

Colorado CTE Course – Scope and Sequence

Course Name	Theater Costume Design 1		Course Details	60 Contact Hours	
			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 National Family and Consumer Sciences Standards located at LEADFCS NATIONAL STANDARDS					
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	- LEADFCS 16.1.2 Analyze opportunities for employment and entrepreneurial endeavors. - LEADFCS 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects. - LEADFCS 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	- 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

Costuming Process (Planning)	12-16 hours	- LEADFCFS 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects. - LEADFCFS 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.	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.	Notes Diagraming play Need for composition Director meetings and reflection Character renderings	Life event planning
		- 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			

		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	- LEADFCS 16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products. - LEADFCS 16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance. - LEADFCS 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	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	

Costuming Process (Read to Wear)	12 hours	● LEADFCS 16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions. ● LEADFCS 16.4.5 Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel. ● LEADFCS 16.5.2 Analyze the cost of constructing, manufacturing, distributing, altering, repairing or recycling textiles, fashion, and apparel	Students will accurately measure and chart cast measurements in order to create a well fitted set of costumes.	● Fittings (measurement chart) ● Alterations (darts, pleats, taking in/letting out, hemming) ● Rehearsals- roles of the designer- pictures and costume pages	
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Skill Application (tends to be specific to production at the time)	22-24 hours	- LEADFCS 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. - LEADFCS 16.4.5 Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel.	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.	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
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Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)
[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Reading, Writing, & Communicating

Standard 1: Oral Expression and Listening

- **Prepared Graduate 1:** Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
- **Prepared Graduate 2:** Deliver effective oral presentations for varied audiences and varied purposes.

Standard 2: Reading for All Purposes

- **Prepared Graduate 4:** Read a wide range of informational texts to build knowledge and to better understand the human experience.

Standard 3: Writing and Composition

- **Prepared Graduate 9:** Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Standard 4: Research Inquiry and Design

- **Prepared Graduate 10:** Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Note: Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.