

# **Educational Activities for Ovation documentary**

## ***The Art Of: Costume Design***

### **Disciplines and Grade Levels**

- Visual Arts – grade level 9 –12
- English Language Arts & Literacy – grade level 9-10, 11-12

### **Materials:**

- Programming clips for the Ovation documentary *The Art Of: Costume Design*

*Note: It is suggested that the teacher view all program clips and related web links contained in the lessons prior to using the resources in class.*

### **Standards:**

- These activities serve as supplemental material, and support the National Visual Arts Standards for grades 9-12
- The activities serve as supplemental materials, and support the Common Core State Standards, English Language Arts & Literacy for grades 9-10, and 11-12

*Note: See details about education standards on page 6.*

### **Activity Overview**

Students will explore, analyze and discuss the artistic styles, creative processes, and creations related to costume design. They will observe, discuss and make notes about themes, techniques, materials and colors used in specific creations. Students will view selected footage from a documentary, *The Art Of: Costume Design*, and will research information on the Internet about subjects featured in the documentary.

### **Length of Unit**

**One 45 minute class period**

### **Instructional Objectives**

#### **Students will:**

- Identify characteristics and designs of various costumes as they are intended for particular purposes.
- Gain knowledge about costume designers, design techniques, compositions and production processes associated with creations.
- Through use of the Internet, obtain information about costumes and the various use of these creations.

## Supplies:

- computers with Internet access
- White Board, laptop computer, screen and speakers
- journals in binder format (for each student)
- Ovation documentary *The Art Of: Costume Design*

## Homework and Motivation Activities

The teacher will ask students to research background information about the individuals and costumes featured in the program content. Following are suggested web links for this exercise. This activity is provided as a means for students to become acquainted with particular professionals and artists of a specific genre.

## Related Links

California Costumes

<http://californiacostumes.com/>

California Costumes – Tween and Teen Costumes

<http://californiacostumes.com/products/costumes/tween-teen-costumes>

The Los Angeles Theatre Center

<http://thelatc.org/>

IMDb - Marco Morante

<http://www.imdb.com/name/nm1852512/bio>

## Subject Related Words

The teacher will relate the following list of words and definitions to the students for use during class discussions and in their note-taking activities. This information was selected, specifically for its correlation to words used in association with this lesson, from <http://www.merriam-webster.com/>. The students can obtain additional meanings for these words, and usage, from this website.

**accessory**    *noun* : something added to something else to make it more useful, attractive, or effective

**aesthetic**    *adjective* : appreciative of, responsive to, or zealous about the beautiful; also, responsive to or appreciative of what is pleasurable to the senses

**character**    *noun*: the way someone thinks, feels, and behaves: someone's personality

<b>costume</b>	<i>noun</i> : the clothes that are worn by someone (such as an actor) who is trying to look like a different person or thing: the clothes worn by a group of people especially during a particular time in the past
<b>design</b>	<i>verb</i> : to create, fashion, execute, or construct according to plan: to conceive and plan out in the mind
<b>dimension</b>	<i>noun</i> : the quality of spatial extension : MAGNITUDE, SIZE <i>c</i> : a lifelike or realistic quality <i>d</i> : the range over which or the degree to which something extends : SCOPE – usually used in plural
<b>drape</b>	<i>verb</i> : to loosely place or hang (something) : to hang in a pleasing way: to cover (someone or something) with a cloth
<b>fabric</b>	<i>noun</i> : woven or knitted material : the basic structure of something
<b>ornament</b>	<i>noun</i> : a small, fancy object that is put on something else to make it more attractive
<b>process</b>	<i>noun</i> : a series of actions or operations conducing to an end; especially: a continuous operation or treatment especially in manufacture
<b>texture</b>	<i>noun</i> : the way something feels when you touch it
<b>theme</b>	<i>noun</i> : a specific and distinctive quality, characteristic, or concern

## Activity One/Day1

### Class Work

#### Exploring the Art of Costume Design

The students will be introduced to professionals and their costume creations, by viewing and discussing selected programming clips from the documentary *The Art Of: Costume Design*. Each clip ranges from two to three minutes in length. Following each clip the teacher will engage the students in some or all of the discussion points listed below, helping them to understand the themes, creative styles, materials, colors, accessories, techniques and production of costumes for various purposes.

#### Clip 1

##### Discussion Points

- Observe the manner in which Marco Morante interacts with his team. What skills do you perceive he must possess in order to oversee the 20 to 100 pieces being created each week?

- Discuss the various functions you note that are being highlighted in the program clip.
- Morante states, “It’s really like a hive mind.” In your opinion, what does he mean by this term? Why do you think it is important for the team to function in that manner?
- As you learn more about Morante’s early career challenges and opportunities, in your opinion what personal traits must he have possessed in order to have navigated successfully through his early career period?

## Clip 2

### Discussion Points

- In this program clip you learn about the significance of costume design for characters in a play. Take time to discuss the relevance of the designers having insight into the nature of the characters, and the period and theme of the story.
- A statement is made “Sometimes it’s texture, color, transitional looks for an actor so that you see a progression and you want the audience to feel it.” In your opinion, how might the costume for a particular character in a play contribute to the feelings an audience has when experiencing the play?
- Now that you have insights about the process of costume design, what particular skills, talent, and sensitivities do you believe are important for a successful costume designer for actors’ roles in theatrical plays?

## Clip 3

### Discussion Points

- Take time to discuss the various aspects of modifying or aging a particular costume.
- Focus on the statement, “It’s called giving the costume a life.” In your opinion what is the meaning of this comment, and why do you believe it might be important to the credibility of an actor’s character?
- As you learn about the background of the main costume designer, her transition to studies in theater in college, in your opinion what are the likely talents and personality traits necessary to realistically pursue a career in this field?

- Imagine you are a costume designer for a theater company. How do you suppose that function might affect the way you observe peoples' style of dressing in all different aspects of your everyday life?

#### Clip 4

##### Discussion Points

- In this program segment you learn about a company, California Costumes, a worldwide leader in the field of Halloween costumes and accessories. As you view the process of creating masks and costumes, discuss the various aspects of these creations and the related skills involved in developing the finished product.
- Select two different costume ideas, and then discuss creative aspects of the costumes, focusing on color, fabric, accessories, masks, hats.
- A statement is made that "The art of costume design comes from things happening around us." Explore this concept. In your opinion, what things happening around your life might have an influence on a Halloween costume design you would create?
- If you were going to serve in a creative function in costume design, which role would you select and why? Additionally, what academic courses would you need to pursue in order to perform effectively in this role?

#### Clip 5

##### Discussion Points

- During this program clip the costume is in the process of being marketed. Discuss various ways to market Halloween costumes.
- In your opinion, what are the essential elements of creating an effective marketing campaign for Halloween costumes?
- Consider the concept of marketing costumes by use of social media. What images and messages would you use and what outlets would you use?
- What age group do you believe would be most likely to be attracted to the Halloween costumes you have seen in these program clips? What attributes of the costumes do you believe are a good fit for the age group you selected?

## Related Links

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## Standards

The supplemental activities contained in this document support the **National Visual Arts Standards**

Grades 9-12

- Visual Arts Standard 3  
Choosing and evaluating a range of subject matter, symbols and ideas
- Visual Arts Standard 4  
Understanding the visual arts in relation to history and culture

The supplemental activities contained in this document support the **Common Core State Standards for English Language Arts & Literacy**

Grades 9-10

- Speaking and Listening

Grades 11-12

- Speaking and Listening