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Creating Student Assignments

This process was very interesting for me. I have assigned this project in a previous class yet I did not tease it apart into smaller sections that incorporated so many skill building sets. This part was very exciting for me because it really helped me to examine exactly what I was getting at with the assignment! I loved taking apart whether or not the students had the skills required for each mini step. It also helped to see which skills I was not building with this assignment and which sorts of projects I needed to assign following this project to fill those needs. Aside from learning how much deeper I can dive into the projects I assign by breaking them up into small pieces I became more thoughtful about a variety of materials that I could give the students in addition to the materials I already gift. This is something I've done for a while - give students alternate versions of the same materials - but providing different types of resources for the same topic is something that occurred to me during this exercise. It's interesting how different people connect with different forms of information. So, overall, I feel that my assignment does meet the criteria of creating an assignment. The only thing that this version of the assignment does not include (and my group member/commenter aptly mentioned this) is a thorough rubric and some specific examples of excellence. While I always do a rubric for each project because each of my projects are extremely detailed and each step takes a good amount of time, I do not provide examples of excellence or the opposite. These are assumptions I have made based on prior knowledge of the students and I apparently expect them to have mind melded with me to create the optimal collage! So, this is something I will be including with this project when we talk about research collages and I also intend to use this strategy in many other areas of this and other classes I teach. I have not been able to share this assignment with my students yet but it is going to come up in the next few weeks.

Design an Assignment for a College Course

Assignment Title and Brief Description:

The Lion In Winter Theatrical Costume Design

ASSIGNMENT LEARNING OUTCOMES (These should align with at least one course learning outcome):

This assignment aligns with the course learning outcomes:

1. Practice a variety of rendering techniques including collage, marker, and media mash up.
2. To have a realized design by the end of course.
7. Practice research techniques that deliver primary research that is unique to the class.

PURPOSE OF THE ASSIGNMENT (skills practiced, knowledge gained, long-term relevance to students' lives, connection to course learning outcomes)

To learn about primary research and how to research costume where there are no photographic sources (medieval period show). To practice rendering a variety of skin tones. To show power struggles and character arc through costume silhouette, color, and fabric. To capture the essence of an actual actor in a drawing. To use heraldry to represent different characters from various provenances in the world of the show.

TASK: (*what* the students will do, *how* to do it (steps to follow, avoid), *who* the intended audience is, timeline for the task)
 They will break down the play with act scene charts, descriptive costume plots, character charts, and piece lists. They will create a period fit guide for a man and a woman of the time. They will Do a research presentation on the period and provide research for each character. This will all culminate in a set of costume plates of each character in the show at different stages of the play’s plot. Renderings will include matched skin tones (this will be a supplementary exercise) that match our color-blind cast.

Additional Skills Needed for Success with this Assignment: (check all that apply)

<ul style="list-style-type: none"> X Finding relevant research x Reading complicated text x Writing (What kind? Precise, detailed, etc.) <ul style="list-style-type: none"> o _Many charts describing character and costume _____ xTechnology _____ <input type="checkbox"/> Math _____ <input type="checkbox"/> Learning how to learn 	<ul style="list-style-type: none"> X Analyzing (compare/contrast, multiple perspective, etc.) <input type="checkbox"/> Analyzing data X Applying knowledge X Synthesizing <input type="checkbox"/> Evaluating X Using evidence to support a position 	<ul style="list-style-type: none"> <input type="checkbox"/> Teamwork/collaboration X Time management X Creativity X Public speaking X Professionalism X Global/intercultural fluency <input type="checkbox"/> I wish this play was more global, but our colorblind cast will at the very least help designers “see” the tones and undertones of a variety of skin tones.
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Additional Learning Outcomes: Will any of the above skills be assessed? If so, write 1 - 2 learning outcomes to address these skills.
(e.g. Students will work effectively in a small group or students will write clearly and logically, using the language of the discipline.)
Students will write detailed descriptions of costumes in their piece sheets and detailed costume plots. They will also provide detailed character descriptions in their character charts. Students will provide a design approach using metaphor or elements of design as a vehicle to describe character traits.

Content or Skills to be Taught (with lesson, activity, check for understanding)	Lesson, Activity, Check for Understanding
<ol style="list-style-type: none"> 1. Using Excel well 2. Research skills-Primary research; researching the medieval 3. Character analysis 4. Mixing watercolor skin tones. 5. Facial analysis in replicating real life- Capturing an actors’ characteristics in line drawing 6. Developing character from research and character information from script 7. Combining watercolor practice, research of character, region, time period, and heraldry while presenting publicly their findings. 	<ol style="list-style-type: none"> 1. IN class activity of missing as many skin tones as we can find and paint with in the class period. 2. There will be a research presentation assignment where they present research they collected. 3. Assignment of final rendering – we will see if they captured the person they were assigned!

CRITERIA FOR SUCCESS: (optional for the Creating Assignments module)

- checklist or rubric in advance so students can self-evaluate- YES I WILL DO THIS!!!
- (attach)
- what excellence looks like (annotated examples and non-examples where students can apply those criteria) (attach) I WILL DO THIS ALSO!!

Project Outline:

Lion In Winter Project Outline: Historical Costume Design

Fancy Smancy Theatre Company has hired you to design a revival of this 1966 hit. The play takes place in 1183 and concerns real historic figures. The producers are a bit worried because it is particularly difficult for modern audiences to “read” the period clothing vocabulary. And this play, especially, all the characters are royalty and some of the wealthiest people Western Europe. Will the costumes overwhelm the actors or the story? Not if you follow these guidelines...

Your costume designs must tell a modern audience

The facts: who, what, when, where

Which schemers are evenly matched, and which are not capable.

Each character differs very much in interests, and desires, and each is vulnerable at times.

By illustrating psychology, you will successfully design this play. What kind of textures are important for this period and for each character and WHEN?

The producers have hired the following cast:

Henry II	Alec Baldwin
Eleanor of Aquitaine	Susan Sarandon
Richard the Lionheart	Sam Heughan
Geoffrey	Dev Patel
John	Charlie Heaton
Phillip Capet, King of France	Michael B Jordan
Alais Capet	Constance Wu

You will do two types of research:

3. Historical research: the kinds of clothing worn during this era- layers, garments, accessories. The historical figures each role represents and did they have a **signal** piece of clothing??

4. Character research: each actor assigned to the role and what they look like (NOW not 20 years ago!) and an age and body type is required for each character.

You will create a collage for each character that includes the actor and historical research. You will then translate the collage items into drawn renderings.

The costumes are:

- Henry #1 Daywear
- Eleanor #1 Reception dress, #2 Lounging variety, #3 Travel garments
- Alais #1 Reception dress, #2 Nightwear
- Richard #1 Reception wear
- John #1 Reception wear
- Geoffrey #1 Reception wear
- Phillip #1 Reception wear

Grades will be up to 350 points and based on:

- **10 research collages** on 11" x 14" paper (you can also collage these digitally then print them out (Due Week x)
- **10 renderings** on 11" x 14" (or close) paper, using watercolor, gouache or acrylic medium (you may use other mediums on surface if you like). (Due Week x)
- **Swatches** for each rendering (you can swatch in the costume shop but must re-stock fabric and **ask Jan first**). Due with renderings.

All labels must be present including: Show Name, Act/Scene, Character, Actor name, and your signature!

SCAFFOLD THE ASSIGNMENT: Refer to your "Design an Assignment for a College Course." Then use this template to brainstorm how to scaffold your assignment.

	<p>Skills Needed content, group work, writing, reading difficult text, technology, or other skills from the "Design an Assignment..." template</p>	<p>Skills addressed in class? (Y/N)</p>	<p><u>Outside</u> support available for needed skills (tutoring, video resources, online resources, textbook pages, writing center, library, etc...)</p>	<p>Will students benefit from feedback on this step? From whom? (instructor, peer, guided self-reflection)</p>
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<p>Step 1 of the Assignment Read the play and do paperwork: act/scene chart, character chart, answer character & playwright list of questions.</p>	<ol style="list-style-type: none"> 1. Must be adept at using Xcel charts. 2. Must be efficient at reading play scripts (reading complicated text) 3. Writing: must be able to answer a variety of questions in a manner that flows and can be followed by reader. 4. Analyze Data: not exactly data but they must be able to analyze character. 	<ol style="list-style-type: none"> 1. Y 2. N 3. Y 4. Y 	<ol style="list-style-type: none"> 1. Video resources 2. Video resources 3. I provide examples 4. Textbook pages 	<ol style="list-style-type: none"> 1. Yes, peer and instructor 2. ? 3. Instructor 4. Instructor and relates to doing #2 correctly
<p>Step 2 Start primary research; create research presentation</p>	<ol style="list-style-type: none"> 1. Research skills- where to find interesting images of the medieval.(finding relevant research) 2. Be able to create a presentation that is organized, full of rich content, and polished 	<ol style="list-style-type: none"> 1. Y 2. Y 	<ol style="list-style-type: none"> 1. LIBRARY! 2. Video resource 	<ol style="list-style-type: none"> 1. Yes, instructor and peer 2. Yes, instructor and peer
<p>Step 3) Do skin-tone activity in class; look at what makes a face</p>	<ol style="list-style-type: none"> 1. Analysis- they will need this skill to figure out what makes each actor 	<ol style="list-style-type: none"> 1. Y 2. Y 	<ol style="list-style-type: none"> 1. Video Resource 	<ol style="list-style-type: none"> 1. Yes, instructor

	<p>unique to replicate their faces</p> <p>2. Technology- more in the traditional sense- they need to know how to watercolor and mix color using complimentary color.</p>		2. Video resource	2. Yes, instructor
<p>Step 4 Develop character from play research and historic research</p>	<p>1. They must be able to analyze the information they've collected to this point so they can combine it all into character. (multiple perspectives/compare contrast)</p> <p>2. Apply knowledge- they will have to apply what they've learned from their research to their costumes including regional research, period research, and heraldry.</p>	<p>1. Y 2. Y</p>	<p>1. Video on costume designers process 2. Video</p>	<p>1. Y, Instructor 2. Y, instructor (in preliminary drawing meeting)</p>
<p>Final Step</p>	<p>1. Use evidence to support a position- they will Use primary research to</p>	<p>1. Y 2.Y 3.Y</p>	<p>1. - 2. Text pages from a</p>	<p>1. Y, instructor 2. Y. instructor 3. Y, instructor</p>

	<p>support their choices in costume silhouette, fabrics, and color.</p> <ol style="list-style-type: none"> 2. Analyzing all information collected to this point to make choices and create drawings. 3. Time management- these projects take a long time, good time management is necessary. 4. Public speaking- they have to present this information to the class. 	4. Y	<p>costume design text</p> <ol style="list-style-type: none"> 3. - 4. Videos of design presentations 	4. Y, instructor
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