

Fancy dress ball



Strand	Organiser	Level						
		1	2	3	4	5	6	B6
Technology Practice	<i>Investigation</i>							
	<i>Ideation</i>							
	<i>Production</i>							
	<i>Evaluation</i>							
Information	<i>Nature</i>							
	<i>Techniques</i>							
Materials	<i>Nature</i>							
	<i>Techniques</i>							
Systems	<i>Nature</i>							
	<i>Techniques</i>							

Purpose

The activities in this module are planned to provide students with opportunities to design and develop suitable costumes for a fancy dress ball. As a class, they identify needs and wants and 'work technologically' in response to a design challenge. Students have opportunities to think and work creatively in groups and as individuals.

Overview

The following table shows the activities in this module and the way in which these are organised into introductory, developmental and culminating phases.

Introductory	Developmental	Culminating
Read the fairy tale 'Cinderella'. Discuss the concept of a fancy dress ball. Research the various features of a costume. List costume ideas.	Sort and classify costumes. Record and present information. Design a costume. Make a model. Evaluate their model.	Present design ideas and models to the class. Attend the fancy dress ball. Give a recount of the ball.

Core learning outcomes

	This module focuses on the following core learning outcomes from the <i>Years 1 to 10 Technology Syllabus</i> :
<i>Technology Practice</i>	<p>TP 2.1 Students organise knowledge, ideas and data about how needs and wants might be met and use this information when meeting design challenges.</p> <p>TP 2.2 Students generate design ideas, acknowledge the design ideas of others and communicate their design ideas using annotated drawings that identify basic design features.</p> <p>TP 2.3 Students identify, sequence and follow production procedures to make products of their own design.</p> <p>TP 2.4 Students consider initial design ideas with final products and give reasons for similarities and differences.</p>
<i>Materials</i>	<p>MAT 2.1 Students match the characteristics of materials to design requirements.</p> <p>MAT 2.2 Students select and use suitable equipment and techniques for manipulating and processing materials.</p>

Core content

The core learning outcomes are the focus for planning learning activities and assessment tasks. Students will engage with core content (see pp. 37–40 of the syllabus) when they are provided with opportunities to demonstrate core learning outcomes. While the content is listed in strands for organisational convenience, no one part of that content is to be viewed as discretely associated with a single strand.

The organisation of content within a strand should not be considered hierarchical. Any of the content can be addressed at any appropriate level; not all of the content need be addressed at every level. Core content should be selected to suit students' needs, interests and abilities and to take account of their prior knowledge and experiences.

The core content should be studied in a range of contexts. These could include personal and global contexts, as well as contexts of agriculture, business, communities, home and family, industry, leisure and recreation, and school.

Using this module

The activities in this module are designed to provide opportunities for students to demonstrate Level 2 core learning outcomes. These activities can also provide opportunities for students to develop and demonstrate the related learning outcomes at other levels. In order to do this, teachers will need to develop additional sets of anticipated evidence derived from the related learning outcomes at different levels. They may also need to modify aspects of the activities.

This module includes a variety of sequenced activities requiring varying amounts of time. Teachers can modify the design brief and related activities depending on the local contexts, particular needs and prior knowledge of students and availability of materials and resources.

Advice to teachers

In this module, students prepare for a school fancy dress ball by designing and creating models of costumes they would like to wear. Students need to develop an understanding of the features of a costume, gain experience with various textiles and develop an ability to design and manipulate materials. Small models could be made by the students and used to inform the person who will make the costume.

Resources

Students' creativity in demonstrating core learning outcomes in this module should not be limited by the range and scope of resources and equipment provided by the teacher. A variety of resources should be collected over time and should be safely stored and made available to students as required.

The resources used in this module include cardboard, glues, fabric scraps and coloured pens.

Evaluation of a unit of work

After completion of a unit or units of work developed from this module, teachers collect information and make judgments about:

- teaching strategies and activities planned or selected to allow students to demonstrate the core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work to support future student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section of the sourcebook guidelines.

Links

Links to other key learning areas

Activities from this module can be used as part of an integrated unit that makes links to other key learning areas. When incorporating this module into an integrated unit of work, teachers can select activities that provide opportunities for students to demonstrate learning outcomes from other key learning areas and identify anticipated evidence of students' demonstrations of these learning outcomes. However, it is important that the integrity of the processes and concepts within key learning areas is maintained.

This module has links to the following key learning areas:

- The Arts
- English
- Mathematics.

Contributions to the cross-curricular priorities

This module contributes to students' development of the cross-curricular priorities:

- **literacy**, as students develop understandings and use of language used to describe designs ideas
- **numeracy**, as students become familiar with concepts related to proportion, symmetry, balance, estimation, space and measurement
- **lifeskills**, as students' develop and demonstrate understandings of the designed world
- **a futures perspective**, as students envisage and evaluate options when designing outfits.

The valued attributes of a lifelong learner

The overall learning outcomes of the Queensland Years 1 to 10 curriculum contain elements common to all key learning areas and collectively describe the valued attributes of a lifelong learner. The following points indicate how various activities in this module might contribute towards the development of these attributes.

Knowledgeable person with deep understanding

- gains knowledge and conceptual understanding about technology practices and materials.

Complex thinker

- evaluates the suitability of materials for particular purposes based on understandings of their characteristics
- makes decisions and justifies choices in realising design ideas.

Active investigator

- explores the aesthetic, cultural and functional implications of their designs
- tests the suitability of materials for specific purposes.

Responsive creator

- uses imagination, originality, intuition and aesthetic judgment when designing
- explores techniques to create new effects.

Effective communicator

- uses a variety of methods to communicate design ideas.

Participant in an interdependent world

- develops dispositions of confidence and critical thinking
- works individually and collaboratively on design challenges with confidence and initiative.

Reflective and self-directed learner

- critically evaluates processes and products
- reflects on personal practices
- displays self-motivation and perseverance.

Assessment strategies

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts.

Suggestions for gathering information about student learning are provided in the activities section of this module. The table below provides descriptions of anticipated evidence that teachers might gather to support their judgments about students' demonstrations of learning outcomes and suggests sources of evidence. The table is neither exhaustive nor mandatory. Once sufficient evidence has been collected, judgments can be made about students' demonstrations of learning outcomes.

Core learning outcomes	Anticipated evidence	Sources of evidence
TP 2.1 Students organise knowledge, ideas and data about how needs and wants might be met and use this information when meeting design challenges.	Find examples of costumes that meet the same purpose. List needs and wants and describe some products that meet these needs and wants. Observe and compare the features of different design ideas in order to identify how different designs meet similar needs and wants.	Work samples in Technology project folios. Observations of students as they participate in planned activities. Consultation with students to verify the evidence gathered. Feedback sheets.
TP 2.2 Students generate design ideas, acknowledge the design ideas of others and communicate their design ideas using annotated drawings that identify basic design features.	Brainstorm ideas in groups, question others on their design ideas, discuss ideas with others and make lists or tables. Draw a plan of their design ideas that includes labels of major features and their purposes. Listen to explanations by others. Represent and communicate ideas clearly through sketches, paintings and simple diagrams.	Students' detailed design proposals. Annotated work samples. Observations of students as they participate in planned activities.
TP 2.3 Students identify, sequence and follow production procedures to make products of their own design.	Decide on the production processes required and explain why these were chosen. Select production steps needed to complete the model.	Observations of students as they participate in planned activities. Consultation with students to verify the evidence gathered. Annotated work samples in technology project folios. Students' costume models.
TP 2.4 Students consider initial design ideas with final products and give reasons for similarities and differences.	Express their views and analyse ideas about technology and technology products. Share their views about their own design ideas and products — for example, by writing a short report or making a photo story. Compare their final product with their initial design idea, test their products and assess how well they meet intended purposes.	Feedback sheets. Peer- and self-assessment sheets. Technology project folios. Work samples. Students' presentations.
MAT 2.1 Students match the characteristics of materials to design requirements.	Discuss the characteristics that make materials appropriate for particular purposes. Explain problems that might arise when using various materials for different purposes.	Observation of students as they participate in planned activities. Technology project folios. Work samples. Students' products.
MAT 2.2 Students select and use suitable equipment and techniques for manipulating and processing materials.	Select and use available equipment such as scissors, needles, pins appropriate or manipulating chosen materials.	Observation of students as they participate in planned activities. Work samples. Students' products.

In gathering evidence to make judgments about students' demonstrations of core learning outcomes it may be necessary to look at the level before and after Level 2. The following table indicates evidence of the level before. Students may be demonstrating core outcomes at another level.

Core learning outcomes	Anticipated evidence	Sources of evidence
TP 1.1 Students gather knowledge, ideas and data from familiar environments and consider how they will use this information to meet design challenges.	Gather information about different costumes that will be useful when designing their own models.	Work samples/ Technology project folios.
TP 1.2 Students generate design ideas and communicate these through experimentation, play and pictures.	Brainstorm design ideas in groups. Record design ideas in different ways — for example, modelling, making and drawing.	Observation of students as they participate in planned activities.
TP 1.3 Students make products that are meaningful to them, and describe their production procedures.	Use construction materials to create models that represent their design ideas.	Consultation with students to verify the evidence gathered. Work samples.
TP 1.4 Students express thoughts and opinions to evaluate their own and others' design ideas and products.	Evaluate the models by expressing thoughts and opinions about the appropriateness of their designs.	Observation of students as they participate in planned activities.
MAT 1.1 Students identify characteristics of materials and explain how materials are used in everyday products.	Describe the characteristics of a variety of materials. Explain why certain materials were selected for use in the production of their models.	Observation of students as they participate in planned activities. Consultation with students to verify the evidence gathered.
MAT 1.2 Students explore equipment and techniques when joining and combining materials for meaningful purposes.	Experiment and play with a range of materials and explore the use of equipment and techniques to make models.	Observation of students as they participate in planned activities. Work samples/technology project folios.

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

aesthetic appropriateness	design proposal	techniques
concept map	fabric	texture
costume	functional appropriateness	

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies will be of particular relevance to some of the activities that follow. It is essential that teacher demonstrations and student activities are conducted according to procedures developed through appropriate risk assessments at the school.

In this module, teachers may need to consider safety issues related to the use of equipment such as scissors, hot glue guns and staplers and materials such as adhesives and textiles.

Equity considerations

This module provides opportunities for students to increase their understanding and appreciation of equity and diversity within a supportive environment. It includes activities that encourage students to:

- be involved
- work individually or in groups
- value diversity of ability, opinion and experience
- value diversity of language and cultural beliefs
- support one another in their efforts
- become empowered to communicate freely
- negotiate
- accept change.

It is important that these equity considerations inform decisions making about teaching strategies, classroom organisation and assessment.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

Activities

Introductory activities

Design challenge

Design and create a model of a costume you would like to wear to a fancy dress ball.

Focus

In this phase, students:

- investigate the concept of fancy dress and a fancy dress ball
- respond to a design challenge by:
 - researching features of costumes
 - listing costumes ideas they could base their design on.

Teaching considerations

Sensitivity is required when reading fairytales such as 'Cinderella'. Consider those children who live in a variety of family situations, including those which are potentially violent. The opportunity to express these events and discuss issues in a fictional context may assist some children to express personal ideas and concerns, while others may feel uncomfortable dealing with these matters.

It is important that the historical, contemporary and cultural and socio-economic aspects of fancy dress balls and balls in general are critically discussed with students.

Resources

Storybooks such as 'Cinderella'.

Library resources about costumes, fashion, national dress, fancy dress, dances and balls.

Resources to record children's ideas.

Student resource 1.

Activities

As a focus activity, read the fairytale 'Cinderella' to the students.

In a teacher-led discussion, students investigate and ideate about what a fancy dress ball is, who attends and why they dress up; activities involved; social expectations regarding dress and behaviour. The concept of the school ball can also be discussed and all ideas recorded on large sheets of paper for later reference and display.

Students use a number of sources to research the various features of costumes. Costume and dress-up books can be borrowed from the school and other libraries.

A guest speaker from a local costume hire company could be invited to speak to the class.

Students use the Internet to research costume hire and sales. This information is used to help them make decisions on how to develop costumes. Students make lists of costume ideas or find examples that they could base their designs on. See Student resource 1.

Assessment

Sources of evidence could include:

- contributions to brainstorming and discussion
 - evidence of information from various sources
 - types of costumes listed on concept maps.
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Developmental activities

Focus

In this phase students:

- classify costumes
- present information
- plan costume designs
- make a model.

Teaching considerations

While 'working technologically' to design their costumes, students should be considering the various aspects of appropriateness. At Level 2, students are unlikely to consider these issues without guidance. Aesthetic appropriateness could include colour compatibility and matching. Functional appropriateness may involve awareness of restrictions that costumes may make on physical movement. Students purchasing material for their costumes could be made aware of the cost of such material, which would create awareness of economic appropriateness.

Cultural appropriateness is a very important aspect to consider. Students should not confuse Traditional and National dress/costumes with every day clothing and therefore stereotyping nationalities/cultures/groups of people. Where possible, ask for advice and participation of members of the local community who have the relevant knowledge and skills.

Other factors to be considered relate to management of resources, avoiding risks when using tools such as scissors, not wasting resources and completing tasks in a reasonable time.

Resources

Materials for making models of costumes, such as cardboard, glue, scissors, coloured paper, fabric scraps, string, trinkets, ribbon

Activities

Students compile a list of popular costumes and use it to complete a concept map.

Ideas for characters can be brainstormed and listed. The names of these characters can then be cut from the list and pasted into categories on the concept map.

Concept map of ideas categorised in groups



Ideation

Students' ideas can be recorded in their Technology project folios.

Students decide how their model of their costume will be displayed. This will help in the design process. A variety of methods can be chosen depending on the skill level and expertise of the students. Some may choose a flat model such as a collage. Others may choose to make a cardboard person, dress a doll or hang the design on a coat hanger. Students should be encouraged to gather suitable materials for a number of days prior to model making.

Students draw their designs and label them.

Annotated designs

<i>Investigation</i>	Students investigate features such as the colour, texture and elasticity of materials before selecting appropriate materials for their design.
<i>Production</i>	Once they have planned their costumes, students use their own materials and those gathered as a class resource over the previous week to make their models. Some students may need to use a cardboard templates provided by the teacher or created by themselves. Students follow their design proposals to create their models.
<i>Evaluation</i>	Students should be given the opportunity to express views and options on their own and others' models and designs at the end of each session. This evaluation process should also allow them to explain any changes they made to their initial design. Ideas should be recorded in students' Technology project folios.

<i>Assessment</i>	<p>Sources of evidence could include:</p> <ul style="list-style-type: none"> • annotated drawings, survey sheets in Technology project folios • contributions to the concept map • participation in the evaluation process • participation in the production process • models of their costume.
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Culminating activities

<i>Focus</i>	<p>In this phase, students:</p> <ul style="list-style-type: none">• present their design ideas and the model of the costume to the class• negotiate with parents/carers or other adult to make a full size costume• attend the fancy dress ball• give a recount of the ball.
<i>Teaching considerations</i>	<p>This step is important, as students will have to convey the same information to parents/carers to inform them of design requirements. It may be necessary to involve parents/carers in producing the final costume</p>
<i>Activities</i>	<p>When they have completed their model, students present their design ideas and model to the class. Alternatively, students could create their own full sized costumes at school with the materials provided for example, crepe paper, garbage bag liners, cardboard and fabric.</p> <p>Students may celebrate the design and making of their costumes by wearing them to a school presentation or class fancy dress ball.</p> <p>After the ball, consider developing the recount genre with students. Whereby they retell their personal involvement in the activity.</p>

<i>Assessment</i>	<p>Sources of evidence could include:</p> <ul style="list-style-type: none">• presentations• Technology project folios• work samples.
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Ideas for fancy dress costumes

Student resource 1

When you create a fancy dress costume, there are lots of things apart from clothes that you can use to help you look like a character. This list will give you some ideas of things you can use to help you put your costume together.

- wigs
- hair (teased, coloured)
- headwear or hats (crown, straw hat, scarves)
- accessories (things you carry — such as swords, brooms, baskets and plates)
- make-up
- masks
- facial hair
- shoes or footwear
- gloves
- jewellery.

Acknowledgments and support materials

Acknowledgments

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Websites

(All websites listed below were last accessed in May 2002)

Yahoo, 2002. *Yahooligans*

search.yahooligans.com/search/ligans?p=fairy+tales&y=y&r=Arts+and+Entertainment%02Entertainment+Videos

Kids Konnection.com, 2002. *Fairy and Folk Tales*

www.kidskonnnect.com/FairyTales/FairyFolkTales.html

Andersen Fairy Tales.com

www.andersenfairytale.com/

Grimm Fairy Tales.com

www.grimmfairytales.com/

This sourcebook module should be read in conjunction with the following Queensland Studies Authority materials:

Years 1 to 10 Technology Syllabus

Years 1 to 10 Technology Sourcebook Guidelines

Technology Initial In-service Materials

Technology CD-ROM

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