



**Topic: Costume**

**Class:KS3/4  
No. Of Pupils: 30**

**Room: Large  
space**

**Time: 1 hour**

**National Curriculum Focus:**

**Speaking and Listening: -**

- Work purposefully in groups, negotiating and building on the contributions of others to complete tasks.
- To use a range of dramatic approaches to explore ideas, texts and issues in their work.
- To select different dramatic techniques to convey action, character, atmosphere and tension, and justify choices.

**Learning Objectives:**

What pupils will learn:

1. **Students will understand the history of Football Fashion and use original source material to explore how Football Kits have developed over the years.**
2. **Students will understand how to create their very own costume design, working from a brief.**
3. **Students will learn about and explore the idea of 'The Split' through the exploration of costume creation.**
4. **Students will work as a team to pitch their design to the Director.**

**Learning Outcomes:**

What pupils will produce/do/how learning will be demonstrated:

1. **Students will demonstrate their understanding of costume design, through participation in a whole group discussion and the completion of the small group design activity.**
2. **Students will demonstrate their understanding of how to create costume and apply their knowledge of 'The Split' and Football History to inform their practical decisions. Students will also demonstrate their understanding of the task through the application of peer, self and teacher assessment.**

**Assessment Through:** Informal observation, interaction with the class, teacher intervention, group discussions, whole group performance, directed questioning, open questioning, question and answer sessions, peer and self assessment, student centred criteria.

**Cross-curricular links /themes:** *Including Numeracy, Literacy, History, ICT, PSHE, Citizenship, thinking skills, Key skills, other. (if appropriate.)*

Literacy: Understanding the definition of words/skills and using them in the correct context.

ICT: Resources/PowerPoint.

PSHE: Exploration of their imagination, Work co- operatively, Self/Peer Assessment.

History: researching costume design and football fashion, facts about 'the split' to inform decisions

Thinking Skills: Making, Performing, Responding.

Key Skills: Speaking, Listening, And Reading.

**Resources and materials required:** *What equipment will you need to carry out the activity?*

PowerPoint/Laptop/Internet connection

Pictures

Paper Dolls

A2 paper/roll of wallpaper, pens, scissors, celotape etc

The Brief

Music and Lights

Costumes

<b>Differentiation considered:</b>
<b>All pupils will be able to: -</b> <ol style="list-style-type: none"> <li>1. Students will understand how football fashion has developed over the years and why</li> <li>2. Students will understand how to create and apply their ideas to a design</li> <li>3. Students will pitch their ideas to the class and give brief explanations with regards to how they made their design choices.</li> </ol>
<b>Most pupils will be able to: -</b> <ol style="list-style-type: none"> <li>1. Students will understand how football fashion has developed over the years and why.</li> <li>2. Students will understand how to create and apply their ideas to a design using previous knowledge and research to inform their ideas.</li> <li>3. Students will pitch their ideas to the class with some confidence, offering a reasonable amount of insight into why they made their decisions.</li> </ol>
<b>Some pupils will be able to: -</b> <ol style="list-style-type: none"> <li>1. Students will understand how football fashion has developed over the years and why.</li> <li>2. Students will understand how to create and apply their ideas to a design using previous knowledge and research to ensure their ideas are well informed.</li> <li>3. Students will have the ability to pitch their ideas to the class confidently and give detailed explanations with regards to design decisions they have made.</li> </ol>

**Differentiation Grid**

Increasing Levels of Difficulty √	Group Work √	VAK √	Use of Target/ Directed Questions √	Progressive difficulty √
Completely Different Task or Worksheet	Resources √	Classroom Assistant	Individual Work √	Peer Support/ Collaboration √

<b>Starter/Introduction:</b>				
Open-ended Task √	Extra Homework for G&T	Table Writing or Writing Frames	ICT Access √	Outcome
Extension	Other			

*As pupils enter the room the space is set up with the costume box in the centre, the costume box can include a range of items e.g. coats, jumpers, skirts, socks and hats etc but also numbers and football logos(see resource pack for details). There is a spot light on the box.*

- Teacher welcomes pupils into the classroom and explains that today they are going to be exploring 'Football Fashion'.
- Teacher splits the class into small groups ( est. 5 per group) and explains the task:  
*Differentiation: teacher can organise groups to ensure mixed ability/one group of G+T pupils.*
  - You have 3 minutes to make a football kit for **one** member of your group
  - Your kit can be stereotypical or can be a new design- the more imaginative the better.
  - You must use the costume provided.
  - You must choose 3 words that describe your football kit to present to the class.
- Teacher sets the pupils on task and times them precisely, play music.
- Teacher stops the class and gets each pupil who is dressed up to form a line at one side of the room, teacher plays the music and gets each pupil to 'catwalk' across the room, pose and say the 3 words that they have chosen to describe the football kit that they have designed.

*Differentiation: teacher encourages pupils and in particular G+T pupils to incorporate other drama skills they know e.g. freeze frame*

#### Key Questions:

1. Were your designs successful?
2. How did you make decisions about what you were going to include?
3. How did you assemble the costume?
4. Does the design look like a football kit?
5. Does the design tell us anything about football history? How? Why?

*Assessment: teacher uses guided and directed questions to track pupil progress so far and to plan for whom she will target during the next activity.*

- Teacher explains to pupils that when a costume designer works for a Director they are often given a specific brief which details all aspects of the design that needs to be included.
- Teacher explains that they have an important visitor to their lesson today who has done just that....meet....'Goal Win' an infamous football kit designer from Swansea. Teacher displays power point (see resources) which details the brief.

#### Main Activities:

**The Brief** *it is 1892 and Mahon and Houlding are at odds about the future home of Everton Football Club and the creation of a new team to be named Liverpool Football Club to be homed at Anfield. In a bid to keep 'The Split' amicable, Goal Win, infamous football kit designer has decided to secretly create a new kit that both teams can share (yes share!)....but Goal Win has a magical gift, he can see into the future and knows that the Football kits are to become bright and colourful, will reduce the amount that players sweat due to the absorbent materials and he also knows that sponsorship will help to keep the game alive.*

1. You are being commissioned to create a football kit that will be used by **both** Everton and Liverpool Football Clubs.
2. The design **must** incorporate elements of **both** teams kits from the past **and** present
3. You **must** use your knowledge of the history of Everton Football Club gained from 'The Everton

Collection' to inform your ideas.

4. You have a limitless budget and can create any style of kit that you choose **however** you must be able to justify your ideas if questioned.
5. You **must** use original source material from 'The Everton Collection' e.g. photographs to inform your decisions.
6. You **must** use further research to help you make design ideas.

*Assessment: the brief can be used by the teacher as success criteria to see which pupils have achieved all aspects of the task, some or none.*

- Teacher continues to talk pupils through the brief which also includes some key information from football fashion history that will aid pupils with their design and answers any questions.
- Teacher gives each group an A3 paper doll, coloured paper, scissors etc along with premade bits of costume (see resources) and gets them to spend 15minutes beginning to create design ideas.

*Differentiation: there are two types of paper doll (see resources)*

- Teacher draws pupil's attention to the 'Wall of Fashion' or the powerpoint which features pictures of football kits from history and to the laptop which is available for them to undertake further research.
- Teacher stops pupils and explains the next task:  
-In your groups you now have 15min to bring you design to life you have a few options you can...
  - a) Use the costume box to find material/costume that you can adapt
  - b) Make a life size paper doll/sketch of your design
- Teacher explains that whichever way they choose to complete the task they must think of a creative way to present it to the rest of the class and they must follow the original brief!

*Assessment: teacher walks around the space helping groups and offering advice and feedback. Teacher should make mental notes and notes in planner to help inform future assessment/report planning.*

### **Plenary/Conclusion:**

- Teacher stops the pupils working and explains that they are now going to pitch their designs to each other.
- Teacher has a block in the centre of the stage with a spot light, each group gets up to present and the design 'stands' on the block. E.g. if the pupils used costume the pupil dressed up stands on the block, or if it's a paper doll one pupils stands on the block holding it.
- Teacher leads 'pitches' and feedbacks from the pupils

*Differentiation: teacher encourages G+T pupils to actively contribute to group discussion.*

### **Key questions**

1. How did each group interpret the idea differently?
2. Why do you think this was?
3. Which method of creating costume was most effective?
4. Is it difficult to follow a brief?
5. Do you think both teams could share a kit in reality? Why?
6. Would this have worked when the 'split' initially happened?
7. Would any of these costumes work in a performance? Could actors wear them comfortably?
8. What could the performances be about?

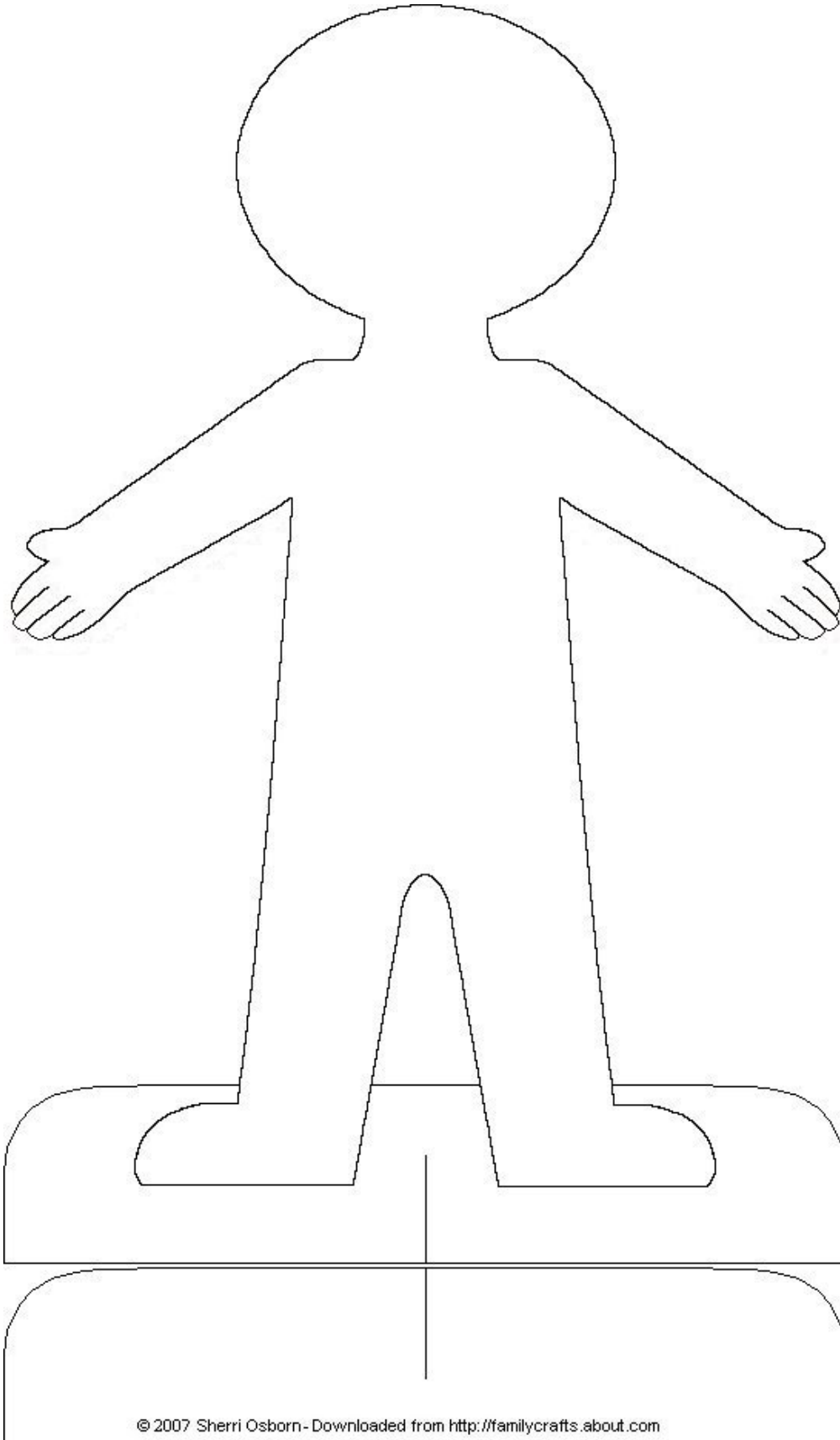
*Assessment: teacher uses guided and directed questions to track their progress and to inform future planning and assessment.*

### **Plenary**

- Teacher asks pupils to spend 5 minutes in their groups to create a "Costume Design Handbook"

detailing any advice that they felt they could offer to another group trying out the same brief and exploring any problems that they faced during the design process.

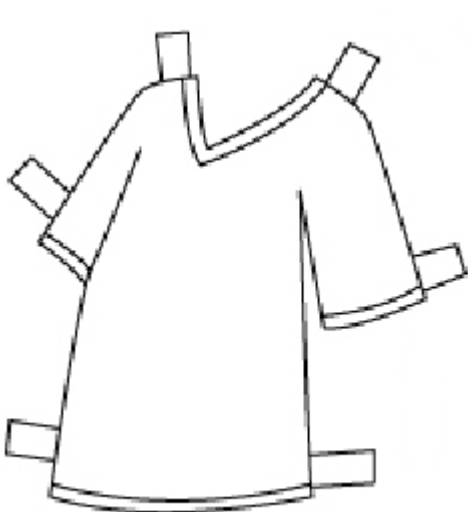
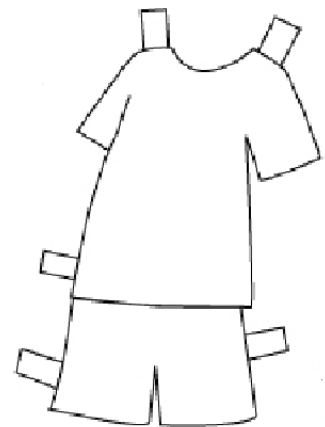
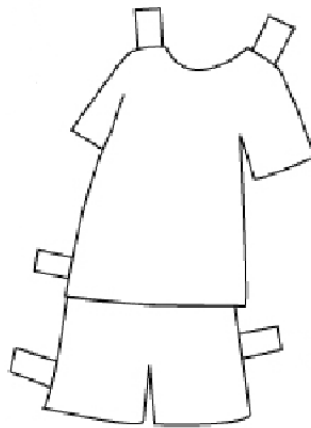
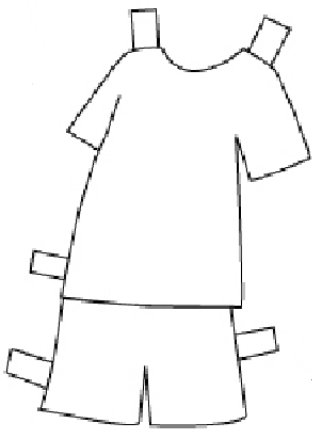
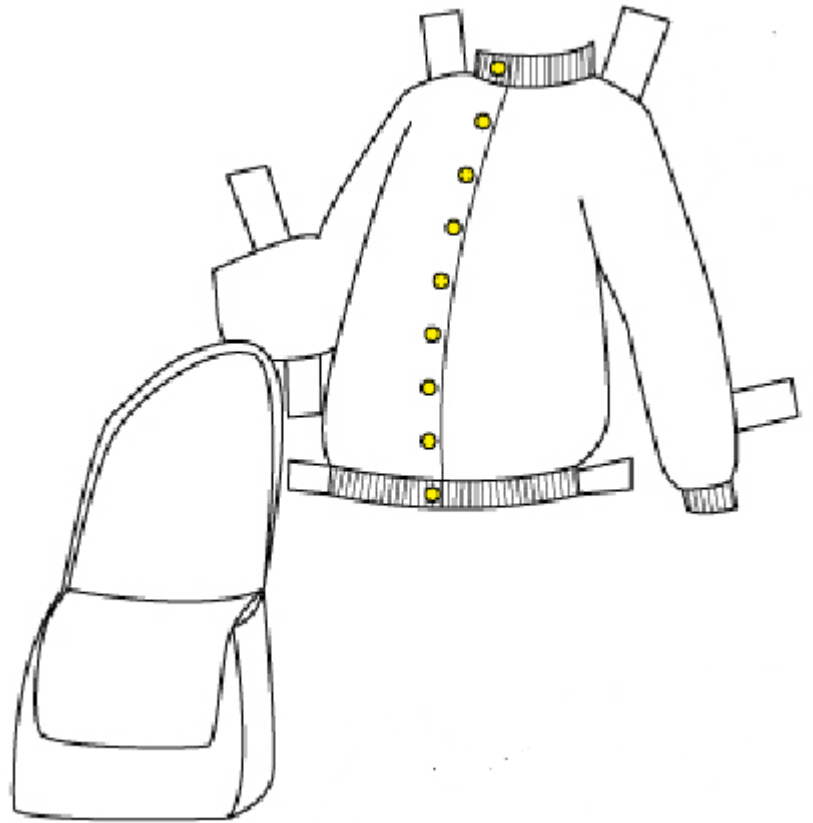
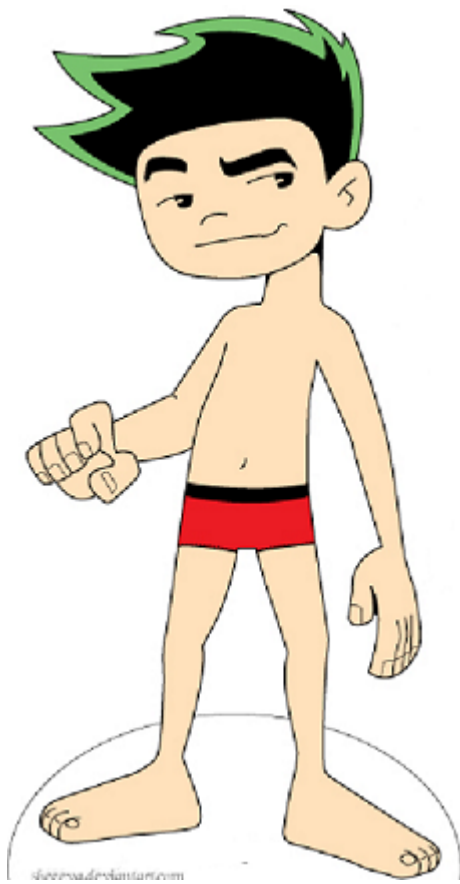
- Teacher collects the “Handbooks” in and dismisses pupils.



**Paper**  
**Doll:**  
*there*  
*two*

*are*

**Costume**



*This can be used as a handout for pupils to remind them of the brief when working in small groups.*

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# **The Wall of Fashion!**