

Costume Creation for Peter Pan: Enhancing Character Representation

LEARNING OBJECTIVE:

Students will be able to create a simple costume using paper or other materials to enhance their character portrayal for Tinker Bell or Captain Hook.

ASSESSMENTS:

Students will be evaluated using a rubric that assesses creativity, effort, and the connection of the costume to the character represented.

KEY POINTS:

- **Elements of Design:** Understanding how color, texture, and shape influence character portrayal.
- **Costume Design:** Recognizing the importance of costume in storytelling and character representation.
- **Creativity and Expression:** Encouraging individual creativity in costume creation.
- **Character Connection:** Articulating the connection between costume choices and character traits.

OPENING (10 minutes):

- Begin with a vocal warm-up using the song "I Won't Grow Up" from the musical Peter Pan. Focus on pitch, tone, and projection.
- After the warm-up, discuss the importance of costumes in theater and how they help portray characters.
- Show images of Tinker Bell and Captain Hook, asking students what they notice about their costumes.
- Pose the question: "How does a costume help us understand who a character is?"

INTRODUCTION TO NEW MATERIAL (10 minutes):

- Introduce the elements of design: color, texture, and shape, and discuss their impact on character representation.

- Explain how these elements can be used to convey personality traits.
- Common misconception: Students may think that costumes need to be elaborate; clarify that creativity can be shown in simple designs too.

GUIDED PRACTICE (10 minutes):

- Explain that a costume designer begins the design process by reading the show they are designing for and then creating a sketch of the characters.
- Demonstrate how to use paper and other materials to represent different elements of design.
- Provide examples of how color can reflect emotions or traits (e.g., green for Tinker Bell representing nature).
- Ask students guiding questions, such as:
 - "What colors do you think represent Captain Hook?"
 - "How can we use texture to show a character's personality?"
- Monitor student performance by walking around and providing feedback during the design process.

INDEPENDENT PRACTICE (15 minutes):

- Students will choose either Tinker Bell or Captain Hook to design their costumes.
- They are not allowed to use traditional colors of green and yellow for Tinker Bell or red and black for Captain Hook. Instead, they need to choose alternative colors that express who these characters are.
- Provide students with paper and other materials to create their costumes based on their character choice.
- Set expectations for behavior and collaboration, ensuring all students are respectful and supportive of each other's creativity.
- Encourage students to incorporate at least one element of design (color, texture, or shape) into their costumes.

CLOSING (5 minutes):

- Conclude with a gallery walk where students will walk around the room to study and appreciate the designs created by their peers.

STANDARDS ALIGNED:

This lesson aligns with the following Texas TEKS for 3rd grade students in the area of music and theatre:

- **Theatre:**

- TEKS 117.106(b)(3)(B) - The student creates and presents costumes that support the portrayal of characters.
- TEKS 117.106(b)(3)(C) - The student uses elements of design in performance.

- **Music:**

- TEKS 117.106(b)(3)(A) - The student performs music with a focus on expression and understanding.