

QUARANTINE: COSTUME



DESIGN

LESSON OVERVIEW

Grade Levels: 6-12

In this lesson, students will explore the history and use of costumes. In groups, they will design and create costumes based on characters in a book, such as Lex Thomas' book *Quarantine*. Students will have a chance to present their creations during a costume contest.

STANDARDS

NCAS Cr.AS.1	Generate and conceptualize artistic ideas and work.
NCAS Cr.AS.2	Organize and develop artistic ideas and work.
NCAS Cr.AS.3	Refine and complete artistic work.
CCSS ELA-Literacy.RH.6-8.7	Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS ELA-Literacy.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

OBJECTIVES

- Students will discuss costuming and its significance throughout history.
- Students will discuss the use of different materials in costuming.
- Students will analyze examples of costumes in terms of character, mood, color, texture, etc.
- Students will design a costume based on characters or groups from a book.

MATERIALS

- Blank sheets of paper
- Pencils
- Erasers
- Colored pencils, pens, or markers (optional for coloring sketches)
- Music device (optional, to play music for costume contest)



- Laptop and projector (to display photos of modern and historical costumes)
- Costuming materials could include: duct tape, fabric scraps, tarps, paper bags, streamers, pompoms, newspaper, thrift store items, broken jewelry, string, yarn, and rope.

PROCEDURES

Procedures for Costume Design

STEP 1: Discuss the function and significance of costumes, using guiding questions such as:

- What are costumes? (help us establish a believable illusion)
- Can you give me some examples of some costumes in history, art, or movies?
- How have people used costumes throughout history?
- Why are costumes important or significant?

You may use a projector and laptop to display examples of costuming from art, movies, and theater.

STEP 2: Discuss different materials used in costuming. Encourage students to think of unusual examples (costumes have been made of paper, duct tape, fabric, toys, food, etc). If you have a projector, show examples.

STEP 3: Look at examples in terms of character, mood, color, texture, etc. Show examples of these with a projector or poster. For example: you could show images of characters from the Hunger Games movies, the Avengers, Medieval Art, Swan Lake ballet, and local artists. Start by asking students these questions about the images:

- What is the mood of the costume or the character?
- What is the purpose for this costume?
- How do they use color, texture, and other traits to convey the mood and purpose of the costume?

STEP 4: Have students form groups of 4-10 depending on your class size.

STEP 5: Based on characters from a book, such as Lex Thomas' book *Quarantine* have each student group choose a group from the book to inspire their costumes.

STEP 6: Each group will choose one student leader to costume.

STEP 7: Have students design the group leader costume by making a workable sketch with pencil and paper, noting the materials to be used. The costume must be based on the attributes, identity, and goals of the characters/group in the book. Ask students to consider things such as:

- Character: class, age, gender, personality
- Mood and color: how does the audience feel about the character or production?
- Texture: lace and silk communicate wealth; burlap, cotton communicate poverty

STEP 8: Have groups present their costumes to the rest of the class, briefly explaining their materials and reasons behind the design decisions. If possible, play appropriate music and make space for students to walk like runway models.

STEP 9: Have students vote for their favorite group costume (it may not be for their own group!).

STEP 10: Recognize the winning group and ask them to do a final victory walk (to music if you have it).

RUBRIC

	Target (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
COSTUME DESIGN	Does a great job showing an understanding of design for a purpose.	Does an okay job with showing an understanding of designing for a purpose.	Tries but has great difficulty showing an understanding of the design process.	Does not show an understanding of design.
CHARACTER	Costume strongly represents the character through most elements and pieces.	Costume represents the character through many elements and pieces.	Costume attempts to represent the character but there are few elements that represent the character.	Costume does not represent the character in whole or in part.
MOOD	Costume strongly conveys intended mood of character and story.	Costume conveys intended mood of character and story.	Costume attempts to convey mood but either conveys an unintended mood or no mood.	Costume does not attempt to convey a mood.
OVERALL APPEARANCE	Costume shows the creator took great pride in his/her work. The design and construction look carefully planned. The item is neat (free of unwanted bumps, drips, marks, and tears).	Costume shows the creator took pride in his/her work. The design and construction look planned. The item has a few flaws, but these do not detract from the overall look.	Costume shows the design and construction were planned. The item has several flaws (unwanted bumps, drips, marks, tears), that detract from the overall look.	The costume looks thrown together at the last minute. It appears that little design or planning was done. Craftsmanship is poor.
USE OF MATERIALS	Inventively chooses materials that are interesting and support the project's purpose.	Appropriately chooses materials to support the project's purpose.	Chooses materials but some work against the purpose of the project.	Does not choose appropriate materials.
Total				/15