**Lesson One
*Playing a Part***

**Objectives**

1. Students will be able to identify roles they play and characters they become on various occasions in their lives.

2. Students will be able to describe costumes (clothing, make-up, hairstyles, props, etc.) they use to reinforce their roles/characters.

3. Students will be able to analyze how a costume's colors, textures and patterns can help express a particular character.

**Preparation**

Preview the “Merely Players Exhibition Preview” and “Dressing the Part” PowerPoints. If feasible, dress (or bring to class) clothing that relates to a role you play (such as sports, safety or recreational gear) or an ethnicity (such as cap, scarf, shoes or jewelry). You might bring one-size-fits-all costume items or accessories (such as cowboy hat, brightly-colored scarf or cape) for students to don to transform their characters. Assemble sample clothing or fabrics that vary in color, texture and pattern.

**Resources**

* Merely Players Exhibition Preview PowerPoint
* Dressing the Part PowerPoint
* Costume items (such as sports, safety or recreational helmets, shoes, uniforms or gloves)
* Ethnic or special occasion clothing (such as cap, scarf, boots or jewelry)
* One-size-fits-all costumes or accessories (such a cowboy hat, brightly-colored scarf, walking stick, or cape)

**Activities**

Unit Preview: Introduce the theme in life, that “We all costume ourselves for the different roles we play from day to day” by asking students to identify occasions when they dress in a special way (for example for a party, a sporting event, a religious or ceremonial event, a day at the beach, outdoor hike or a holiday). OPTIONAL: Display costumes brought to class and ask for volunteers to transform their characters using one-size-fits-all costume items.

Introduce the theme in art, that “Designers develop costumes that define players as characters” asking students to describe clothing they might have seen at a performance, pageant, or in a TV show, movie or play.

Introduce the key questions students will be working with throughout the unit:

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?

Definition and Examples: Define costumes as clothing and accessories selected or designed for particular occasions or purposes (such as showing ethnic pride or custom, signifying a profession or job, participating in a ceremony, or playing a character).

Display Dressing the Part PowerPoint slides 1-6 to:

* (slide 2) introduce various purposes for costumes.
* (slide 3) illustrate traditional dress from various cultures.
* (slide 4) illustrate costumes worn on special occasions.
* (slide 5) introduce uniforms.
* (slide 6) lead student speculation about purposes for costumes (medical scrubs, underwater gear, choir robes, mine safety equipment).
* (slide 7) introduce symbolic colors of clothing.

Guided Practice: Display Dressing the Part PowerPoint slides 8-11 to:

* (slide 8-9) lead students in describing details of costumes.
* (slide 10) distinguish patterns of various costumes.
* (slide 11) identify textures of costumes.

Transition: Display Dressing the Part PowerPoint slides 12-17 to transition from costumes in general to theatrical costumes in particular. Display slides to:

* (slide 12) show how costumes transform people into characters.
* (slide 13) show wide-ranging uses of costumes (statue, car, dog, and cacti).
* (slide 14-16) define theatrical costumes and how costume designers collaborate with others as they design costumes for theatrical productions.

Transfer to TCA: Display Dressing the Part PowerPoint slide 18 to:

* invite students to visit the *Merely Players* exhibition at Tempe Center for the Arts to see theatrical costumes, some of which are also viewable in the “Merely Players exhibition PowerPoint.”

**Art Vocabulary**

color

pattern

texture

**Theater Vocabulary**

costume

character

costume designer

technical team (set designers, lighting designers, property designers and sound designers)

director

**Other Vocabulary**

cultural identity

uniform

headgear

headdress

braid

accessories

**Assessment Checklist**

\_\_\_ 1. Students will be able to identify roles they play and characters they become on various occasions in their lives.

(Discussion of students' prior experience with costumes in advance of PowerPoint presentation)

\_\_\_ 2. Students will be able to describe costumes (clothing, make-up, hairstyles, props, etc.) they use to reinforce their roles/characters.

(Discussion of students' prior experience with costumes in advance of PowerPoint presentation)

\_\_\_ 3. Students will be able to analyze how a costume's colors, textures, and patterns can help express a particular character.

(Students' participation of PowerPoint presentation, especially slides 7-11)