

**Topic Sequence:**

<b>YEAR 8 AUTUMN 1+2 Costume Design</b>	<b>YEAR 8 SPRING TERM 1+2 Haida</b>	<b>Year 8 SUMMER 1+2 Street Art</b>
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**Topic Overview:**

Year 8 topic one 'Costume Design' develops and refines key skills and knowledge learnt in Year 7 including; Colour blending, drawing, texture, scale and proportion, creativity, artist research, evaluation and reflection part of the Art National Curriculum. The skill of watercolour painting and collage is introduced to Year 8 also. The knowledge and skill of drawing the human figure accurately in proportion is introduced in this topic alongside the awareness that humans can and have expressed themselves and their personalities through costume design in many diverse ways over time. The wider history and origins of costume design is explored then compared to today's costumes including film, theatre and fashion industries linking to careers. Students learn about the life and work by designers Thierry Mugler and Vivienne Westwood how they have influenced and still do today designers all around the world not just in the fashion industry. Students design their own costume design collection with their own theme, textures, colours and patterns, a visual explosion of art skills alongside their own personalities and ideals.

**Lesson Sequence:**

The lessons have been sequenced to purposely build pupils' understanding and knowledge of costumes, their original purpose and their place in society today.

The topic starts with an initial lesson reading articles on the history of costume design to gain a greater understanding of costumes throughout the world and how they have evolved over time. Students need to showcase this knowledge later in their own costume design collection and knowledge check assessment.

Students then develop their drawing and colour blending skills through producing accurate copies of their chosen costumes from film, books, theatre or fashion. The purpose of their chosen costume is then researched and explained through annotation. This will further inform pupils own costume design collection later in the project.

Influential designers including the work of Thierry Mugler and Vivienne Westwood are introduced to students to further their knowledge. Sustainability in the fashion industry is discussed when making clothes/costumes linking to fast fashion, water wastage and recycling of resources. Why designers are morally and legally encouraged to be more sustainable in their designs is discussed and introduced.

The skill and rules of proportions when drawing the human body are explained and practised for the first time in this topic. How the fashion industry in particular manipulates and airbrushes the human form are shown, discussed and explained as surreal representations of the human body.

Costume design collection lessons encourage students to express their creativity and personality through their own costume design genre and ideas alongside the skills of drawing, colour blending, painting, tonal contrast, textural layers, collage and meaningful annotation.

In Year 8 pupils continue to self reflect and evaluate their work, learnt knowledge and skills against their topic objectives and their own creative design plan and ideas. Students are encouraged to develop their artistic vocabulary more in year 8 by using key words learnt in the project in general verbally and evidence in their written evaluation.

**Key Words-** Thierry Mugler, Vivienne Westwood, film, theatre, books, annotation, proportions, scale, drawing, mood board, colour blending, texture, collage, tone, contrast, theme, purpose, function, sustainability, fast fashion, water wastage, recycling, male, female, gender neutral, unisex, camouflage, airbrush, surreal, manipulate, evaluate, reflect.

**Sequence of Lessons:**

<b>1</b>	'Reading in Art' The history of costume design
<b>2</b>	Drawing costumes-A choice of film, theatre, books or fashion costumes
<b>3</b>	Completion of drawing-Annotation of meaning of chosen costume
<b>4</b>	Introduction to designers/sustainability in fashion and realistic proportions of the human body and how they can be manipulated in the fashion industry.
<b>5</b>	Drawing the human body in proportion
<b>6</b>	Completion of human figure drawings-Present all work in book so far
<b>7</b>	<b>Knowledge Check</b> -Start mood board informing costume collection
<b>8</b>	Start costume collection design drawing 1
<b>9</b>	Continue costume collection design drawing 1
<b>10</b>	Add colour/textures/annotation to costume collection design 1
<b>11</b>	Start costume design drawing 2
<b>12</b>	Continue costume design drawing 2
<b>13</b>	Add colour/textures/annotation to costume collection design 2
<b>14</b>	Evaluation and reflection of topic

**Home Learning Tasks:**

- Artist Research poster, Thierry Mugler - Wider reading and research to gain a greater knowledge and understanding of context and project skills involved.
- Collected examples of costumes/characters to inspire final piece.

**Topic Resources:**

<b>Knowledge Map:</b>	Costume Design	<b>Any other Resources:</b>	Key word sheet Examples of costumes and human figure sheets
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**Assessment:**

<b>Knowledge:</b>	20 questions to answer.
<b>Application of Knowledge:</b>	Knowledge of; Costume origins and designers, Thierry Mugler and Vivienne Westwood, proportions of the human figure, sustainability and airbrushing in the fashion industry.

**Supportive Reading:**

<b>Any supported reading listed here</b>	<a href="http://History(mugler.com)">History (mugler.com)</a> <a href="http://A History of Costumes – Costumes (costumescostumescostumes.com)">A History of Costumes – Costumes (costumescostumescostumes.com)</a>
<b>Reading/Literacy support</b>	Key vocabulary listed on Knowledge Map

**KS3 Art Clubs and competitions, everyone is encouraged to enter!**

Any unused collected textures/fabric can be taken home or recycled by being donated to the Art Department.