**Lesson Three
*Dressing a Dream***

**Objectives**

1. Students will be able to use color, pattern and texture in the design of costumes to express a particular character.
2. Students will be able to collaborate to make their designs effective components of a larger presentation.

**Preparation**

Preview the Dressing a Dream Lesson 3 PowerPoint. Read the short summary Fairies of *A Midsummer Night’s Dream* to familiarize yourself with the fairies in the play. Consider whether you might want to read a passage from the play to set the tone, for example, a scene in the wood near Athens Act II. Scene I: A wood near Athens, perhaps in collaboration with an English teacher. Decide whether you will ask each student to design two fairy costumes (one female and one male) or just one.

**Resources**

* Dressing a Dream PowerPoint
* The Fairies of *A Midsummer Night's Dream-*Short Summary (pdf)
* 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
* Staplers to be shared among several students

**Activities**

Unit Review: Review the theme in life, that “We all costume for the different roles 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 costume 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 Extension: Display Dressing a Dream PowerPoint (slides 1-5) to:

* (Slides 1-4) Review and provide additional information about *A Midsummer Night’s Dream.*
* (Slide 5) Show historical examples of costume designers’ renderings of characters for that play.

Assignment: Display Dressing a Dream PowerPoint (slide 6) to:

* (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.

Step-by-Step Process: Display Dressing a Dream PowerPoint (slide 7-14) to:

* (Slide 7-12) Divide students into teams who will work together to design fairy costumes that share a unified look for a new production of *A Midsummer Night’s Dream.* Ask each student to design two fairies (or one, if time is limited) working with male and female templates.
* (Slides 8-10) Show the wide range of choices students have as they choose fabrics paying attention to color, pattern and texture of available fabric swatches. Ask teams to discuss in general terms their ideas about possible unifying colors, patterns and textures. Explain that the fairies’ costumes from their team should each be unique and yet have some visual similarities.
* (Slides 11-12) Direct students to begin by drawing costume ideas on their templates. Then, inspired by their choices of fabric swatches, they should being to add color, pattern and/or textures.

In-Process Feedback: Display Dressing a Dream PowerPoint (slides 13-14) to:

* (Slide 13-14) Direct pairs of designers to share ideas as they proceed, so that they can make adjustments to achieve a unified look.

Planning a Team Presentation: Display Dressing a Dream PowerPoint (slides 15-17) to:

* (Slide 15) Show how to complete final renderings, being sure to include the fairy’s name and to attach sample fabric swatches.
* (Slide 16) Explain that when teams have completed their costume designs they should be prepared as a team to explain how they achieved unity. The team should also discuss and share suggestions for sets, props, lighting, and sound that they think would most effectively use their costumes on a stage with moving and speaking actors in an actual performance.
* Remind students how to begin.

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

·      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 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 attached fabric swatches, and also expresses qualities of the character for whom it was designed, that is, a “sneaky, not-so-nice” female fairy or a “helpful, nice” male character.

MEETS EXPECTATIONS: The color plus a pattern or texture suggested in the costume design is similar to a color and a pattern or texture of attached fabric swatches.

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

FAILS TO MEET EXPECTATIONS: Costume rendering submitted.

1. Students will be able to collaborate to make their designs effective components of a larger presentation.

EXCEEDS EXPECTATION: Students describe a visual quality that effectively unifies their renderings and propose at least two ideas for how their costumes could be part of a production (sets, propos, lighting, and sound).

MEETS EXPECTATIONS: Students describe a visual quality shared in both their renderings and at least one idea for how the costumes could be part of a production (sets, propos, lighting, and sound).

APPROACHES EXPECTATIONS: Students mention visual qualities in their renderings or at least one idea for how the costumes could be part of a production (sets, propos, lighting, and sound).

FAILS TO MEET EXPECTATIONS: Students display their renderings to the class.