



## Costume

# Costume Shop

## Introduction

Children can explore the Costume Shop to discover how costume and make-up contributes to understanding of character in the context of film genres. They are encouraged to consider colour, style and detail when designing costumes for the characters in their films.

## Aims

To encourage understanding of how costume can reinforce understanding of characters, genres and settings.

To introduce the ideas that films are grouped into genres which are known to filmmakers and audiences.

## Interactive task

- a. Children have to select a hat, a top, bottoms and shoes to create costumes that represent different film genres: Costume Drama, Sci Fi, Western, Fantasy, Scary Movie, Romance.

## Scrapbook activities

- b. **Dressing Up**

Children use unusual clothing to turn themselves into film characters

- c. **Cut out costume**

Costumes from the interactive task can be coloured in and cut out

- d. **Design a costume**

Tips for budding costume designers





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## Curriculum links

### QCA Schemes of Work

Art and Design Unit 1B Investigating Materials (d)

Art and Design Unit 6B What a performance (a,b,d)

### National Curriculum

#### KS1 Art and Design

- 2a** investigate the possibilities of a range of materials and processes (d)
- 2b** try out tools and techniques and apply these to materials and processes, including drawing (b,d)
- 2c** represent observations, ideas and feelings, and design and make images and artefacts (d)
- 4a** visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space (d)
- 4c** differences and similarities in the work of artists, craftspeople and designers in different times and cultures (a,c)
- 5a** exploring a range of starting points for practical work (a,b,d)
- 5b** working on their own, and collaborating with others, on projects in two and three dimensions and on different scales (a,b,c,d)
- 5c** using a range of materials and processes (d)
- 5d** investigating different kinds of art, craft and design (a)

#### KS2 Art and Design

- 2a** investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work (d)





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- 2b** apply their experience of materials and processes, including drawing, developing their control of tools and techniques (d)
- 2c** use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts (a,d)
- 4a** visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes (a,b,d)
- 4b** materials and processes used in art, craft and design and how these can be matched to ideas and intentions (d)
- 5a** exploring a range of starting points for practical work (b,d)
- 5b** working on their own, and collaborating with others, on projects in two and three dimensions and on different scales (a,b,c,d)
- 5c** using a range of materials and processes, including ICT (a,b,c,d)
- 5d** investigating art, craft and design in the locality and in a variety of genres, styles and traditions (a)

## Cineliteracy

### Stage 1

#### Outcomes

Use key words in talking about character types, as well as referring to clues such as dress, casting, performance etc (a,b)

Use credits, video covers and posters to identify titles and actors' names, likely audience cate.g.ory, and theme or genre (a)

### Stage 2

#### Outcomes

Watch and discuss sequences in which characters are presented non-verbally (e.g. through camera position, lighting, costume, music etc) (a,b)

Identify and distinguish some production roles, using key words (a,d)

