricchimento del lessico

Dopo aver verificato quante e quali parole della moda gli studenti conoscono, si può chiedere di aggiungerne altre e di svolgere l’esercizio di matching per abbinare ogni termine alla propria corretta definizione.

1. Catwalk	a. Quel tipo di moda o stile che prevede capi di una o più taglie più grandi della propria. È detta anche baggy
2. Fashion victim	b. Molto amata dalle donne che la indossano in situazioni pratiche ed anche per eventi eleganti: è la tuta intera.
3. Dress code	c. È l’equivalente inglese della espressione francese <i>prêt-à-porter</i> e si riferisce a tutti quei capi di abbigliamento che non sono creati su misura ma che sono prodotti in serie.

4. Fitting room	d. È il corrispettivo inglese del francese <i>démodé</i> , che non significa necessariamente fuori moda. Una cosa old-fashioned, infatti, si ispira ad uno stile passato; da alcuni è considerato un sinonimo del tanto modaiolo <i>vintage</i> !
5. High heels	e. indica qualcosa che si deve assolutamente avere se si desidera essere stylish!
6. Jumpsuit	f. il camerino
7. Must have	g. i più amati dalle donne e....dagli uomini, i tacchi alti
8. Oversize	h. il passo del gatto, letteralmente, che identifica la falcata della modella. In gergo, la passerella
9. Old fashioned	i. Identifica una persona che segue con estrema attenzione e impegno i dettami della moda e delle tendenze connesse ad essa; a volte ne è quasi appunto "vittima"!
10. Ready- to- wear	j. È il codice di abbigliamento previsto durante un evento o in una certa situazione.

Per gli studenti che hanno bisogno di uno stimolo visivo, in alternativa o a corredo della precedente attività, si possono presentare delle immagini o dei brevi filmati scaricati dal web, accompagnati da qualche domanda.



What's your relationship with fashion?

- ☐ You love it
- ☐ You don't care
- ☐ You like clothes but you're not conditioned by fashion

You like

- ☐ smart and expensive clothes
- ☐ designer clothes
- ☐ jeans and T-shirts



STEP 2: THE CAPITALS OF FASHION

Activity 1: Presentazione del brano

What's in fashion?

Fashion changes rapidly. It is in constant movement, and nothing stays the same for long. Many fashion ideas nowadays, however, come from young people, not the designers.

Nowadays fashion is a big business all around the world. It is also one of the most exciting and energetic aspects of modern life. People are very interested in what the famous designers propose for the season. But fashion is like music or food, a question of personal taste. *"I am what I dress"* expresses the way most people feel.

Once upon a time fashion was set by the major **clothes designers**. **Paris, New York, Rome, Milan** and **London** were the main centres of the international élite who could afford to dress expensively.

Milan is fast becoming one of the most important fashion capitals of the world. It has over 2,000 showrooms and areas such as **Via della Spiga** and **Via Montenapoleone**, where you can find the trendiest boutiques. Every year the *"Settimana della Moda"*, including hundreds of different shows by International and national designers, is held here. It is one of the major appointments for designers, stylists, models, agents and buyers.

Paris, France, has always been a major capital of fashion, especially in the 50s and 60s. In France they invented *"Haute Couture"*, that is High Fashion and French has been the language of fashion for many years. The most important designers were **Christian Dior, Yves Saint Laurent** and **Coco Chanel** in **Paris** who have their elegant ateliers on the **Seine, Rive Gauche**.

Then things began to change. In the 70s *"prêt à porter"* (that is ready-to-wear clothes) was born: collections of clothes especially designed for people who can't spend a lot of money. Magazines and television began to spread ideas about fashion to more and more people. Chain stores wanted to sell attractive, modern clothes at prices people could afford.

Italy became the most famous place for expensive and smart clothes: **Armani, Versace, Prada, Gucci, Fendi, Missoni, Dolce and Gabbana** choose the style which people all around the world have to follow: long skirts or short skirts, tight trousers or baggy ones, dark or bright colours.

Also **London** and **New York** have been a key centre for some of the most enduring street fashion revolutions of recent times, from the hippy, punk and post-punk style of **Carnaby Street** in the 70s and early 80s to hip-hop fashion in the 90s.

Fashion became important to young people: they wanted their own clothes, so they dressed to match the way they felt. They don't buy clothes if they don't like them, and put together clothes from different styles and designers. *"Fashion is in the streets – they say – it's a lifestyle!"*.

Activity 2: Questionnaire

Complete the sentences

- a. The cities mentioned in the passage are
- b. The main areas with prestigious boutiques arein Paris,
.....in Italy,in London.
- c. The most famous fashion designers are

Choose the right answer

1. *Haute Couture* means

- ☐ clothes for poor people
- ☐ clothes of recent times
- ☐ clothes for rich people

2. The “*Settimana della Moda*” is held in

- ☐ London
- ☐ Milan
- ☐ Paris

3. *Chanel and Saint Laurent* are

- ☐ Italian designers
- ☐ British stylists
- ☐ French couturiers

Answer the questions

1. How many showrooms are there in Milan?

.....

2. Why was Carnaby street in London famous for?

.....

3. In which way has fashion changed for young people?

.....

STEP 3: CAPI DI ABBIGLIAMENTO “CULT”

Activity 1: Arousing motivation

Per stimolare la curiosità degli studenti, presentare una compilation di spot pubblicitari degli anni '80/'90 su uno dei capi di abbigliamento più leggendari ed immortali: il **blue jeans**.

<https://www.youtube.com/watch?v=7DK7RsSt1Q0&t=4s>

Dopo la visione degli spot chiedere agli studenti di abbinare ai video un solo aggettivo tra quelli a scelta qui proposti:

ELEGANT – SEXY – FASHIONABLE – COMFORTABLE – LEGENDARY – EASY TO WEAR- COSY - SMART

Activity 2: Presentazione del brano

Il docente presenta alla classe un brano sulla storia dei jeans diviso in paragrafi.

“Do you know where the blue-jeans come from? What’s their origin and who created them? It’s a simple story. Henry Levi Strauss came from Germany and went to San Francisco, USA, in 1853, at the age of 24. He went there to open a west-coast branch of his brothers’ New York goods business. They had emigrated a few years before, and Henry decided to help them by carrying the goods in a van all over the country.

He used a strong kind of canvas coming from Genes, Italy, to make strong pants for labourers, especially miners and pioneers. He dyed them a typical colour called “Indigo blue”, that’s why the trousers took the name of blue jeans.

One of Levi’s customers was a tailor named Jacob Davis. Jacob lived in Reno, Nevada, and regularly purchased cloth from the wholesale house of Levi Strauss & Co. Among Jacob’s customers was a difficult man who kept ripping the pockets of the pants that Jacob made for him. Jacob tried to think of a way to strengthen the man’s trousers, and one day hit upon the idea of putting metal rivets at the points of strain, such as on the pocket corners and at the base of the button fly.

The riveted pants were an instant success and Jacob worried that someone might steal this great idea. He decided he should apply for a patent on the process, but didn’t have the \$68 that was required to file the papers. He needed a business partner and he immediately thought of Levi Strauss.

On May 20, 1873, the two men received the patent from the U.S. Patent and Trademark Office. We consider that day to be the official “birthday” of Levi’s 501 blue jeans. It was the first use of rivets that created what we now call jeans. Waist overalls was the traditional name for work pants, which is what these first jeans were called. Around 1890, these pants were assigned the number 501, which they still bear today. The word jeans became more popular around 1960 when the baby-boom generation adopted the term for its favourite type of pants.

When the patent expired, dozens of garment manufacturers began to imitate the original riveted clothing made popular by Levi Strauss & Co. So, the next time you see someone wearing a pair of Levi’s 501 jeans, remember that these pants are a direct descendant of the original pair made in 1873”.

Freely adapted from the website About LS & Co/ Invention of Levi’s 501 jeans

Activity 3: Assegnazione dei titoli ai paragrafi

Per verificare la *overall comprehension*, il docente chiederà agli studenti, dopo la lettura, di abbinare a ciascun paragrafo un titolo fra quelli proposti:

- ___ A strong, resistant cloth from Italy
- ___ The partnership with Levi Strauss
- ___ The origins
- ___ The official birthday of 501
- ___ The most popular clothing product in the world
- ___ The invention of Levi's 501

Activity 4: Comprensione orale

Viene quindi presentato un questionario orale di comprensione con domande più approfondite sul testo.

Answer the following questions:

1. Where did Levi Strauss come from?
2. Why did he go to San Francisco, USA?
3. What kind of cloth did he use for his pants?
4. Who was David Jacob?
5. What was his successful idea?
6. Why did he create a partnership with Levi Strauss?
7. When is the official birthday of Levi's 501?
8. When did blue jeans become world-famous?

STEP 4: WORKING FOR FASHION

Il quarto step di questo lesson plan consiste in una *group discussion* guidata, che può essere modificata a seconda che l'attività sia presentata a studenti della scuola secondaria di primo grado o di secondo grado. In entrambi i casi, tuttavia, si tratta di una attività utile per l'orientamento in uscita.

Activity 1: Arousing motivation

il docente può presentare alla classe 6 fotografie chiedendo agli studenti di abbinare all'immagine la tipologia di mestiere/professione da svolgere nel campo della moda. Gli studenti possono scegliere fra:

FASHION DESIGNER – PHOTOGRAPHER- MODEL – JOURNALIST- MAKE UP ARTIST - TAILOR



Activity 2: Reading comprehension and group discussion

Il docente assegnerà agli studenti, divisi in gruppi, dei testi da leggere e comprendere relativamente alle professioni da svolgere nel campo della moda.

BECOME A FASHION DESIGNER

Do you want a career full of excitement, innovation and creativity? Do you want a chance to be world famous and have lots of admirers wherever you go? Do you enjoy competitive and fast-paced environments? Look no further. You clearly need to become a fashion designer.

Fashion designers have the final say in what we wear on a regular basis. Throughout the year, they study trends and then design their own creations based on their preferences and what the public might want. Fashion designers design the blueprints for every suit, dress or pair of shoes and accessory you see on the streets.

Before you can become a fashion designer, you must go through some hoops first. It's an extremely competitive field for which you must receive extensive training. In addition to having a general interest for fashion, you'll also need a strong foundation in: lighting, colours, materials, sewing, production.

What's more, you'll have to build up a strong portfolio and a list of potential clients, models and distributors. While you can do all of this on your own, you'll find that attending fashion school will make your life much easier in the long run. If you don't live near a fashion school, don't despair.

With online learning classes you don't need to live near a school. The school is in your house. You never need to leave, and you can attend course at a pace that suits you. There are no excuses. Jumpstarting your career has never been easier, so break out the scissors and start designing. The world of fashion waits for you.

BE A MODEL

If you like travelling, hard work, long days and keeping in shape, modelling might be for you. Here some tips:

- Consider your physical characteristics and determine whether you have any distinctive features.
- Work on having clear skin, healthy hair and straight shining teeth.
- Consider your mental attitude. You should be ambitious, confident, organized, willing to travel or move to foreign cities
- Visit a local model agency to find an agent willing to help you build a portfolio
- Go to castings with your portfolio in hand to win potential clients and get modelling jobs.

I gruppi infine discuteranno i contenuti dei due articoli letti.

Activity 3: Consultazione di un sito web e creazione di una presentazione in PowerPoint

Ad uno dei gruppi il docente può, invece, chiedere di visitare il sito

[4 Ways to Become a Fashion Photographer - wikiHow Fun \(wikihow-fun.com\)](https://www.wikihow.com/Become-a-Fashion-Photographer)

e poi di realizzare una presentazione in PowerPoint per illustrare al resto della classe gli step fondamentali per diventare un fotografo di moda.

*I brani di lettura sono tutti tratti da Maurizio Oberholtzer, "Double L@b Profile", La Nuova Scuola, 2010

STEP 5: DIMMI COME VESTI E TI DIRO' CHI SEI

Visto che il topic di questo lesson plan è particolarmente adatto a quegli studenti che hanno uno stile di apprendimento “visivo”, anche questo step si baserà su stimoli di tipo visivo. Il docente chiederà agli alunni di scegliere fra diversi stili di abbigliamento, accoppiando immagini e capi di moda al proprio stile personale.

			
Formal suit	Evening dress	Track suit	Hip-hop style

			
Urban dressing	Sportswear	Glamour	Trendy

Lo stimolo e l'attività saranno utili per una discussione che verterà su quanto la scelta di un capo d'abbigliamento e di uno stile comunichino al mondo esterno la nostra personalità.

Maurizio Oberholtzer

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