

ACP Learning Outline – English - Fashion

<u>Learning Aim (WALT)</u>	<u>Activities</u>	<u>Learning Outcome (WILF)</u>
<p><i>What is Fashion?</i></p> <p>Read and understand text. Identify and interpret implicit and explicit information and ideas</p> <p>AO1</p>	<ul style="list-style-type: none"> - Discuss ways to determine meanings of words. Look up meanings of fashion specific words: vintage, retro, chic, haute couture, muslin, bespoke - Explain words come from root words. Create a spider gram with WALK in the middle. Add ed, er, ing to create new words. Look at meanings and use them in sentences. Repeat using HELP - Worksheet 1.1 & 1.2 – read the chat about seeing a fashion show. Discuss how the words in the 2nd sheet make it more interesting. Look at how this is developed into a written article for gold. Look for root words and use these to help determine meanings of the sentences. Answer the questions. 	<ul style="list-style-type: none"> ● Recall the main points from simple text (E1) ● Recall specific and straight forward information from text (E2) ● Demonstrate understanding of main points in a report (E3) ● Demonstrate firm understanding of significant points in a report (L1)
<p><i>Work wear</i></p> <p>Compare writers’ ideas and perspectives.</p> <p>AO3</p>	<ul style="list-style-type: none"> - Brain storm jobs wear people wear uniforms. Discuss reasons for wearing uniforms. Use PP2 pictures to create venn diagram to show the similarities and differences in why the nurse and policeman’s uniforms. - Worksheets 2.1 & 2.2 - read through the information and use it to answer the questions about the 2 different uniforms. - Writing for purpose – use the learning to enable student to create their own piece of persuasive writing to say why it is good (or bad) to wear uniforms for work or school 	<ul style="list-style-type: none"> ● Identify a similarity or difference between events in 2 simple texts (E1) ● Identify a similarity and difference between characters and events in 2 simple texts (E2) ● Identify similarities and differences between characters, events, themes and presentations between 2 texts (E3) ● Identify similarities and differences between significant ideas, themes, events and characters between 2 texts. (L1)
<p><i>What’s the difference?</i></p> <p>Communicate clearly, effectively and imaginatively. Select and adapt tone, style and register for different purposes and audiences Use vocabulary and sentence structure for clarity and purpose Accurate spelling and punctuation used</p> <p>AO5, AO6</p>	<ul style="list-style-type: none"> - PP3 - Discuss purposes of different types of text: describe, discuss, inform, instruct, persuade. Use the information to match definitions with the examples shown. - Worksheet 3.1 - complete the task to match the text to it’s type. - Worksheet 3.2 – create an advert for the purpose described, ensuring all information and key words (where given) are included. - Extension: can the student adapt the advert to use it for a different audience? Explain how this has been done. 	<ul style="list-style-type: none"> ● Inconsistently match writing to structure in an advert (E1) ● Understand what words have permanence (E1) ● Show some awareness of non-narrative form and audience to create an advert (E2) ● Adapt writing style to audience to create an advert (E3) ● Organise writing appropriately, showing awareness in style for different audiences (L1)

<p>Following Fashion</p> <p>Read and understand text. Identify and interpret implicit and explicit information and ideas Explain and comment on how language and structure is used Use vocabulary and sentence structure for clarity and purpose Accurate spelling and punctuation used</p> <p>AO1, AO2, AO6</p>	<ul style="list-style-type: none"> - PP4 slides – look at the pictures of the “fashion items” from 30’s, 50’s, 70’s, 90’s. Match to decade and state favourites and why if possible. Show slide 2 and students to create sentences with adjective to describe the outfits using adjectives “<i>cool, chick, funky, trendy, smart, classic</i>” and others of their choice. Look at slide 3, the adjectives and their opposites. Play game of saying adjective and giving the opposite (hot/cold, in/out etc) - Worksheets 4.1 & 4.2 – read the text and check understanding. Complete answers to questions. E3 students should be using compound sentences and adjectives with their opposites as well. - Fashion Article – read through with students and get them to highlight the adjectives 	<ul style="list-style-type: none"> • Establish mean of a simple word in the wider context of a text (E1) • Select appropriate adjectives to use from a list (E1) • Use contextual clues to understand meaning of simple words and language choices in a text (E2) • Use adjectives to describe items (E2) • Identify features of language used in a text (E3) • Improve descriptive writing using adjectives and compound sentences (E3) • Show awareness of writer’s use of style and structure (L1)
<p>Fashion in the 19th Century</p> <p>Read and understand text. Identify and interpret information and ideas</p> <p>AO1</p>	<ul style="list-style-type: none"> - Get the student to draw and label their ideal outfit for Prom (or equivalent event). They should label the items giving descriptions of the clothing using adjectives. - PP5 – introduce book “Pride and Prejudice” and in it is a ball which people attended. Create a similar/different chart to compare their outfit with the 19th century ones. Can watch video clip if suitable. - PP5-slide 3 – look at the invitation for 2 minutes. Close it and ask the student what information they saw. This is skimming (looking at something briefly to get idea). Inference is like detective work, where we read in detail and look for clues. Show the invitation again and pick out details, looking for what information can be gained from the details. - Worksheets 5.1 & 5.2 – complete the reading task and answer the questions. 	<ul style="list-style-type: none"> • Make simple inferences and deductions about a character’s feelings (E1) • Support simple inferences and deductions with examples from text (E2) • Make inferences about a character’s feelings based on a single piece of textual detail (E3) • Make inferences and deductions based on significant ideas, themes, events and characters (L1)
<p>Getting Ready for a Party</p> <p>Organise information and ideas using structural and grammatical features. Use vocabulary and sentence structure for clarity, purpose and effect. Demonstrate accurate spelling and punctuation</p> <p>AO5, AO6</p>	<ul style="list-style-type: none"> - PP6 -slide 1 – look at the 2 pictures. Create 2 lists of words, or sentences to identify similarities and differences. - Worksheet 6.1 – cut out the pictures (before session) and sort them into the correct order for getting ready for a party. - Worksheet 6.2 – use the pictures and key words as prompts to write about getting ready for a party 	<ul style="list-style-type: none"> • Arrange ideas in appropriate order to describe preparing for an event (E1) • Write simple sequenced sentences to describe preparing for an event (E2) • Sequence ideas logically when describing preparing for an event (E3) • Sequence ideas often in a sustained, developed and interesting way (L1)

<p><i>Fashion – Entry Level Assessment Activity</i></p>	<ul style="list-style-type: none"> - E3/E2 students to complete Gold assessment activity. - E2/E1 students to complete Silver assessment activity - Teacher to mark against mark scheme in green pen – 	<ul style="list-style-type: none"> • See markscheme
<p><i>Fashion – GCSE and Level 1 FM ready learning</i></p>	<ul style="list-style-type: none"> - Reading Task – read the 2 extracts. Use the learning from the unit to create similarities and differences table for the girls/writer style/language used/ punctuation/structure – if possible give example - Reading: analysing the stories – use the information from the 2 extracts to answer questions 1,2,3 about the individual texts. - Comparing texts – answer questions 4,5,6 comparing the texts, use the table from activity 1 to help - Writing task – write comparison about the plot and structure of the 2 texts using the advice on the worksheet. 	<ul style="list-style-type: none"> • Read and understand text • Identify and interpret information and ideas • Compare writers’ ideas and perspectives