

Introduction to Costume Design

Context of Activity

- Homeschooled Theatre class for students ages 7-14
- There are two students who have taken our class before, so they have more experience with theatre in certain regards
- We have had six classes prior to this lesson, so the students have explored basic acting concepts as well as worked on the show.
- The students have been working on character development which will give them a basis for this specific lesson

Concepts to be Covered

- The affects of colors on design
- How costumes tell their own story and how they inform the audience about the character
- Relating costumes and characters to reality

Learning Objectives

- The students will recognize the humanity in their characters, discovering aspects such as favorite colors, designs, and level of comfort, personal style, and so forth.
- Students will decipher the importance of color in day to day life
- Students will brainstorm the variety of images, meanings and emotions that color evoke
- Students will reflect

Standards

5 TH:Cr.1.1.5.

A. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.

B. Propose design ideas that support the story and given circumstances in a drama/theatre work.

6.14 The student will describe aspects of theatre design (e.g., lighting, sound, costumes, scenery).

6.23 The student will describe how theatre is a representation of life.

7.3 The student will brainstorm, solve problems, and collaborate to create presentations.

TII.21 The student will describe, refine, and organize personal ideas about the aesthetic qualities of a theatrical work.

Materials Needed:

- Markers
- Colored pencils
- Paper for each group
- A white board with marker

Procedure

- Introduction: (5 Minutes) Start the class with a physical opinionaire: the students will move to areas of the room if they agree, disagree, or have no specific opinion on a statement. They can raise their hands and share their responses if need be. I will prepare these statements ahead of time. Some will be warm up questions to get the students attention. They will transition into clothing and costuming.
- Body: (20 Minutes) Students will be broken into smaller groups of five. They will be given markers and colored pencils to share in their groups. Each group will have one piece of paper, and they will draw two lines, diving the page into four squares. Each group will be given a specific color (red, green, blue, yellow and purple). On the board, I will make the same markings and delineate what information goes where. In box number one, the students must write their group's color. In box two, the students will write or draw various images or things that their color makes them think of. The third box is where students will write how that color makes them feel. Finally, the fourth box is where the students will write about what the world would be like without this color. The students will be given ten minutes to work with one another and brainstorm. After that time is up, I will turn the students' attention to the board. I will write down ideas from the entire group, allowing the group to present on their color, and then open up the discussion to all of the students. Their thoughts will be recorded on the board.
- Conclude: (5-7 Minutes) Have the students find an individual spot on the floor. They will bring some pencils or markers with them, and I will provide them with paper. The students will write down five adjectives to describe their character, and then start writing or drawing the costume they envision for their character.

Modifications

- Working in small groups helps break up the lesson so students that have trouble paying attention can be active in conversation, drawing, or making lists.
- Creating the groups with an array of ages allows for varied responses and for students to learn from one another, collaborate, and effectively communicate.
- If a student were to be color blind, I would speak with the student and/or parent prior to the lesson to gain a better understanding of the child's condition. I could put them in a specific group with student helpers and a color that might be more accessible for them. Having a group project allows for peer responses, so that student could work with another to design their costume. I would also remain close by to make sure the student is comfortable with the material.

What could go wrong?

- Students may be quiet and unresponsive. I may possibly get them on their feet and do a shake down to get their energy up. Starting with the oppinionairre allows them to move about and actively participate.

- Students may be rowdy and inattentive. I may do a quick round of zip, zap, zop to get them focused. Or I may ask the students to sit on the floor in their own personal space and close their eyes, while I lead in a relaxation activity. I might also rearrange the groups so the students are not all working with their closest friends. Being in close proximity to the rowdier students will also help control the atmosphere.

Assess Learning

- The discussions will allow me to understand what the students are thinking of colors and specific pieces of clothing.
- I will look to gauge individual participation within each group.
- The final activity where students list adjectives, qualities, colors and ideas will also indicate students' understanding of design elements and how they correspond with their individual characters.