

# Title: Wearable Wonders

## Author/Illustrator: Fifi Colston

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### Synopsis

This book takes you through the wearable art and costume design process from first inspiration, through concept development, to construction and showtime. Presented in a fun and creative, hands-on way, *Wearable Wonders* is full of useful ideas, tips and tricks for the design, visualisation and making of creative, striking and successful costumes.

The book contains sections on idea creation, modelling, techniques, sourcing materials, construction, and stage presentation. These can be used sequentially in planning a teaching unit of work for various school age levels. The book would also be helpful for more advanced students working on projects that may require increased levels of independence and self-motivation.

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

*Wearable Wonders* is an invaluable resource for teachers planning a wearable arts unit for primary school right up to secondary school students. The main age groups for whom this book is an ideal teaching resource would be Year 8 through to Year 12, though the content can be easily adapted to suit the needs of younger students.

### 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 thinking, and develop independent thinking and problem-solving strategies.

Students will be able to work in groups, developing their communication skills, as well as skills that relate to participation and contribution. Working in both the creative aspect and the construction aspect gives **cross-curricular** potential to the project.

The successful designs could be entered into a competition such as the Schools' Trash to Fashion (ST2F), run annually by the Auckland Council in association with the Keep Waitakere Beautiful Trust, and similar shows around the country.

## 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, senses 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 discerning consumers who will make a difference in the world.

## 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 material. Alongside the creative and skills-building side of the project, students have the opportunity to learn about an issue relevant to their lives and futures, and be empowered by their choices.

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

### Learning Objectives

To explore the key concepts of innovation, sustainability, enterprise and design in the technology area. Fabric technology focuses on knowledge and skills associated with various textiles to create technological outcomes, understanding structures and machines, and modifying and creating patterns. Students develop understanding and skills related to constructing a quality outcome.

<http://technology.tki.org.nz>

### NCEA Level 1

#### *Possible Achievement Standards against which to assess Wearable Art 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
- AS91047** Undertake development to make a prototype to address a brief
- AS91060** Demonstrate understanding of basic concepts used to make products from textile materials

### NCEA Level 2

#### *Possible Achievement Standards against which to assess Wearable Art 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 *Wearable Wonders*

This unit of work follows the **Inquiry Process** in an **integrated approach** and can be adapted to suit the needs of Year 1-8 students.

| Week | Topic/ Focus  |
|------|---|
| 1    | <p><b>Introduction</b></p> <p>Introducing the topic of creating a wearable art costume. Show some background information on World of Wearable Art shows and School Trash to Fashion shows to demonstrate the scope of possibility for costume designs.</p> <p><b>Research</b></p> <p>Students to research wearable art in general, collecting information about costumes and types of categories and documenting. Critical analysis undertaken about pros and cons of various types of construction and effectiveness of individual designs. Research favourite costumes to find out what their stories are, what they are made of and construction techniques involved.</p>  |
| 2    | <p><b>Good Ideas (see WW chapter 'A Good Idea')</b></p> <p><b>Brainstorming</b></p> <p>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 (using pages 8 and 9 as a basis for discussion).</p> <p>Do the story time activity as a class, and then have each student expand their ideas individually.</p> <p>Think about the names of categories in potential competitions (e.g. ST2F) that students could enter with their design. Brainstorm for sources of inspiration based on the names.</p> <p><b>Concepts</b></p> <p>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.</p> |
| 3    | <p><b>Time planning (see WW chapter 'Time Travelling')</b></p> <p>As a class exercise work out a plan for all activities involved in developing the design, from a drawing, through the modelling and construction stages to the final finished costume. Plan in the key dates to make sure the project is kept on track to complete</p>  |

on time. Check in with the plan at regular intervals throughout the project to see how the students' time management is going.

**3 & 4**

***Model Making***

*(see WW templates and model making ideas through to p. 19)*

Using the helpful templates and design tips in the book, students start to develop their design into a three-dimensional model. Start with the figure template and then gradually build up the design into a three-dimensional object.

**Week**

**Topic/ Focus**

**5**

***Experiment***

Think about movement and transformation as well (see WW chapter 'Animate'). Explore moving parts to costume and make in miniature form to experiment. Document in a workbook.

Also think about potential materials and explore possibilities (WW chapter 'Materials'). Document discoveries in a workbook.

**6**

***(WW chapters 'Tools of the Trade', 'Materials', 'Construction')***

Collecting materials (this probably will have been happening from early on in the project), trialling and finalising construction techniques to be used. Measuring and finalising measurements for the costume, pattern-making and full-sized working trial costume constructed.

Consideration of head, feet, hands to the design if not already finalised in the design (WW chapter 'Don't Forget Your Head!').

**6 – 10**

***Construction of Final Costume***

Use all of the construction tips and information from book as guide for construction period of the project.

***Evaluation***

Students to write an evaluation of their finished outcome; what they learned; any changes they would make to their design; what was successful? How successful was their time management?

**11**

***Showtime (see WW chapter 'Showtime!')***

Where applicable use the helpful information from the 'Showtime!' chapter to help prepare for live shows the costume may be entered or involved in. Discuss either as a full class exercise and write reflections in individual students' evaluations of their finished project, or simply use as helpful advice in the event of student's garments being entered and accepted into a competition or show.

