

Lesson Plan Title: Communicating your design through inspiration boards**Author: Aileen Zeigler****Date: July 20, 2020**

Description: In this design lesson students will brainstorm aesthetic choices for character design. Then they will learn strategies for communicating their design ideas

Learning Outcomes: Students will be able to define and articulate design choices.

Grade Levels: 6 and 7

2014 National Core Theatre Standards:

TH:Cr2.1.6 b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

TH:Re8.1.6.c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.

TH:Pr5.1.7.b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

TH:Re8.1.7.c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.

Time to Teach: 2 - 50 minute class periods

Materials Required for Instruction:

internet access and an image search or magazine and other print sources of images

Opening:

Ask students to brainstorm iconic costumes of characters and describe them.

Instructional Procedures:

1. Define the functions of costume design as a class. What is the purpose of a costume? To establish character, time, place, enhance the story and solve specific needs of the show etc.
2. Discuss the design process. Read the script, meet with the director, read the script, research, read the script, meet with the production team, etc. One preliminary method for sharing design ideas with the production team is to use an inspiration board. Either assign or have students choose a play and 2 characters.
3. Students are to use an image sharing program to create an inspiration board. Options include Pinterest, google slides, among many others. Students should select a minimum of 10 images to define their ideas for each character. Be sure to consider all clothing items and accessories, color, time period and other defining characteristics.
4. Students should present these inspiration boards to the class. Respond to their boards with questions and feedback as if you are the director. This is an opportunity to encourage students to be clear and specific with their ideas.
5. Extension: This could lead into a costume rendering lesson in which students draw their designs inspired by this research.

Assessment:

	4	3	2	1
Inspiration Board	The inspiration board contains images that communicate a coherent vision for the costume and define all aspects of the character through costume and accessories. The ideas are specific and well connected to the story illustrating time period and culture.	The inspiration board suggests a clear character. The images include clothing and accessories and align with the character's time period and culture as defined by the script.	The inspiration board contains images that clearly define some aspects of the character through costume but others are unclear or inconsistent.	The images do not represent a clear character idea.

Closing:

Lead a discussion about how finding images helped the students to communicate their vision for the characters' costumes.

Please use the space below for suggestions for any adaptations or accommodations for inclusion of special needs learners.

For General Guidelines for Inclusion in the Arts, see [Guiding Principles for Inclusion](#) (*The National Core Arts Standards Inclusion Strategies*).

Please use the space below to list any suggestions for multi-cultural inclusions.

Whenever possible theatre teachers should strive to include references to objects, experiences and/or text which represents the diversity of the cultures in their student body.