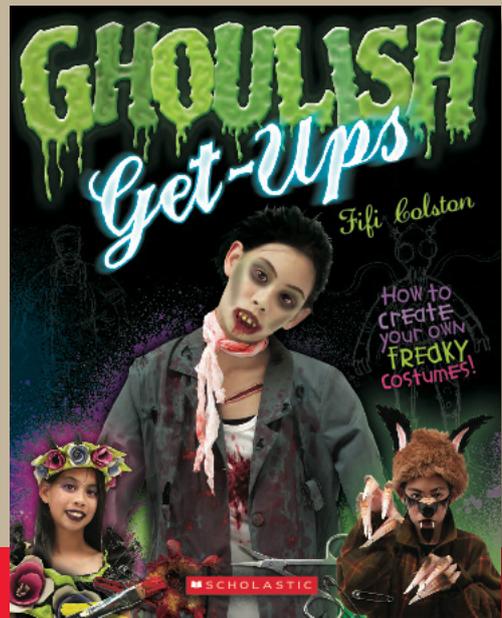


# Ghoulish Get-Ups

By Fifi Colston



- Reading • Art • Design • Soft Technology
- Fabric Technology • Wearable Arts

## Synopsis

*Ghoulish Get-Ups* is a fun look at how to create truly scary and freaky costumes. It is set out in a simple and logical way, starting with a comprehensive gallery of fantastic costumes to get your creative juices flowing. It then moves on to construction techniques. Readers are given a full explanation of how to create each of the variations on the basic designs. The next section covers makeup ideas for how to 'dress' the costumes for full effect. These useful tricks and tips show students how to create all the clever details that will transform their costumes from ordinary to fantastic. The final section ventures into themed party food, helping creative students complete the look for their scary soirée (but will they be able to bring themselves to eat anything?).

*Ghoulish Get-Ups* is a useful resource for teachers planning a wearable arts unit for their students – particularly those of the gruesome variety. It is an especially useful teaching resource for senior primary and intermediate students, but is also likely to be of great interest to students in Years 9 and 10 at secondary school.

## About the Author

Fifi Colston's love affair with creating costumes began as a child and has continued throughout her life. She writes and illustrates books for young people and creates costumes for film and television as well as for the annual World of WearableArts show. She also presents workshops based on these endeavours.

## Links to Curriculum

### PEDAGOGY

This unit of work stimulates active engagement and is based on a relevant context in a real-world situation (the use of recycled products and looking at sustainability). Students will have the opportunity to make design and construction decisions, practise forward planning, and develop independent thinking and problem-solving strategies.

Students will be able to work in groups, developing their communication skills as well as skills relating to participation and contribution. The combination of the creative and construction aspects gives the assignment a cross-curricular potential.

Successful designs could be entered into competitions around the country, such as the Schools' Trash to Fashion (ST2F) awards, run annually by Auckland Council in association with the Keep Waitakere Beautiful Trust.

# Years 1 to 8: Integrated Curriculum

## LEARNING AREA: THE ARTS AND TECHNOLOGY

In the arts, students explore, refine and communicate ideas as they connect thinking, imagination, perception and feelings to create works and respond to the works of others.

In technology, students learn to be innovative developers of products and systems and to be discerning consumers who will make a difference in the world. Considering the effect of recycling waste products into other products and thus extending the life of materials and resources is very relevant in this context.

# Years 8 to 10: Soft Technology, Fabric Technology

## LEARNING AREA: SUSTAINABILITY AND RECYCLING IN RELATION TO TEXTILES

In the real-world context of sustainability and recycling, students will have the opportunity to work on a hands-on project designing and making a costume out of waste materials. Together with the creative and skills-building sides of the project, students have the opportunity to learn about an issue relevant to their lives and futures, and to be empowered by their choices.

## EXAMPLE ASSIGNMENT FOR YEAR 9 AND 10 STUDENTS IN FABRIC TECHNOLOGY: HEAD HIGH ASSIGNMENT

For Schools' Trash to Fashion competition, People's Choice Challenge

Design and make a head piece entirely from trash. Working in teams, come up with a design – it could have a theme such as Halloween or Freaky. The successful outcomes are displayed in a gallery setting at the Schools' Trash to Fashion Awards exhibition show and are voted on by the public to find the most popular entrant.

# Years 11 and 12 (NCEA Levels 1 and 2): Fabric Technology

## NCEA LEVEL 1

### POSSIBLE ACHIEVEMENT STANDARDS AGAINST WHICH TO ASSESS A WEARABLE ARTS ASSIGNMENT:

- AS91046 Use design ideas to produce a conceptual design for an outcome to address a brief
- AS91063 Produce freehand sketches to communicate own design ideas

AS 91047 Undertake development to make a prototype to address a brief

AS 91048 Demonstrate understanding of how technological modelling supports decision making

## NCEA LEVEL 2

### POSSIBLE ACHIEVEMENT STANDARDS AGAINST WHICH TO ASSESS WEARABLE ARTS ASSIGNMENT:

AS91354 Undertake brief development to address an issue (sustainability and recycling issue and designing for a wearable arts show)

AS91363 Demonstrate understanding of sustainability in design (external)

AS91357 Undertake effective development to make and trial a prototype

# Links to Curriculum

## VISUAL ARTS AND DESIGN

A unit of work based on creating a wearable arts costume links well to the visual arts key concepts of creativity and connection, challenge and invention, and transformation and empowerment.

## PLANNING A UNIT OF WORK BASED ON GHOULISH GET-UPS:

This unit of work follows the inquiry process in an integrated approach and can be adapted to suit the needs of students in Years 1 to 8.

Week	Topic/Focus
1	Introduction
	Research

**Week Topic/Focus****2 Good Ideas**

Think about where good ideas come from as a brainstorming and mind-mapping session with the class. Come up with various sources of ideas that students could explore (see *Ghoulish Get-Ups* gallery section).

Do a story time activity as a class, and then have each student expand their ideas on paper.

**Concepts**

This can involve drawing/painting/using colour or just sketching in pencil. Create mood boards showing emerging themes and ideas for a costume design. Continue to develop a design direction until a main design idea emerges.

**3 Time Planning**

As a class exercise, work out a plan for all activities involved in developing the design, from a drawing through to the modelling and construction stages, and then to the final finished costume. Schedule key dates to make sure the project is kept on track. Check in with the plan at regular intervals throughout the project to see how the students' time management is going.

**4 Model Making**

Using templates (there are some in the book *Wearable Wonders*), students can start to develop their designs into three-dimensional models. Start with figure templates, and then gradually build up the designs into three-dimensional objects.

**5 Experiment**

This stage involves collecting materials (this may have been happening from early on) and trialling and finalising the construction techniques to be used. It also involves measuring and finalising the measurements for the pattern-making and full-sized working trial costume to be constructed.

**6–10 Construction of Final Costume**

Use all of the construction tips and information from *Ghoulish Get-Ups* as a guide for the construction of the costumes.

**Week Topic/Focus****6–10 Evaluation**

Students are to write an evaluation of their finished costume: what they learned; any changes they would make to their design; what was successful.

**11 Show Time**

Where applicable, use the helpful information from the book to assemble the costumes and finish off with truly scary makeup for the full final effect!

Author: Sharon Hebden

Editor: Mary Atkinson