

Colorado CTE Course – Scope and Sequence

Course Name	Theater Costume Design 1		Course Details		
			Course = 0.50 Carnegie Unit Credit		
Course Description	In this advanced fashion design course students will build on their skill and understanding of fashion and design, by creating costumes for theater and arts programs. Students will research client needs and use specific information to design and fabricate costumes. This course will provide students with a deeper understanding of the many facets of theater and fashion industries to assist them in making career choices.				
Note:	This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.				
SCED Identification #		Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.			
All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at https://www.cde.state.co.us/standardsandinstruction/essentialskills					
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration
Purpose and Roles of Costume Design	12-16 hours	<ul style="list-style-type: none"> NASAFACS 16.1.2 Analyze opportunities for employment and entrepreneurial endeavors. NASAFACS 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects. NASAFACS 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel. 	Students will understand the variety of situations that costume designers may work and how the elements and principles of design are used to create cast composition through picture analysis and individual character costume creation	<ul style="list-style-type: none"> Costume analysis Tools of the costume designer notes and application Sketching notes- sketching to convey meaning Elements and Principles of Design analysis and application Character and story creation 	Fashion Sketch Career Investigation

		<ul style="list-style-type: none"> • Reading, Writing, and communicating Standard 1. Oral Expression and Listening: respond to others' ideas and evaluate perspective and rhetoric. • Standard 2. Reading for all purposes: Students will analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements. • Read a wide range of literary texts to build knowledge and to better understand the human experience. Interpret and evaluate complex literature using various critical reading strategies. 			
<p>Costuming Process (Planning)</p>	<p>12-16 hours</p>	<ul style="list-style-type: none"> • NASAFACS 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects. • NASAFACS 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel. • Reading, Writing, and Communicating 	<p>Students will identify costume needs as they diagram the play, create a character chart, and meet with the director to convey ideas and reflect on feedback.</p>	<ul style="list-style-type: none"> • Notes • Diagraming play • Need for composition • Director meetings and reflection • Character renderings 	<p>Life event planning??</p>

		<p>Standard 1. Oral Expression and Listening: students can organize and develop credible presentations tailored to purpose and audience.</p> <ul style="list-style-type: none"> ● Standard 3. Writing and Composition: Students will write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience understanding. ● Standard 1. Oral Expression and Listening: Deliver effective oral presentations for varied audiences and varied purposes; integrate credible, accurate information into appropriate media and formats to meet and audience's needs. ● Standard 4. Research Inquiry and Design: Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions. 			
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		<p>Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, using well organized and developed research projects that defend information, conclusions, and solutions.</p> <ul style="list-style-type: none"> • VA Standard 2: Envision and Critique to Reflect-PG 2. Visually and/or verbally articulate how visual art and design are a means for communication. GLE 1. Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived. • VA Standard 4. Relate and Connect to Transfer-PG 4. Critique connections between visual art and historic and contemporary philosophies. 5. Interpret works of art and design in the contexts of varied traditions, histories and cultures. GLE 1. Research and analyze the ways 			
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		visual artist, designers and scholars express personal views and beliefs and how these perspectives have a social context that enlarges the meaning of an artwork beyond the individual maker.			
Costuming Process (Production)	12 hours	<ul style="list-style-type: none"> • NASAFACS 16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products. • NASAFACS 16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance. • NASAFACS 16.4.5 Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel. • Standard 4. Research Inquiry and Design: Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject. 	Students will analyze current stock options and potential feasibility to purchase costume pieces, and detail methods of breakdown by completing a second rendering and description of costume needs for each character	<ul style="list-style-type: none"> • Notes • Stock analysis- searching existing costumes - reflection • Buying and treating fabric • Breakdown- ripping, tearing, dyeing, discoloration, aging, tattering • Casting changes- reflection on how it might effect costume 	

<p>Costuming Process (Read to Wear)</p>	<p>12 hours</p>	<ul style="list-style-type: none"> ● NASAFACS 16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions. ● NASAFACS 16.4.5 Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel. ● NASAFACS 16.5.2 Analyze the cost of constructing, manufacturing, distributing, altering, repairing or recycling textiles, fashion, and apparel ● Mathematics Standard 1. Number and Quantity: Reason quantitatively and use units to solve problems. Standard 4. Geometry: Experiment with transformations in the plane; make geometric constructions; use coordinates to prove simple geometric theorems algebraically; visualize relationships between two-dimensional and three-dimensional objects; 	<p>Students will accurately measure and chart cast measurements in order to create a well fitted set of costumes.</p>	<ul style="list-style-type: none"> ● Fittings (measurement chart) ● Alterations (darts, pleats, taking in/letting out, hemming) ● Rehearsals- roles of the designer- pictures and costume pages 	
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		apply geometric concepts in modeling situations.			
Skill Application (tends to be specific to production at the time)	22-24 hours	<ul style="list-style-type: none"> • NASAFACS 16.3.8 Evaluate the impact of history of design and designers, arts and culture, trend setters, and global influences on textiles, fashion, and apparel. • NASAFACS 16.4.5 Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel. • Standard 1. Oral Expression and Listening: use collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate response. 	Students will work together to design a show for a selected play, without physically creating the costumes, to demonstrate teamwork, understanding of the costume designers roles, and execution of director concepts. Students will complete all production pieces for the show and meet with the director to assure pieces fit and continue to be aligned with the concept.	<ul style="list-style-type: none"> • Production of pieces for show • Current trends in design and designers • Unique modifications on productions (transformational design, epic components) • Time period research characteristics • Costume Creation for group play • Group play production and creation • Costume Designer Research and presentation 	Fashion Design Fashion Construction