



## COSTUME CHARACTERISATION TEACHING RESOURCE

Students will have the opportunity to look at how the Costume Department designed and created costumes in the Harry Potter film series to bring characters to life.

### LEARNING OBJECTIVES:

- To understand the process of Costume Design within a film
- To apply this knowledge to invent a costume for a character of their choice

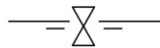
**PRE-VISIT:** Students will begin to understand how different elements of a film, including costumes, are used to create meaning and support storytelling.

### VISIT WORKSHOP:

Students will study a range of costumes and how they reflect different characters' personalities, statuses and narrative trajectory. They will also understand the relationship between the Costume Designer and the Director during a film production.

### POST-VISIT:

Students will design a costume for a character of their own invention which incorporates ideas and designs from the lesson.





## COSTUME CHARACTERISATION PRE-VISIT LESSON

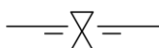
Give the students three stills from three feature films of your choice, these could be from the Harry Potter film series. Encourage the students to annotate each still using filmmaking terms (such as framing, lighting, props, costumes) and say how they create meaning. Give the students the mise-en-scène support sheet to promote detailed analysis.

Then have students select one of the images and write a short analysis. They should write one paragraph for each of the following headings:

- Setting
- Costume
- Lighting
- Character Movement
- Expression

Explain to students that filmmakers need to visually present characters to an audience. Costume Designers will consider a range of fabric colours, textures, and movement to give visual clues to audiences about whether characters are kind/cruel; honest/deceitful; joyful/miserable (binary oppositions).

Before designers begin to work on a design they will create a mood board. Using cuttings from magazines, fabric swatches and photographs, designers create a mood board that demonstrates an outline for the kind of colours, textures and styles of clothing the character would wear.



### WEB LINKS:

- Film profiles for Jany Temime (Costume Designer), Stephenie McMillan (Set Designer) and Stuart Craig (Production Designer) [www.imdb.com/](http://www.imdb.com/)

### SUPPORTING DOCUMENTS:

- Mise-en-scène worksheet

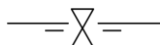


## **COSTUME CHARACTERISATION POST-VISIT LESSON**

Following on from the lesson students can continue to design their character. They can expand this by gathering swatches of fabric and photographs of character types, and by trying out different designs.

Students should consider how their design reflects the nature, lifestyle and background of the character they created. Students should consider how effectively the fabric that they have selected represents the character and should also judge how the properties of the fabric may affect the way in which the actors move when wearing the costume. How will the fabric drape on the actor? What is the flexibility of the fabric on the actor? What will be the impact of fabric choice on the actor's performance? Will it change an audience's perception of their character?

In a similar way to the design ideas, the fabrics may have properties that reflect the nature, lifestyle and background of the character they have created. You can use the web link provided to expand on the Costume Designer's roles and responsibilities when designing costumes for the film industry.



### **WEB LINKS:**

- Creative Skillset profile of a Costume Designer:  
[http://creativeskillset.org/job\\_roles/1756\\_costume\\_designer](http://creativeskillset.org/job_roles/1756_costume_designer)

### **SUPPORTING DOCUMENTS:**

- Create a character worksheet



WB  
WARNER BROS.  
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LONDON

THE  
MAKING OF  
**Harry Potter**

## COSTUME CHARACTERISATION MISE-EN -SCÈNE

The placing of items in the frame is called mise-en-scène or 'what's in the frame'; the elements of which are:

- Setting- including scenery, props, furniture and other set dressing
- Costume and makeup
- Lighting - intensity, source, colour and direction
- Character - expression and movement
- Props

### Setting

What is the location? Where does the action take place?

What details of the location indicate this?

How does the setting indicate genre?

Does the setting indicate mood? If so, how?

What does the setting suggest about the characters? Their status? Culture? Occupation?

How do props (moveable parts of the setting) contribute to the sense of place?

How do the props and set dressing indicate the genre of the film? Give examples and explain why.

### Costume

Do the costumes suggest a certain historical period?

How does costume indicate genre?

What does the costume suggest about the character's background?

How do costume changes indicate the development of characters?

What do costumes indicate about the way characters feel about themselves?

What impression do characters want to make on others through their costumes?

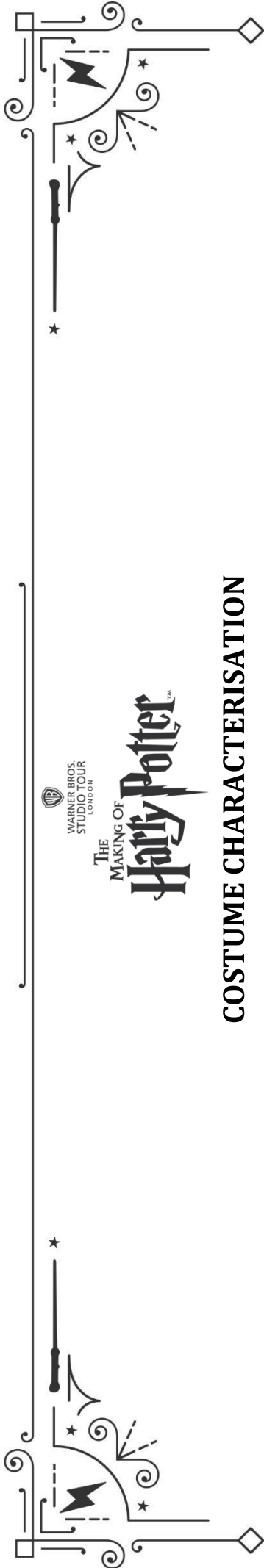
### Lighting

What kind of mood does the lighting create in the scene? Are different techniques used to create different moods?

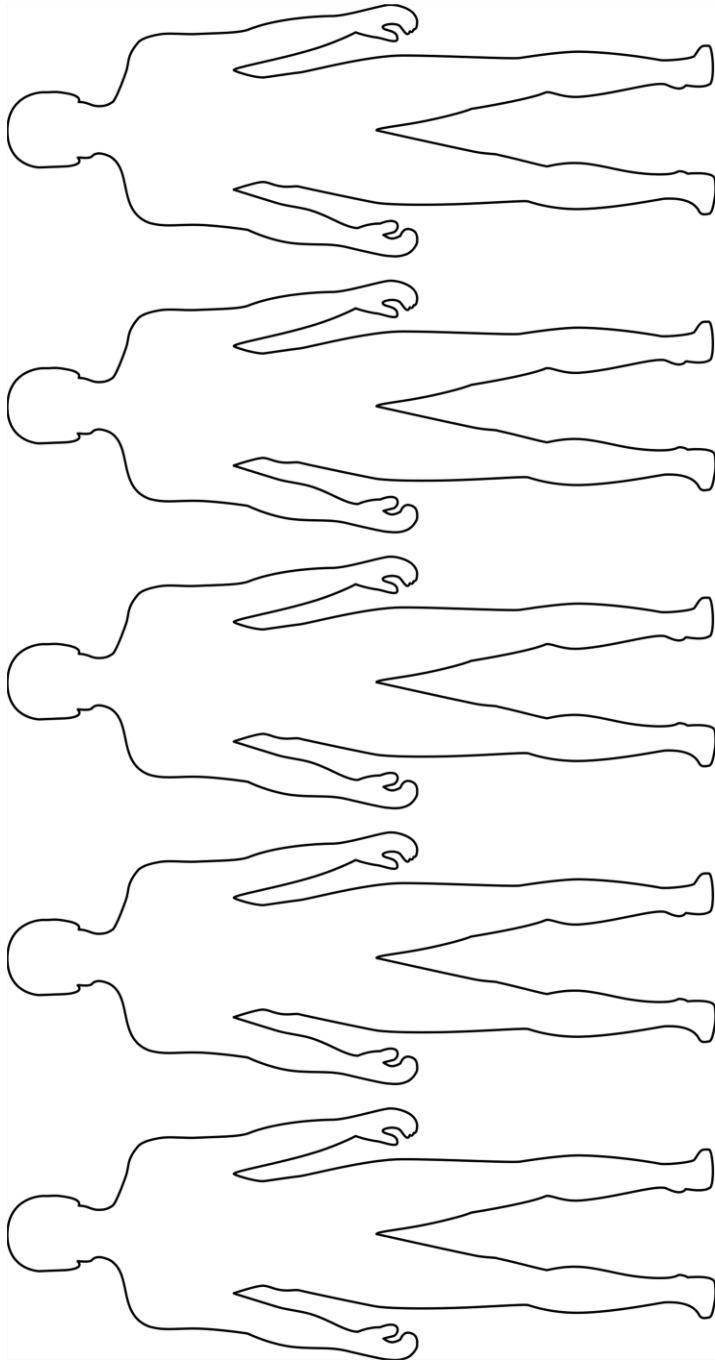
How does the lighting indicate genre? Does the colour of the lighting change from earlier to later scenes? If so, to what effect?

### Character movement and expression

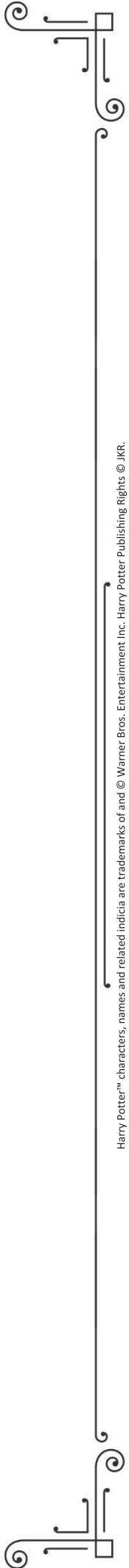
Where are the characters positioned within the frame? Does this reflect their importance? Feelings? Relationships with each other? What thoughts, feelings and emotions are evoked by the actors' performances?



**COSTUME CHARACTERISATION**  
**CREATE A CHARACTER**



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## 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.

### Design and Technology

#### GCSE

- Identify, investigate and outline design possibilities to address needs and wants.

### Media Studies

#### GCSE

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

#### A-level

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

### Film Studies

#### GCSE

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

#### A-level

- Demonstrate knowledge and understanding of elements of film.

### English

#### KS2

- Writing narratives about personal experiences and those of others (real and fictional).

#### KS3

- Using Standard English confidently in their own writing and speech discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology

