**Lesson Four
*Dressing a Dream (High School)***

**Objectives**

1. Students will be able to draw inspiration from research to create their own designs.
2. Students will be able to use color, pattern and texture in the design of costumes to express a particular character.

**Preparation**

Preview the Dressing a Dream Lesson 4 PowerPoint. Read a plot summary of *A Midsummer Night’s Dream* to familiarize yourself, in general, with the play and its characters: the Athenian lovers, the mysterious fairies, and the tradespeople/actors. Consider whether you might want to read a passage from the play to set the tone. Decide how to divide students into teams to design costumes with a unified look for a particular setting. Decide whether you will ask students to draw their own figures or use male and female templates.

**Resources**

* Dressing a Dream PowerPoint
* Male costume template (pdf)
* Female costume template (pdf)
* Fabric swatches of various colors, patterns and textures (or alternatively, samples clipped from fashion magazines or scrapbooking papers)
* Colored pencils or other colored medium

**Activities**

Unit Review: Review the theme in life, that “We all costume ourselves for the different roles we play from day to day” recalling costumes from the introductory PowerPoint, Dressing the Part.

Review the theme in art, that “Designers develop costumes that define players as characters” explaining that students will work as teams of costumer designers for Shakespeare’s play, *A Midsummer Night’s Dream.*

Explain further that students will continue to work with the following three key questions as they undertake their costume designs.

1. LOOK: What colors, textures and patterns do I see?
2. CHOOSE: What colors, textures and patterns will I use in my design?
3. EXPLORE: What ideas can I get for my design from other arts or designs?

Review and Extend Information: Display Dressing a Dream PowerPoint (slides 1-6) to:

* (Slides 1-4) Review and provide additional information about *A Midsummer Night’s Dream.*
* (Slide 5) Show historical examples of costume designers’ rendering of characters for that play.
* (Slide 6) Explain that two designers worked together to design costumes for the Southwest Shakespeare Company’s 2014 production. Return of slides 2, 3, and 4, as well as slide 6, asking students what colors, patterns and textures they see in the costumes that creates a unified overall look.

Assignment: Display Dressing a Dream PowerPoint (slide 7) to:

* (Slide 7) Explain that students will be working in teams to design costumes for a new production of *A Midsummer Night’s Dream.*

Step-by-Step Process: Display Dressing a Dream PowerPoint (slides 8-15) to:

* (Slide 8-10) Illustrate researching sources of inspiration for costume design and the importance of keeping records of those sources.
* (Slides 11-15) Lead a discussion of the wide range of color, pattern and texture of choices available for fabric swatches.

In-Process Feedback: Display Dressing a Dream PowerPoint (slide 16) to:

* (Slide 16) Direct teams to share ideas as they proceed, so that they can make adjustments to achieve a unified look.

Individual Design Process: Display Dressing a Dream PowerPoint (slides 17-19) to:

* (Slide 17) Ask students to begin drawing their costume drawings with or without pre-drawn male and female templates.
* (Slide 18) Next, ask students to add color, as well as suggestions of patterns and/or texture with colored pencil or other colored medium.
* (Slide 19) Explain the importance of storing and transporting renderings carefully.
* Direct teams to share ideas as they proceed, so that they can make adjustments to achieve a unified look.

Completion: Display Dressing a Dream PowerPoint (slide 19) to:

* (Slide 19) Show how to complete final renderings with character’s name and attached sample fabric swathes.

Team Presentation: When students have completed their renderings, ask them to work in their teams to prepare a presentation to the entire class. Explain that they should:

* Identify sources that inspired individual students and explain how those sources influenced their final costume designs.
* Point out how the team achieved unity.
* Share suggestions for sets, propos, lighting and sound that they think would most effectively show their costumes with moving and speaking actors in an actual performance.

**Vocabulary**

rendering

swatch

preservation

**Assessment Guide**

1. Students will be able to draw inspiration from research to create their own designs.

EXCEEDS EXPECTATION: Student explains in detail how particular aspects of her/his costume design reflects influences from specific source/s.

MEETS EXPECTATIONS: Student identifies a specific source and explains generally how it influenced his/her design.

APPROACHES EXPECTATIONS: Student identifies a specific source but does not point to influence in his/her design or identifies the influence in her/his design of a general, non-specific source.

FAILS TO MEET EXPECTATIONS: Student does not identify a specific source but may talk in general terms.

1. Students will be able to use color, pattern and texture in the design of costumes to express a particular character.

EXCEEDS EXPECTATION: The colors and a pattern or texture suggested in the costume design are quite similar to a color and a pattern or texture of an attached fabric swatch, and also expresses qualities of the character for whom it was designed, that is, Athenian lover, mysterious fairy, or tradesperson/actor.

MEETS EXPECTATIONS: The color and a pattern or texture suggested in the costume design are similar to a color and a pattern or texture of an attached fabric swatch.

APPROACHES EXPECTATIONS: A color, pattern or texture suggested in the costume design is somewhat similar to a color, pattern or texture of an attached fabric swatch.

FAILS TO MEET EXPECTATIONS: Costume rendering submitted.

ART EXTENSIONS: Research historical canons of human proportions, for example, archaic vs classical Greek human proportions or Renaissance vs Mannerist proportions.

Make drawings of male vs female human proportions or infant, child and adult proportions.

THEATER EXTENSION: Collaborate with the director of a school play and replace *A Midsummer Night’s Dream* with the play selected by the director.

ENGLISH EXTENSION: Collaborate with an English teacher who is willing to read and help students interpret scenes from *A Midsummer Night’s Dream.*