

Costume Design Handbook

Ardrey Kell High School
2024-25 School Year

Application due by midnight Friday, September 13. Make a copy of this form and email this, along with your rendering, to Ms. Calvert.

Ms. Calvert: ashlis.calvert@cms.k12.nc.us

Role

The role of the costume designer is to fully conceptualize and oversee the construction of costumes for a production. This includes garments, accessories, and hair/makeup. The designer will work closely with the artistic directors and production team to create a cohesive look for each character.

Responsibilities

1. Read and analyze the script
2. Explore the setting and themes of the story and represent these ideas onstage
3. Consistently converse with artistic director to create and alter designs
4. Scheduling flexibility 3-4 weekdays, as well as some Saturdays
5. Uphold production expectations and timelines by mentoring peers
6. Maintain a detailed and accurate budget of all materials purchased
7. Lead and manage a student team to make visions come to life
8. Work backstage during run of the production

ELSEWHERE

Setting:

The abandoned Headmaster's house at Larkin Academy, a boarding school in central New Hampshire. March. The bones of the set (the house) should always be present in some fashion. The world of Elsewhere is in the imagination of the main characters, and should not be represented too literally. Something simple that can be transformed.

Summary:

At a boarding school in New Hampshire, the former headmaster's house sits empty, abandoned decades ago after his son disappeared inside and now thought haunted. But when four students break in on a dare, they don't find ghosts or ghouls, but instead a doorway to another world: Elsewhere. Elsewhere is a realm of pure imagination, overflowing with everything Sylvan, Ariel, Jenna, and Vi could ever want: magic, adventure, acceptance, purpose, a half-human, half-buffalo librarian. But the longer they stay in Elsewhere, the more it seems there's something not quite right with the fantasy utopia—and the less willing Elsewhere is to let them go back to their real lives. To escape this dream world, the four friends must journey through their darkest nightmares.

Character Descriptions:

Humans

ARIEL, she/her, daughter of an art teacher

SYLVAN, they/them, Ariel's best friend

JENNA, she/her, funny and popular

VI, she/her, Jenna's roommate, extremely intelligent

JACOB, he/him, Vi's sort of boyfriend, a band kid

Denizens of Elsewhere

STEVEN O'MALLEY, he/him, a huffalo (human/buffalo)

THE TOOTH FAIRY

MR. BEAR, he/him

MRS. BEAR, she/her

CUB, she/her

THE CLOCKMAKER, he/him

MUSIC TEACHER

SECOND MUSIC TEACHER

THE FROSTBRINGER, she/her

AMBER PHOENIX

LEETA

BRINLEY

UNICORN

VIOLA, QUEEN OF THE FAIRIES, she/her

THE MONSTER UNDER THE BED

YOUNG JEREMY, he/him

FAIRIES, CLOCKS, DOCTORS, TEETH GOBLINS

***no pronouns listed denotes any gender**

Inspirational Images



Color Scheme/Themes:

1. Magic, adventure
2. Nightmares, dreams
3. Acceptance
4. Facing your fears
5. Clocks
6. Teeth
7. Something fun and amazing that gradually gets scarier

We are dealing with two different worlds here- the “real” world of the students and the imaginary world of Elsewhere that is both thrilling and terrifying.

Fill out the following schedule with your general availability. Remember that you must be available, for the most part, 2-4 days on weekdays from 2:45-4:30, and have some Saturdays. Please be as thorough and as honest as possible. During the school year, if we find that you are falling behind in your duties, we may move on to the next candidate.

Day Recurring Conflicts
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Read the following questions regarding the costume design process and respond.

1. Describe what your scheduling plan might look like to prepare all costumes and accessories at least one week before the production’s opening. What types of pieces would take precedence and be your initial focus? Why?

2. Describe your plan to get peers to work efficiently as a team, with a cohesive vision and a constructive use of time.

3. Scenario: It is a busy Saturday, and there are a million things that need your attention.

You tell a student on the sewing team to hem a skirt. They tell you that they have never done that before. Someone else comes up to you to ask you a question, and you also have a project that you are working on. Do you put the first student on a simpler task, or show them how to hem? Justify your response.

4. Describe the process of completing the following tasks, from start to finish. Include what tools would be best for the job if applicable.

1. Creating a floor length skirt

2. Deciding whether to buy, pull, or build a costume.

3. Organizing costumes in the backstage area before a show.

5. What are some considerations to take into account when constructing costumes for the stage? List as many as you can think of..

6. Provide a 3-5 sentence justification for the choices made in your costume rendering(s) as they apply to the production you chose. Also list what types of fabric will be used in this garment(s). Include justifications for the colors, styles, the current state of the clothing (dirty, old, new, clean, etc.), themes, flexibility for the actor, etc.

Costume Design Selection Rubric

Category	0	5	10
Use of Textiles	Costume rendering does not use a mix of textiles and is not the appropriate fabric for this garment.	Costume rendering accomplishes only one of the following: uses a mix of textiles and is the appropriate fabric for the garment.	Costume rendering uses a blend of textiles and is appropriate for the style and flow of garment with ample movement for the actor.

Visual Interest	Costume color scheme and detailing do not match the production style or are lacking points of interest.	Costume possesses only one of the following: 1. A pleasing and notable scheme and 2. points of interest	Costume possesses both a pleasing and notable color scheme as well as several points of interest.
Adaptability/Logistics	Costume does not match the time period/setting, is poorly executed, or does not meet the scene in which it appears.	Costume meets one of the following requirements: matches the time period/setting, or meets the need of the scene.	Costume makes sense for the time period/setting, and meets the needs of the scene (actor movement, special effects.)
Originality	Costume replicates productions credited to other designers and lacks depth and added detail.	Costume is only somewhat indicative of other productions but lacks depth and detail.	Costume is completely original, showcases attention to detail, and shows personality and status of character.
Responses	Responses to questions 1-6 are not thought out, and/or are missing responses entirely.	Responses to questions 1-6 are mostly thought out and logical (at least $\frac{3}{5}$ questions)	Responses to questions 1-6 are fully thought out and logical.

We will rate all designs that are submitted by the due date with this rubric. The person selected as the set designer will be the student with the highest score, unless there are significant availability issues on their conflict calendar.

Rendering Requirements

Digitally or by hand, create a front view, colored rendering of one human character and one denizen of Elsewhere. Submit this as a separate document in your email.

Remember that most designers will color renderings with colored pencil or watercolor if they are hand drawn, so as to easily show different gradients. Be as neat as possible! Most renderings are 8 inches tall, but as long as they are large enough to see detail, you can make them whatever size you would like for the time being. Feel free to hand draw your own figure or use the template provided. There is no need to draw facial features on the figure, but please include any accessories the character might use to accentuate their garment.

