Unit: Costuming A Character
Subject: English/ Visual Arts Grade: 4

Description: Students will create a costume of a character in a book based on context clues about what makes sense for the character to wear in their given circumstances

Materials:	Standards:
- Book - Coloring tools; colored pencils, crayons, markers - Pencil - Paper	- CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. - CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). - CCSS.ELA-LITERACY.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. - VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem - VA:Cr2.1.4a Explore and invent art-making techniques and approaches. - VA:Cr3.1.4a

	Revise artwork in progress on the basis of insights gained through peer discussion.

Key Points:
1. Reading Comprehension
2. Inference, reference
3. Creativity
4. Presentation skills

Activity:
1. Read the book
2. Have students discuss as a class the events of the book
3. Explain the project to the students and basic costuming strategies
4. Have the students look back through the book and pick out important descriptions of a character of their choosing, and note them
5. Allow students to brainstorm and sketch three costume ideas
6. Students will pick one design concept or combine all three for their final draft
7. Students will present their final designs to the class and explain their thinking

Costuming A Character Rubric

	1	2	3	4
Comprehension	The student does not show comprehension by not including any references in the final design	The student demonstrates little comprehension by including a couple of references to the book in the design	The student demonstrates comprehension of the book by including detailed references in costume design	The student express comprehension by exceeding requirements for the costume design
Design	The design was sloppy and the student didn't put effort into work	Design is a little sloppy, and little effort was incorporated	Design is neat and portrays the efforts the student put in	Design is extremely neat and legible
Creativity	The student wasn't creative in their design at all	The student lacked creative elements and handed in a lackluster design	Student design was in line with what was expected and didn't expand from the book	The student thought outside of the box while incorporating elements from the book
Presentation	The student was not enthusiastic about the presentation	Body language and facial expressions tried to invoke enthusiasm about the topic but seemed fake	Body language and facial expressions sometimes expressed enthusiasm about the design	Body language and facial expressions expressed enthusiasm about the design
Total: /40	/4	/8	/12	/16

Notes: