

Colorado CTE Course – Scope and Sequence

Course Name	Theater Costume Design 2		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. Students will work with the theater department to design and costume actors, and will complete projects in physical costume design.				
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
Costuming Process Summary	6-12 hours	<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. 	Students will summarize the role of costume designers in order to create an infographic or display (can also be used to promote your program).	<ul style="list-style-type: none"> Main ideas Compare and contrast dramatic vs. musical productions Infographic creation and display 	Career Investigation

		<ul style="list-style-type: none"> ● 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. 			
Costume Process Application for production	24-28 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 16.3.2 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. ● NASAFACS 16.4.5 Demonstrate basic skills for production, alteration, repair and 	In alignment with the production that has been selected, students will diagram the play, create renderings, demonstrate concept to director, reflect on stock and cast availability, and make additional changes in order to start production. Students will be able to identify differences between dramatic and musical productions in terms of costume and cast requirements.	<ul style="list-style-type: none"> ● Play diagram ● Character renderings ● Musical aspects and composition ● Production aspects ● Ready to wear ● Renderings 1 and 2 ● Director meetings and reflection ● Stock analysis reflection ● Casting reflection ● Musical aspect reflection 	Fashion Sketch Fashion Design

		<p>recycling of textiles, fashion, and apparel.</p> <ul style="list-style-type: none"> ● NASAFACTS 16.5.2 Analyze the cost of constructing, manufacturing, distributing, altering, repairing or recycling textiles, fashion, and apparel ● 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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		<p>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.</p> <ul style="list-style-type: none"> ● Reading, Writing, and Communicating Standard 1. Oral Expression and Listening: students can organize and develop credible presentations tailored to purpose and audience. ● 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 			
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		<p>into appropriate media and formats to meet and audience's needs.</p> <ul style="list-style-type: none"> ● 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. 			
Piece creation and Sketching	20 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. ● NASAFACS 16.5.2 Analyze the cost of constructing, manufacturing, distributing, altering, repairing or recycling textiles, fashion, and apparel ● Standard 4. Research Inquiry and Design: Synthesize multiple, 	Students will develop a character of their own and design for that character in order to physically create a piece from scratch (sewing skills, and costume pricing included).	<ul style="list-style-type: none"> ● Pattern layout ● Costume pricing ● Pattern reading ● Basic sewing skills ● Costume sketching and composition ● Costume pricing ● Physical costume creation with sewing skills (skirt or t-shirt) 	Fashion Construction

		<p>authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.</p> <ul style="list-style-type: none"> ● 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; apply geometric concepts in modeling situations. 			
Application of skills (specific to production)	12-16 hours	<ul style="list-style-type: none"> ● NASAFACS 16.1.5 Create an employment portfolio to communicate textiles, fashion, and apparel knowledge and skills. ● NASAFACS 16.3.8 Evaluate the impact of history of design and designers, arts and 	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	<ul style="list-style-type: none"> ● Production Costume research ● Play production ● Group play production (pioneerdrama.com, playscripts.com) ● Production costume research (one 	

		<p>culture, trend setters, and global influences on textiles, fashion, and apparel.</p> <ul style="list-style-type: none"> ● 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. 	roles, and execution of director concepts.	production, research a variety of costumers)	
Make up and Hair Styles	8 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. 	Students will design a makeup concept for their character based on time period research, stage requirements, and character specifics.	<ul style="list-style-type: none"> ● Research techniques and trends ● Make up analysis ● Application and practice (sketching and/or actual makeup) 	