



**Fashion DIET**

Sustainable Fashion Curriculum at Textile Universities in Europe

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Development, Implementation and Evaluation of a Teaching Module  
for Educators

Project: 2020-1-DE01-KA203-005657

Title of the Teaching Unit:

Costume design for the children's musical  
"Alice in Wonderland" as an example of  
project-oriented lesson design with ESD\* as a  
guiding perspective

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## Introduction to the Teaching and Learning Materials

### **Short Description of the Content:**

For a performance of the musical “Alice in Wonderland”, a cooperation of the Kerschensteinerschule in Stuttgart and the association “Musik auf Schloss Filseck” in Uhingen [Music at Filseck Castle in Uhingen], located in the federal state of Baden-Württemberg in Southwest Germany, took place in the summer of 2022. The musical was directed by Gerald Buß. It was a joint project of vocational school students (textile and fashion tailors, bespoke tailors, milliners) and pupils from the district of Göppingen.

A separate casting took place for the speaking parts of the children’s musical. The stage choir consisted of the children’s choir of the Reuschgemeinde in Göppingen and the choir project of the Januszc-Korczak School in Göppingen.

The students at the fashion department of the Kerschensteinerschule Stuttgart developed ideas and designs for costumes for “Alice in Wonderland” and partially designed them. The focus of the designs was on sustainability-oriented work as a guiding principle. Resource conservation, appreciation of textiles, creative use of existing materials instead of buying new ones as well as the “pyramid for sustainable consumption” should in this way not only be dealt with theoretically but also be applied within the framework of specialised artistic practice.

The theme “Alice in Wonderland” was addressed in a project-oriented way over several teaching units in different subjects. Thereby, a total of 36 school hours of theoretical lessons were used in the vocational college subjects of fashion design and fashion drawing as well as the vocational school learning fields of technology and design. Additionally, three workshop days of 8 school hours each were used to create the costumes. The project’s period covered the months of May to July 2022. The performance took place at Filseck Castle.

## Competences and Learning Objectives:

After this unit, the students should be able to ...

- describe the collection development process.
- collect ideas, present, and discuss them in plenary.
- check ideas and designs for their sustainable feasibility.
- develop ideas via drafts.
- develop ideas about modelling on the 1:2 scale miniature bust.
- rework existing textiles from a collection and create new costumes.
- work in a resource-saving way with existing materials, such as paper, fabric scraps and cardboard.
- work with and apply the body proportions of children.
- develop patterns for children's sizes.
- make the costumes for the first fitting, make adjustments and alterations.
- support the presentation of the costumes during the performances by creating hairstyles and make-up for the child actors.

## Overview of Working Materials

### **Lesson module 1:**

*Topic: Introduction to the topic, reading the script, listing the roles, character description, brainstorming*

*Worksheet: A1 Brainstorming & creating the mood boards*

### **Lesson module 2:**

*Topic: Sifting through the existing / fundus*

*Worksheet: A2 Sifting through the existing*

### **Lesson module 3:**

*Topic: Ideation: developing drafts + drawing sketches + modelling on the ½-bust*

*Worksheet: A3 Ideation: sketches + modelling*

### **Lesson module 4:**

*Topic: Planning and preparation of the designs' implementation*

*Worksheet: A4 Planning and preparation of the designs' implementation*

### **Lesson module 5:**

*Topic: Realisation of the costumes*

*Worksheet: A5 Realisation of the costumes*

### **Lesson module 6:**

*Topic: Musical Performance: make-up, hairdressing, and dressing of the performers*

*Worksheets: A6 Musical Performance*

## Sources

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## Image Sources

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Madeleine Vionnet in her studio (1930), © Getty,

<https://www.businessoffashion.com/articles/news-analysis/madeleine-vionnet-1876-1975/>

Mode Zeichnen, © Lórien Crishna,

<https://www.pinterest.com.au/pin/513410426262025939/>


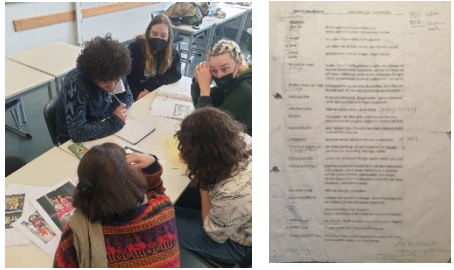

The Buyerarchy of Needs, Sarah Lazarovic, free to share and print,

<https://www.sarahl.com/>

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## Lesson module 1: Brainstorming & creating the mood boards

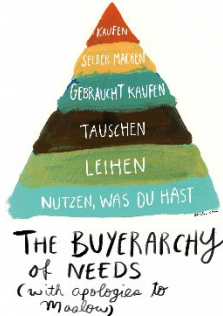
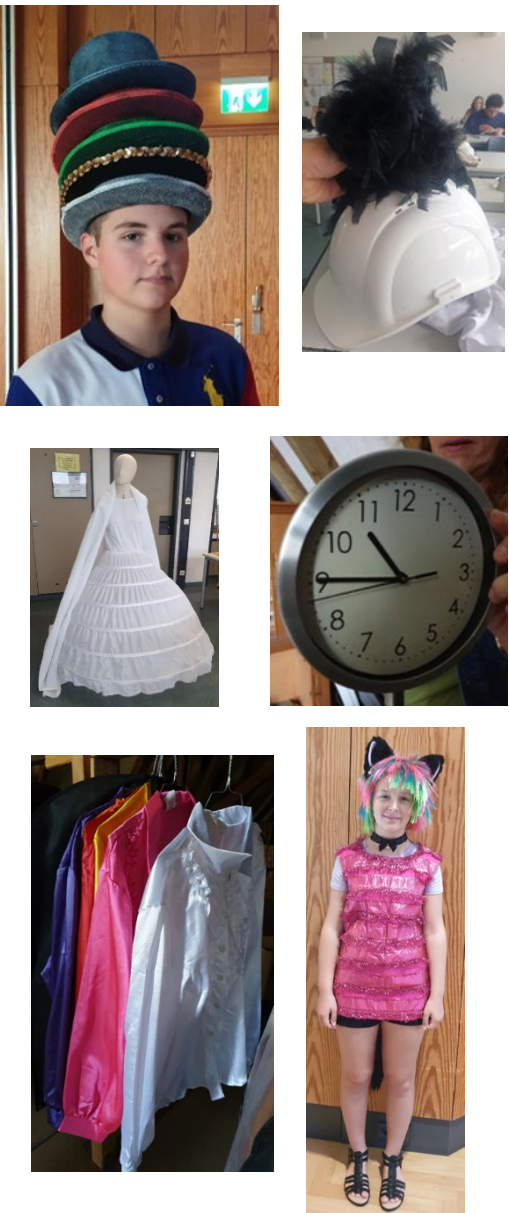
### Worksheet: A1 Brainstorming & creating the mood boards

Process	Didactic-methodical procedure	Documentation
Introduction	Introduction to the topic. <ul style="list-style-type: none"> <li>Who knows the story? The film? Which film version?</li> <li>(Let the students) tell the content and plot of the story.</li> </ul>	 CCO
Presentation of the project  2x 2 teaching units	Children's musical (by children for children) <ul style="list-style-type: none"> <li>Reading the script</li> <li>Listing of roles and character descriptions according to the script/director</li> <li>Instructions from the director regarding set and costume design</li> </ul>	
Working on the project in small groups  2x 4 teaching units	<ul style="list-style-type: none"> <li>Grouping and role assignment</li> <li>Conducting research</li> <li>Brainstorming</li> <li>Creating the mood boards</li> <li>Presentation/introduction of the ideas</li> </ul>	






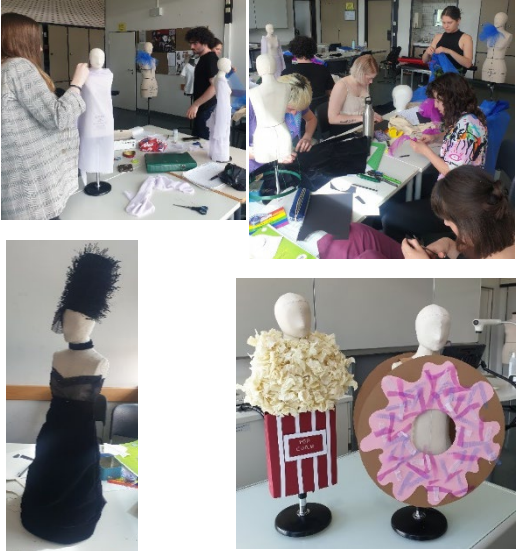
## Lesson module 2: Sifting through the existing / Fundus

### Worksheet: A2 Sifting through the existing

Process	Didactic-methodical procedure	Documentation
Introduction	Introduction of the pyramid for sustainable consumption for the material use.	 <p>© Sarah Lazarovic</p>
<p>Sifting through the existing</p> <p>4 teaching units</p>	<p>Pyramid for sustainable consumption/base:</p> <p>1.) Use what you have</p> <p>Application/implementation on the musical project:</p> <ul style="list-style-type: none"> <li>• Sifting through and collating existing material: <ul style="list-style-type: none"> <li>➤ Costume collection musical</li> <li>➤ School's collection of materials</li> <li>➤ School's fabric depot</li> </ul> </li> <li>• Assignment of characters/pre-selection (e.g. clock from fundus could be used for the "White Rabbit"; hats could be stacked and sprayed on to become the headgear for the "Hatter")</li> </ul>	

## Lesson module 3: Ideation, drafts, modelling

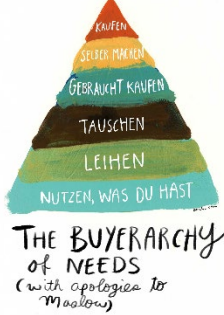


### Worksheet: A3 Ideation: sketches + modelling

Process	Didactic-methodical procedure	Documentation
Finding ideas	<p>Show and discuss the possibilities of drawing design and modelling on the bust.</p> <p>Picture 1: Madeleine Vionnet in her studio (1930), Source: Getty</p> <p>Picture 2: © Mode Zeichnen, Lórien Crishna</p>	 
Developing drafts and sketches by drawing  4 teaching units	<p>Group work in thematic groups (sweets, trees/bushes, Alice, etc.) and presentation of the results in plenary.</p>	
Modelling on the ½-bust  4 teaching units	<p>Group work in thematic groups (black queen, white queen, flowers, sweets, etc.) and presentation of the results in plenary.</p>	



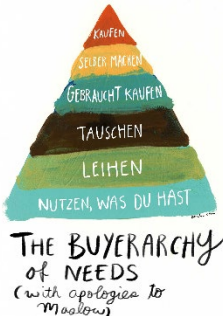
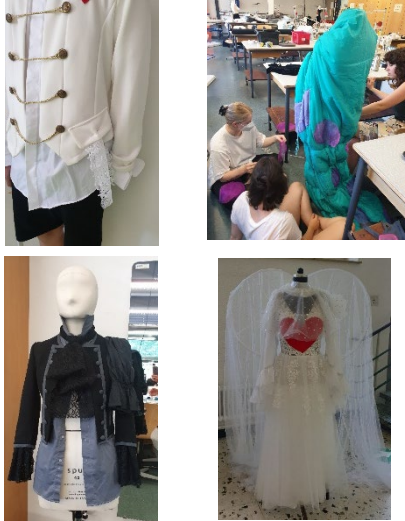

## Lesson module 4: Planning and preparation of the designs' implementation

### Worksheet: A4 Planning and implementation of the designs

Process	Didactic-methodical procedure	Documentation
Introduction	Discussion of the pyramid for sustainable consumption for the further use of materials in the design of the stage costumes.	
<b>Planning of implementation of the designs</b>  2x 2 teaching units	Use the pyramid for sustainable consumption as a basis for implementation planning. Criteria: 1.) Use what is already existing, 2.) Buy second-hand, 3.) Do it yourself, 4.) Buy new <ul style="list-style-type: none"> <li>• Research „Do it yourself“</li> <li>• Shopping list for second-hand purchases</li> <li>• Shopping list for new purchases</li> </ul>	
<b>Preparation for the implementation</b>  2x 4 teaching units	<ul style="list-style-type: none"> <li>• Pattern construction</li> <li>• Calculation of the material demand</li> <li>• Create material samples (can umbrellas be painted?)</li> <li>• Second-hand shopping (mosquito net, sleeping bag, shirt, blazer, etc.)</li> <li>• New purchases from a DIY superstore and Decathlon (bathing caps, pool noodle), etc.</li> </ul>	

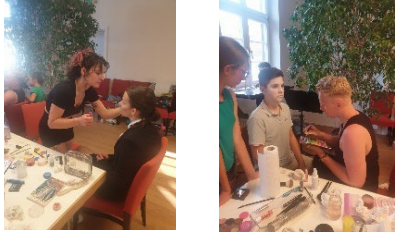


## Lesson module 5: Realisation der Kostüme

### Worksheet: A5 Realisation der Kostüme

Process	Learning objectives	Documentation
Introduction	Using the pyramid for sustainable consumption as a basis for the implementation planning. Criteria: <ul style="list-style-type: none"> <li>Do it yourself</li> </ul>	 <p>© Sarah Lazarovic</p>
<b>Workshop: Making the costumes</b>  16 teaching units	Implementation of the ideas and realisation of the costumes in the sewing workshop. <ul style="list-style-type: none"> <li>Redesign existing (blazer, sleeping bag/caterpillar, white queen, etc.)</li> <li>New manufacturing (Alice's skirt, black queen's dress, etc.)</li> </ul>	
<b>Design studio: Making the costumes</b>  8 teaching units	Realisation of the ideas and costumes in the studio. <ul style="list-style-type: none"> <li>Making the "Sweets" cardboard outfits</li> <li>Designing trees and bushes</li> <li>Spraying on umbrellas/flowers, hats, etc.</li> </ul>	

## Lesson module 6: Musical Performance: make-up, hairdressing, and dressing of the performers

### Worksheet: A5 Musical Performance

Process	Learning objectives	Documentation
Hair and make-up	The students of the vocational college for fashion do the make-up and hair of the actors for the stage performance.	
Dressing	The students of the vocational college for fashion dress the actors for the stage performance.	
Coordination	The students of the vocational college for fashion care for the performers backstage and coordinate their appearance on stage.	

Stage performance: in the morning and in the evening

- Practical use of the costumes in combination with hairstyles and make-up.
- Production of the children’s musical "Alice in Wonderland" in the courtyard of Filseck Castle.

