

INSPIRATION CARD 7: PERFORMANCE

THE COSTUMES IN *ALADDIN*

THE ROLE OF COSTUMES IN THE *ALADDIN* STORY

Ask the class why costumes are important in helping to tell the story?

Why does it help an actor to put on a costume?

Discuss the role of costumes in *Aladdin*. To give you an idea of the importance of costumes in the show here are some facts you could share with the class:

Over 350 people in 28 shops helped to develop the costumes for *Aladdin*.

The show's dazzling costumes are made from over 2 million Swarovski crystals. (2 million is the number of seats in 22 Wembley stadiums)

Just one costume piece used in the finale of "Friend Like Me" contains 1,428 sparkling beads. (Almost the number of seats in the Prince Edward Theatre)

DESIGN RULES: COSTUMES AND CHARACTERS

Explore the comparisons the children made between the costumes of their chosen characters when they were watching *Aladdin*. What conclusions can they reach about how costumes are designed?

Write some costume 'design rules' on the board (e.g. Swarovski crystals signify the magic in the show).

ASK THE CLASS

Compare royal clothing with street clothes. If the Sultan was dressed in rags how would people know he was still the king? If Jasmine was bad and Jafar was good, how would their costumes change? When Aladdin changes into his Prince Ali costume, what difference does that make to how people think about him?

COSTUME DESIGN BRIEF

If the children have created a new character using Inspiration Card 3 then now is the time to design their costume. Remind them that when Jasmine flees from the palace she has to disguise herself as a poor girl, so her costume changes. Ask the children to design a new costume for one of the situations below or one of their own choice. If you've got some design rules on the board they should try to follow them:

Imagine Jafar finally gets his wish and becomes Sultan. How would his costume change?

Agrabah is flooded. Design new wet weather clothes for the people of Agrabah.

Aladdin's friends decide that they are going to pursue a career in music. What would they wear when they perform as a band?

Genie has got moths in his clothes wardrobe in his lamp! His favourite robe is ruined, design him a fabulous new one.



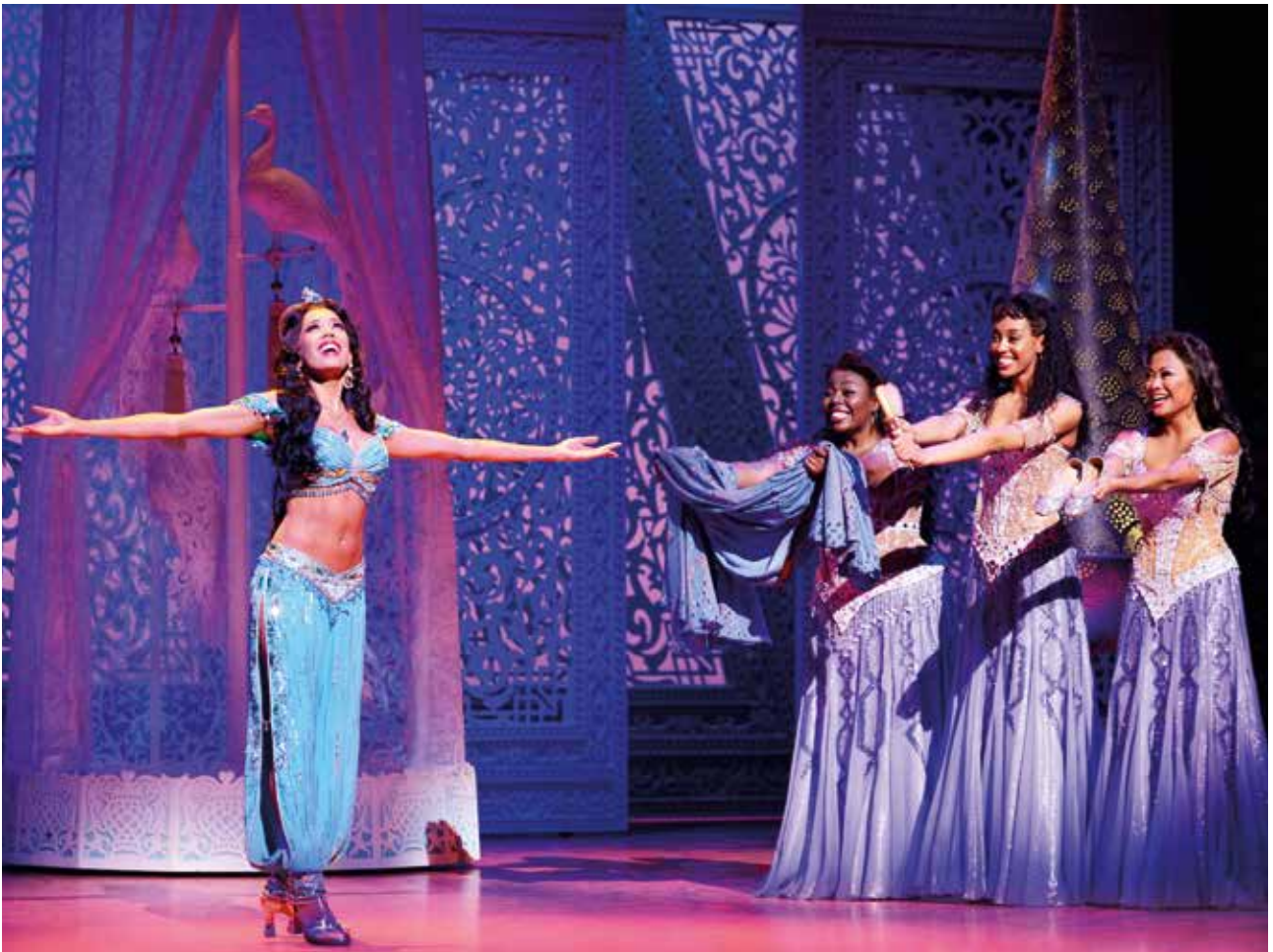
PERFORMANCE: GET INTO COSTUME, GET INTO CHARACTER

Dressing in a costume is a key part of helping pupils get into character, so you could discuss how to adapt modern clothes to give them an *Aladdin* feel, especially if you are working towards a performance. Some ideas to help are:

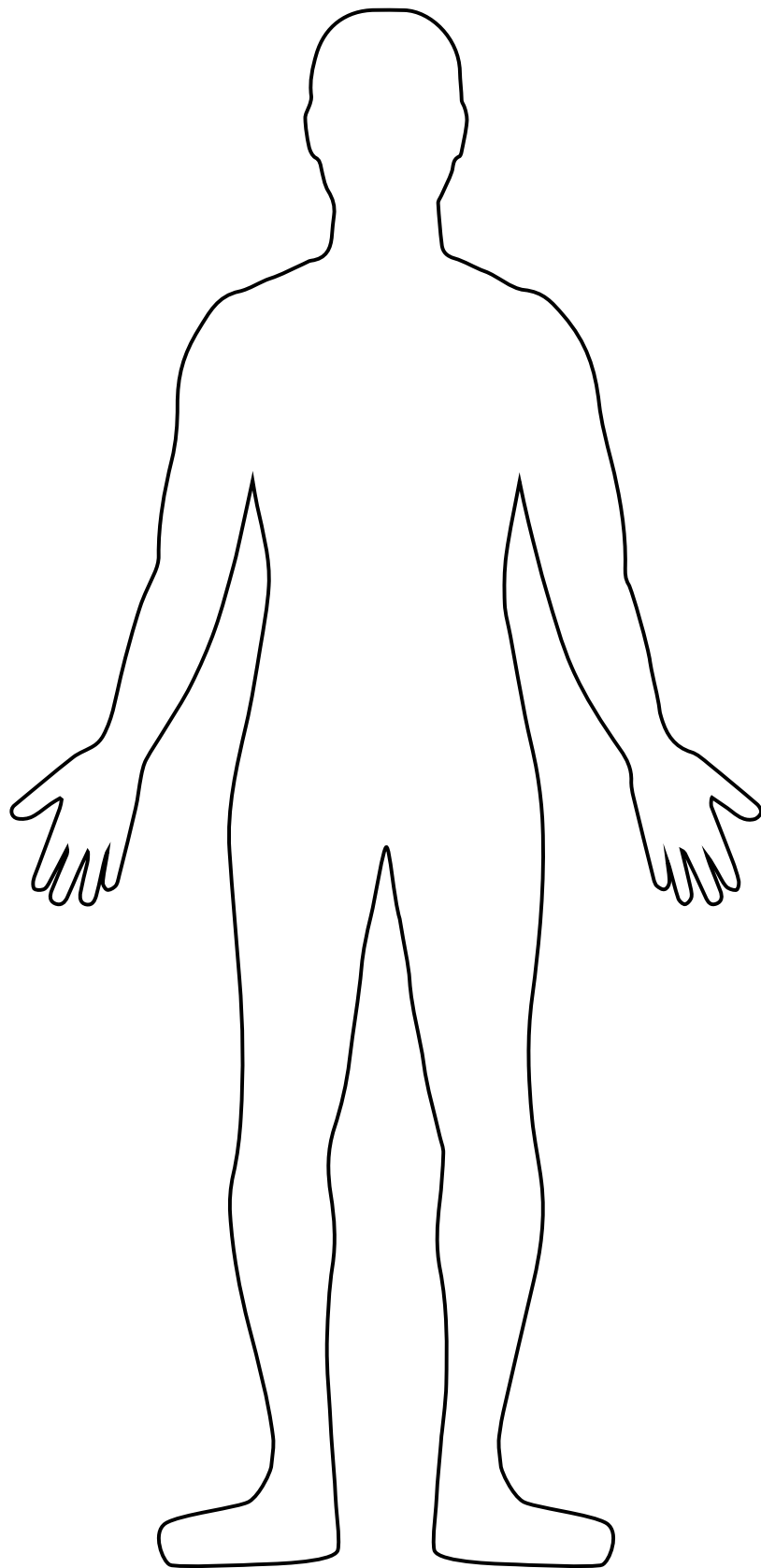
- Aim for a broad colour separation between the different types of characters (e.g. the people in the marketplace neutral earthy tones and the royal bright whites and reds).
- Use spot colour (e.g. bright scarves and feathers) to help define costumes and characters.
- Kitchen aprons are a good start for the stallholders' costumes if you are doing a marketplace scene.
- Dressing gowns make great 'robes', especially if the children are allowed to stick decorations on them e.g. stars.
- Try using old towels or curtains as sashes, headdresses or shawls to dress up a basic t-shirt and trousers costume.

EXTENSION

Ask the class to bring in samples of different fabrics. The children could each talk about their sample and what costume they feel it might be appropriate for and why (e.g. comparing a piece of velvet and a bit of cotton sheet). They could share fabric samples and stick bits to the costume designs to help illustrate the texture and feel of their clothes. This also connects to the mood board activity on Inspiration Card 5.



COSTUME DESIGN SKETCH



NAME _____

