



Lesson: Characters and their Costumes

STANDARDS: New York: Strand #1: Theater Making

Students will learn to:

- [Write original work](#) drawn from or inspired by a variety of source material, including literature, history, current events, music, poetry, [interviews](#), themes and their own imaginations.
- Write vivid, complex, and well-rounded characters drawn from or inspired by a variety of sources materials.
- Make imaginative and expressive use of props, costumes and setting.
- Understand how a [director's concept and artistic choices](#) impact the overall approach to a scene or play.

Art: Exploring Characters and their Costume Choices

Motivation: View Mr. Elizondo's performance and "An Actor's Transformation." Discuss what Mr. Elizondo says about costumes. What does Mr. Elizondo mean when he says Cyrano's "[hat and white plume](#) is the character's soul"? Do you agree or disagree?

Group Activity: Discuss the importance of costumes. Do they make or break a character? Play an improvisation game in which students receive a piece of a costume: a shoe, a shirt, a hat, etc. Have students interact with each other based on the character they feel they must be from the item they have. Do another round in which students choose a second item. How does their character change? Then, do a final round in which students must use the two items they picked together. Is their character different? How do they know?

Independent Activity: Students should go home and write a scene or a monologue for one of the characters they developed in class. Students may also write a reflection about the evolution of the character. How did changing props change their idea of the character? How would the character behave in different settings? Share monologues and scenes in class and critique them if possible.