



WB
WARNER BROS.
STUDIO TOUR
LONDON

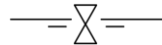
THE
MAKING OF
Harry Potter

COSTUME DISTRESSING TEACHING RESOURCE

Students will have the opportunity to examine a costume from a battle scene and analyse how the Costume Designer creates wear and tear.

LEARNING OBJECTIVES:

- To understand the meaning of costume distressing and learn how costume distressing is used in a film to create a believable story
- To apply costume distressing knowledge to design and create a piece of distressed fabric



LESSON FOCUSES

PRE-VISIT:

Students will develop an understanding of what costume distressing is and why it is important in film making.

VISIT WORKSHOP:

Students will have the opportunity to study costumes from the *Harry Potter* film series. They will discover how they have been distressed according to the character's storyline. Students will then break down their own piece of fabric, using a range of professional distressing tools.

POST-VISIT:

Students can design a character's profile and timeline that have contributed to the wear and tear of the character's costume. They can further build on this by writing their story/screenplay for the character they have created.





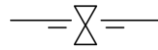
COSTUME DISTRESSING PRE-VISIT LESSON

Ask the students if they know what costume distressing is. If a prompt is needed suggest thinking of the meaning of the word distress or distressing and see if they can guess what this could mean.

Show the students selected scenes from the *Harry Potter* film series or scenes from any film of your choice. Preferably think of an age appropriate battle scene for the class to view. As they watch the scenes, they should create a timeline of events and note down anything they notice about the costume as the story develops.

Take feedback from the class and make a list of all the things they noticed. The students should notice that as the action happens, the costumes become more damaged.

Introduce the costume distressing analysis worksheet and ask students to closer analyse the costume and what story it is telling them. After this has been completed, students should turn their notes into a full analysis using PEE paragraphs (or whichever analysis paragraph structure your school uses.)



SUPPORTING DOCUMENTS:

Analysis of Costume Distressing worksheet



COSTUME DISTRESSING POST-VISIT LESSON

Using some of the distressing processes learnt in the Warner Bros. Studio Tour London workshop, ask students to design a costume for:

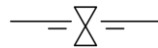
- A defeated soldier
- An athlete
- A space traveller
- Or a different character of their own choice

After they have designed the costume, provide swatches of fabric for the students to distress to reflect the narrative of the character of their choice using the character costume design worksheet. Students should annotate where wear and tear occur. Students can use the weblink provided to help with distressing techniques.

If students are looking at this lesson from an English point of view, they could further develop the ideas of the character they

created in the workshop and write a story/screenplay of what has happened to the character.

For students with an interest in costume distressing, suggest they research Costume Designers on IMDb and look at their career trajectory and research further education opportunities to get into this area of film making.



WEB LINKS:

- <https://sites.google.com/site/costumedistressingworkshop/Home/links-to-online-information-on-distressing/>

Costume Designer Jany Temime profile: www.imdb.com/name/nm0278973/#CostumeDesigner •

SUPPORTING DOCUMENTS:

Character Costume Design worksheet



COSTUME DISTRESSING ANALYSIS OF COSTUME DISTRESSING

- What mood/tone is being set through the design of one costume in the film sequence?

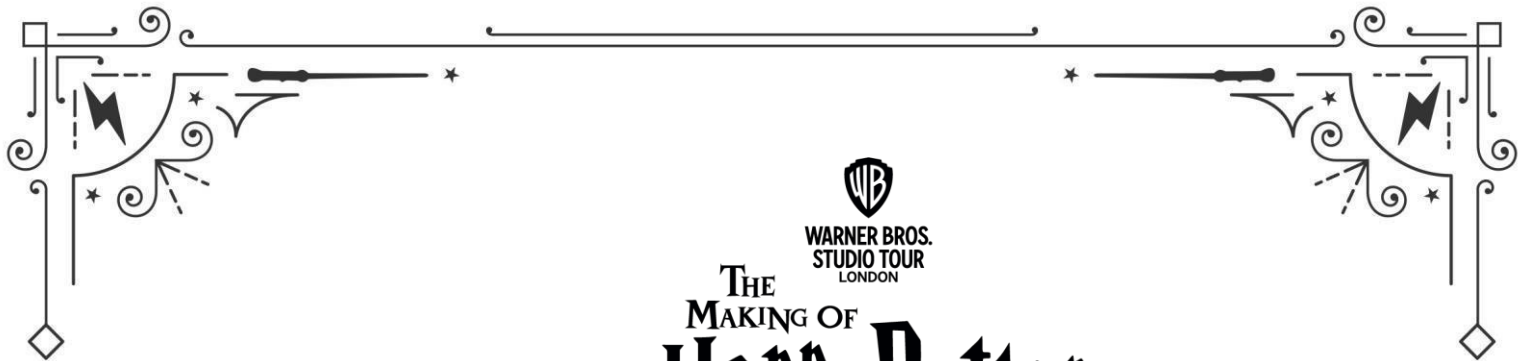
- What design features are most noticeable?

- What colours are used? What connotations do they have?

- How does the costume change during the film? What effect is created? Does this impact on the narrative?

- How does the actor's performance impact on the costume? (e.g. movement, action, storyline)

- How does the costume inform or communicate the genre of the film?

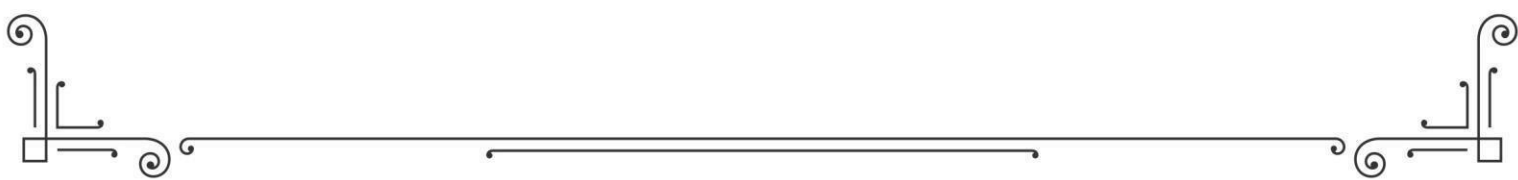
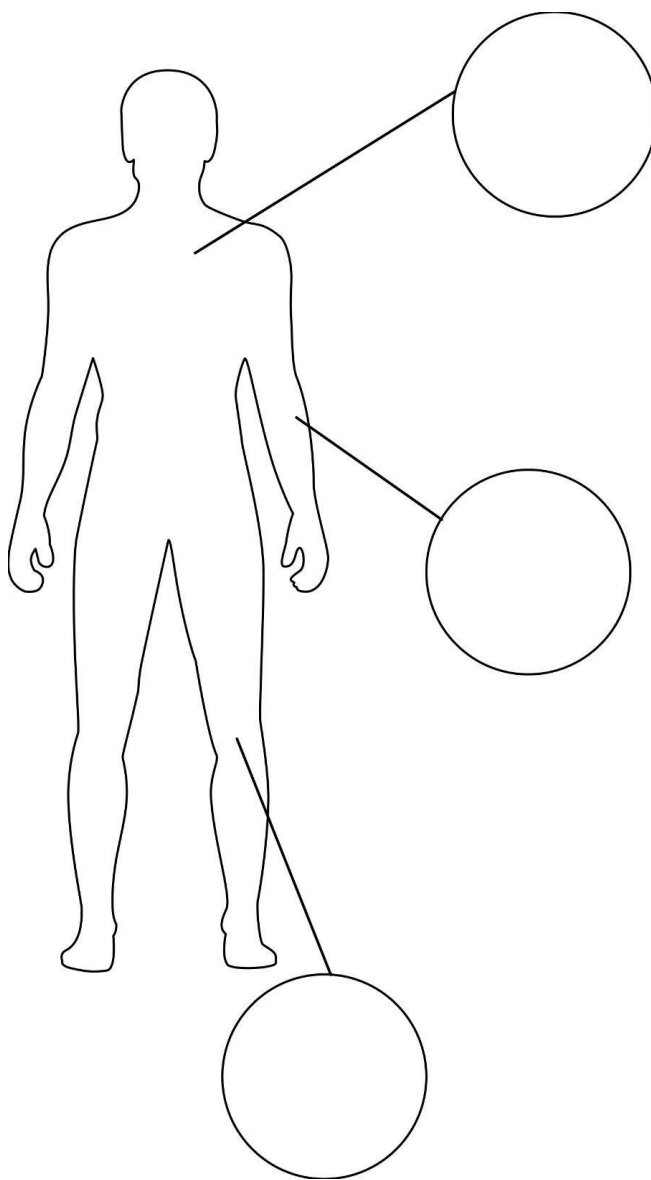


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THE MAKING OF Harry Potter

COSTUME DISTRESSING CHARACTER COSTUME DESIGN

Add fabric swatches and design ideas to create your character. How would you distress the fabric on the costume?



THE MAKING OF Harry Potter

National Curriculum/Exam Board Links

Art and Design

KS2

- Produce creative work, exploring their ideas and recording their experiences.

KS3

- To increase their proficiency in the handling of different materials.

GCSE

- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

A-level

- Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Design and Technology

KS2

- To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.

KS3

- To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.

Film Studies

GCSE

- Demonstrate knowledge and understanding of elements of film.

A-level

- Apply knowledge and understanding of elements of film to the production of film.

English

KS2

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

KS3

- Summarising and organising material, and supporting ideas and arguments with any necessary factual detail.

Media Studies

GCSE

- Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

A-level

- Demonstrate knowledge and understanding of the theoretical framework of media and contexts of media and their influence on media products and processes

