

National Coalition for Core Arts Standards

Theatre Model Cornerstone Assessment: (High School, Proficient)

Discipline: Theatre

Artistic Processes: Creating, Performing, Responding, Connecting

Title: Costume Design

Description: Students will create a costume design presentation for a character in a drama/theatre work. They will identify and research a design concept which supports the script analysis. They will construct a mood board and apply the elements of design – color, line, shape, texture, space, and form – to sketch renderings of their design. They will estimate a budget for the materials needed to construct the costume design. They will create a portfolio presentation that includes the design concept, mood board, renderings, and budget.

Grade: High School, Proficient

In this MCA you will find:

<input checked="" type="checkbox"/> Strategies for Embedding in Instruction	<input checked="" type="checkbox"/> Detailed Assessment Procedures	<input checked="" type="checkbox"/> Knowledge, Skills and Vocabulary	<input checked="" type="checkbox"/> Differentiation Strategies or Strategies for Inclusion
<input checked="" type="checkbox"/> Suggested Scoring Devices <input checked="" type="checkbox"/> Task Specific Rubrics	<input checked="" type="checkbox"/> Resources needed for task implementation	<input checked="" type="checkbox"/> Assessment Focus Chart	<input type="checkbox"/> Benchmarked Student Work

Estimate Time for Teaching and Assessment:

Approximately 25-30 hours To be determined by the individual teacher

Strategies for Embedding in Instruction

1. Analyze the given circumstances, a selected character, and potential themes from the drama/theatre work.
2. Apply script analysis to formulate a design concept statement.
3. Conduct dramaturgical research to understand the aesthetics of the design concept.
4. Construct a mood board to represent the aesthetics of the character in the design concept.
5. Identify elements of design – color, line, shape, texture, space, and form – within the mood board.
6. Create a rendering of the costume design.
7. Conduct research to estimate a budget for the materials needed to construct the costume design.
8. Prepare and share costume design in a portfolio presentation of design concept, mood board, renderings, and budget, utilizing script analysis, dramaturgical research, and budget research to support design choices.

Detailed Assessment Procedures

One formative assessment is a script analysis worksheet and rubric, which evaluates the student's script analysis skills. This assesses learning for standard TH:Cr1.1.I.c.

In the development of a design concept statement, it is suggested that students write their concept as one concise sentence. This will help to guide their dramaturgical research and will be used in the Costume Design Portfolio as the summative assessment to assess their response and application of what is seen, felt, and heard in the drama/theatre work (TH:Re7.1.I.a). Students should also be provided with a Dramaturgy Checklist to narrow the focus their research, which also serves as the formative assessment for their use of basic theatre research methods (TH:Cn11.2.I.b).

Students may construct mood boards by hand as a collage on paper or poster board, or digitally through a Word document or PowerPoint presentation. These will be utilized in the Costume Design Portfolio as the summative assessment for their ability to apply their research to construct ideas about the visual composition of their design (TH:Cr1.1.I.a).

In preparation for creating a rendering of their costume design, students should be introduced to the elements of design (color, line, shape, texture, space, and form) to ensure originality, harmony, and preciseness in their design choices. [Croquis](#) (silhouette drawings) are useful resources for sketching the renderings, as the silhouettes can be traced by students. The rendering will be used in the Costume Design Portfolio as the summative assessment for their work to create an impactful costume design (TH:Pr5.1.I.b).

Students should conduct research to estimate a budget for the materials needed to construct the costume design. This budget will be used in the Costume Design Portfolio as the summative assessment for their work to create an impactful costume design (TH:Pr5.1.I.b).

The Costume Design Portfolio compiles the design concept, the mood board, the rendering, and the budget. Design choices in the portfolio must be supported using the character analysis, dramaturgical research, and budget research. After sharing the portfolios, students should consider and reflect upon the effectiveness of each costume design. This portion of the summative assessment could be accomplished via a self- and peer-evaluation (TH:Re9.1.I.b).

Knowledge, Skills and Vocabulary

Key Vocabulary

- Aesthetics
- Budget
- Character Analysis
- Croquis
- Design Concept
- Dramaturgy (Dramaturgical Research)
- Elements of Design: Color, Line, Shape, Texture, Space, Form
- Mood Board
- Rendering

Knowledge and Skills

Students will:

- Analyze a drama/theatre work for design.
- Understand the significance of historical, social, and cultural connections of the drama/theatre work.
- Apply research and analysis and the elements of design to conceptualize an original design concept and costume design.
- Estimate a budget for the materials needed to construct a costume design.
- Justify design choices in the presentation of a design concept and costume design.

Strategies for Inclusion *(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities. This may be filled in by individual teachers based on their own students' needs.)*

- Alternative to sketching the rendering would be to utilize drawing applications and tools on a computer or tablet.
- Alternative to a written character analysis or post-presentation evaluation would be an oral analysis (such as character interviews) or evaluation with the teacher.
- Alternative to sharing the portfolio with the entire class would be sharing it with a smaller group or just with the teacher.

Differentiation Strategies *(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)*

- Dramaturgical research and estimating a budget can each be broken into smaller, more manageable parts and completed one at a time.
- Elements of design may be taught through multiple means, such as an oral presentation and discussion, reading a text on the material with questions to answer, or improve activities which explore each element.

Resources

- Copies of the drama/theatre work(s) students will read and select characters.
- Handouts for each student, including the script analysis, checklists, and post-presentation evaluation.
- Writing and portfolio materials, computer, and/or internet access.
- Elements of Design:
 - Color wheels (one large poster or individual handouts for each student)
 - Croquis examples of different silhouettes (line and shape)
- For Dramaturgy:
 - Library Resources and Online Databases
 - Specific to Costumes:
 - *Fashionpedia: The Visual Dictionary of Fashion Design* by Fashionary Team
 - Webster University Library's Costume Resources Guide <http://libguides.webster.edu/costume>
 - New York Public Library Research Guides https://www.nypl.org/collections/nypl-recommendations/guides?field_subject_taxonomy_value=All&field_related_divisions_nid=4948&fi
- For Rendering:
 - Copies of croquis for each student
 - Blank paper
 - Pencils and other coloring materials
- For Budget:
 - Tape Measures
 - Access to online fabric samples/swatches, such as the following websites:
 - www.mood.com (High-end pricing)
 - www.fabric.com (Mid-range pricing)
 - www.walmart.com (Low-end pricing)

Scoring Devices

- Analysis Worksheet & Rubric

	Above Standard	At Standard	Near Standard	Below Standard
<p>Analysis TH:Cr1.1.1.c Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.</p>	<ul style="list-style-type: none"> Analysis articulates a comprehensive description of the given circumstances, character traits, and theme(s). Analysis features detailed evidence from the drama/theatre work and other sources 	<ul style="list-style-type: none"> Analysis describes the given circumstances, character traits, and theme(s) Analysis is supported by evidence in the drama/theatre work. 	<ul style="list-style-type: none"> Analysis vaguely describes the given circumstances, character traits, and theme(s) Analysis is inconsistently supported by evidence in the drama/theatre work. 	<ul style="list-style-type: none"> Analysis includes little or no description of the given circumstances, character traits, and/or theme(s) Analysis is poorly supported by evidence in the drama/theatre work.

- Dramaturgy Checklist
- Costume Design Portfolio Rubric (See following page.)
- Post-Presentation Evaluation

Costume Design Portfolio Rubric

	Above Standard	At Standard	Near Standard	Below Standard
Design Concept Statement TH:Re7.1.1.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	Design concept is thorough, enhancing the storytelling of the drama/theatre work, supported by script analysis and clearly evident in mood board and rendering.	Design concept is supported by script analysis and evident in mood board and rendering.	Design concept is inconsistently supported by script analysis and vaguely evident in mood board and rendering.	Design concept displays little or no support by script analysis and is not or barely evident in mood board and rendering.
Mood Board TH:Cr1.1.1.a Apply basic research to construct ideas about the visual composition of a drama/theatre work.	Mood board presents design ideas that are coordinated and thoughtfully organized, and that are supported and enhanced by design concept, script analysis, and dramaturgical research.	Mood board presents design ideas that are supported by design concept, script analysis, and dramaturgical research.	Mood board presents design ideas that are inconsistently supported by design concept, script analysis, and dramaturgical research.	Mood board presents design ideas that are poorly supported by design concept, script analysis, and dramaturgical research.
Rendering TH:Pr5.1.1.b Use researched technical elements to increase the impact of design for a drama/theatre production.	Rendering enhances unique and/or inventive costume concept, expertly applying the elements of design, character analysis and dramaturgical research.	Rendering presents original costume concept, utilizing the elements of design, character analysis and dramaturgical research.	Rendering presents somewhat original costume concept, inconsistently applying the elements of design, character analysis and dramaturgical research.	Rendering presents unoriginal and/or incongruent costume concept with little or no application of the elements of design, character analysis, and dramaturgical research.
Budget TH:Pr5.1.1.b Use researched technical elements to increase the impact of design for a drama/theatre production.	Estimates are supported by thorough budget research and provide a detailed account of the materials needed to construct the costume design.	Estimates are supported by budget research and accounts for the materials needed to construct the costume design.	Estimates are inconsistently supported by budget research and partially account for the materials needed to construct the costume design.	Estimates are lacking support by budget research and do not or barely account for the materials needed to construct the costume design.

Assessment Focus

Artistic Process or Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards (Proficient)
CREATING					
Envision/ Conceptualize	Theatre artists rely on intuition, curiosity, and critical inquiry.	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	Generate and conceptualize artistic ideas and work.	Apply research in the construction of a mood board to represent the aesthetics of a character.	TH:Cr1.1.1.a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.
				Create and justify characterization using the script analysis a drama/theatre work.	TH:Cr1.1.1.c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
PERFORMING					
Prepare	Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?	Develop and refine artistic techniques and work for presentation.	Apply script analysis, research, aesthetics, and elements of design to conceptualize an original costume design.	TH:Pr5.1.1.b Use researched technical elements to increase the impact of design for a drama/theatre production.
				Understand the fiscal needs of the materials for constructing the costume design.	
RESPONDING					
Reflect	Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?	Perceive and analyze artistic work	Create a design concept based upon personal aesthetics of a drama/theatre work.	TH:Re7.1.1.a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
Evaluate	Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	Apply criteria to evaluate artistic work.	Apply aesthetics and the elements of design to the evaluation of costume designs.	TH:Re9.1.1.a. Consider the aesthetics of the production elements in a drama/theatre work.
CONNECTING					
Research	Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	Understand and apply historical, social, and cultural connections to the design process when creating an original costume design.	TH:Cn11.2.1.1.b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.