

Cosplay MakerSpaces

Diana and Mary Maliszewski

Compare and Contrast

What's cosplay?

Cosplay is the activity or practice of dressing up as a character from a work of fiction (such as a comic book, video game, or television show)

<https://www.merriam-webster.com/dictionary/cosplay>

"Geek on Fleek" by Michael Robinson.

Toronto Star August 28, 2016

<https://www.thestar.com/news/insight/2016/08/30/meet-lee-scion-fan-expos-self-made-woman.html>

What's makerspace?

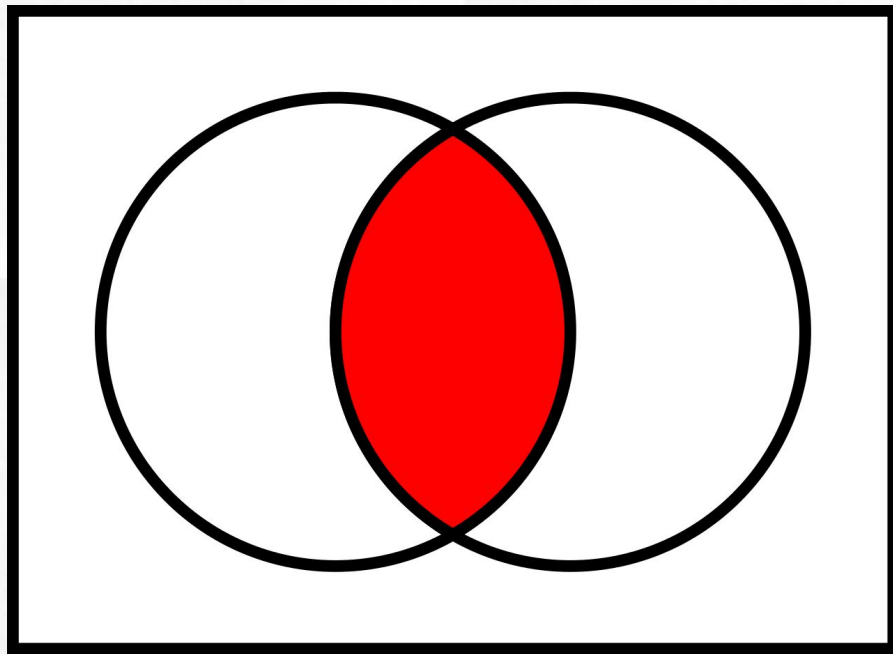
A makerspace is a collaborative work space inside a school, library or separate public/private facility for making, learning, exploring and sharing that uses high tech to no tech tools.

<https://www.makerspaces.com/what-is-a-makerspace/>

"Defining MakerSpaces: What the Research Says" by Diana Rendina

<http://renovatedlearning.com/2015/04/02/defining-makerspaces-part-1/> April 2, 2015

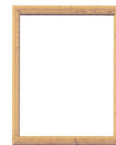
Processing Information



Mary's Cosplay History and Making Process

My Process

What character do I want to be? What do they look like? What do they wear?



How have other cosplayers done this character?	What pieces of this costume can I purchase?	What pieces of this costume can I make?
	↓	↓



Where can I buy the purchasable pieces of my costume?

How can I make the rest of my costume?



2009



2010



2011



2012



2013



2014





2015



2016



2016

Curriculum Connections & Sample Lessons

While You Were Speaking ...

+

Or what elements are something you could easily implement in your own setting

-

Or what elements are something that would be difficult to try in your own setting

?

Or what elements are confusing or need clarification

Design Your Own Superhero Costume! Name: _____



* A costume is an example of a **media text**. The **techniques** are the materials we will use to make it. The **conventions** are the things that indicate that it is a superhero costume (e.g. mask, cape, symbol on chest)

Curriculum Expectation: Media Literacy (3.4)(1,3)

Students will produce media texts for specific purposes and audiences using a few simple media forms and appropriate conventions and techniques. * Students will express personal opinions/ thoughts and feelings about media works (and explain their responses/give evidence from the text).

Our library and media inquiry question for term 1 is WHO IS A TRUE HERO AND WHAT QUALITIES MAKE A HERO? We have been examining fictional portrayals of superheroes (like Perfect Man, Lunch lady, and Elliot Jones – Midnight Superhero) and our challenge is to **design and create a unique superhero costume we can wear ourselves!** Here are the steps we will take to complete this assignment.

STEP	TASK
1	Brainstorm the name of your superhero
2	Plan, using words and drawings, what your costume will look like, including symbol
3	Make your costume (see chart below for material ideas)
4	Wear your costume and present the features and your reason for design decisions
5	Evaluate other student costumes

Family members are allowed to help, but check this DO and DON'T list for a guide on how you can support your child as he/she completes the project. Use www.cobdormetters.com for color meanings.

DO	DON'T
<ul style="list-style-type: none"> Talk with your child about possible names, colours, powers, and symbols Work with your child to construct the costume (using paper, felt, staples, glue, markers, spare fabric, needle/thread, old clothes cut up or modified, Dollarama or Value Village finds) 	<ul style="list-style-type: none"> Copy already existing superheroes (e.g. Batman, Spiderman, Hulk, etc. are taken) Spend a lot of money on expensive fabric OR buy a pre-made superhero costume OR do all the constructing for them without following their design plans > they must be involved with the building

Hero Unit Assignment Outline With Rubric & Steps

Students are responsible for:

- The plan sheet (with words and drawings) – done at school
- The costume – done at home and school
- The presentation for sharing their costume – done at school
- The peer evaluations – done at school

The due date for the completed costume will be _____

This is how the project will be marked. Thanks go to members of Room 112 for co-writing this rubric.

	Level 4 = A	Level 3 = B	Level 2 = C	Level 1 = D
Plans	Plans include neat, detailed drawings (e.g. multiple views, colours, symbol, materials, etc) and many sentences or dot-jots outlining design choices and reasons (e.g. name, colours, symbol, materials will use, where obtain, etc)	Plans include neat drawings (e.g. 2 views front & back, colours, symbol, etc) and a few sentences or dot-jots outlining design choices (e.g. name, colours, etc.)	Plans include unfinished drawings or a couple of sentences / words outlining design ideas that are almost choices (e.g. name, colours, etc.)	
Costume	Costume has lots of detail, is original with student content, matches the plan well, and looks a lot like a hero with many of the characteristics.	Costume has detail, is original with student contribution, matches the plan, and looks like a hero with several characteristics (e.g. Mask? Cape? Symbol on front?)	Costume has some detail, is partly original / inspired with uncertain student contribution, resembles the plan a bit and might look a bit like a hero.	Costume has little detail, is strongly inspired by existing heroes and student contribution, deviates from the plan and has few hero characteristics.
Presentation	Explanation provides details on the purpose and audience, reasons for all the design choices, and is shared loud, clear, and with lots of enthusiasm in an entertaining way. Questions asked by the audience are answered very well.	Explanation provides details on the purpose and audience, design choices with reasons for the design choices, and is shared loud and clear with enthusiasm. Questions asked by the audience are answered well.	Explanation provides some details on the purpose or audience, design choices with odd-fitting reasons, and is shared quite clearly. Questions asked by the audience are sometimes answered correctly.	Explanation provides few details on the purpose or audience, design choices without reasons, and is shared quietly. Questions asked by the audience are not answered or answered incorrectly.
Peer Evaluation	Mark sheets are completed with a clear opinion/feeling expressed and identifiable target audience with reasons	Mark sheets are completed with an opinion/feeling expressed and general target audience.	Mark sheets are completed with a half-formed opinion/feeling and vague or partly inaccurate target audience.	Mark sheets are partly completed with an unclear opinion / contradictory feeling and no identified target audience.

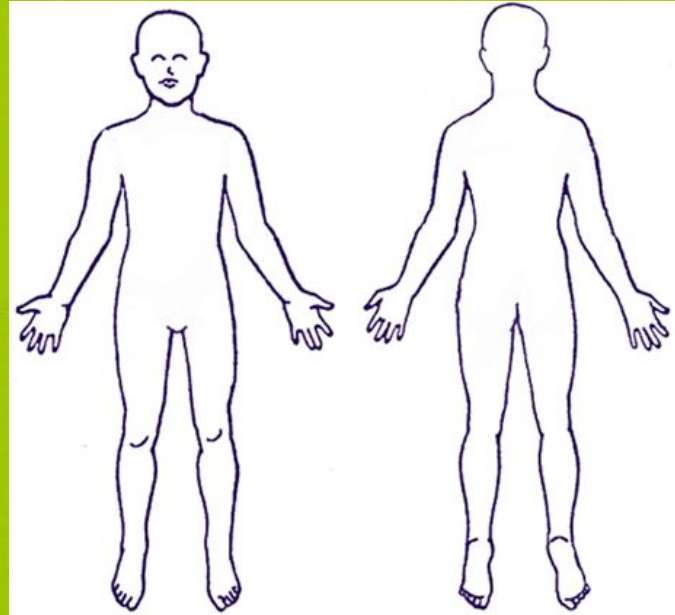
The name of my superhero is ...

The powers my superhero has are ...

The colours I will use in my costume are ...

The materials I will use to make my costume are ...

The symbol on my chest will be ...



Making Costumes



SUPER HERO COSTUME STUDENT MARK SHEET

My name is _____







I am marking _____'s project

I think this person's costume was...			
😊😊😊	😊😊	😊	😞

Because ...

I think this person's presentation was...			
😊😊😊	😊😊	😊	😞

Because ...

I think that this person's costume would be liked best by:					
					
Very young kids	Girls	Boys	Women	Men	Very old adults

Because ...

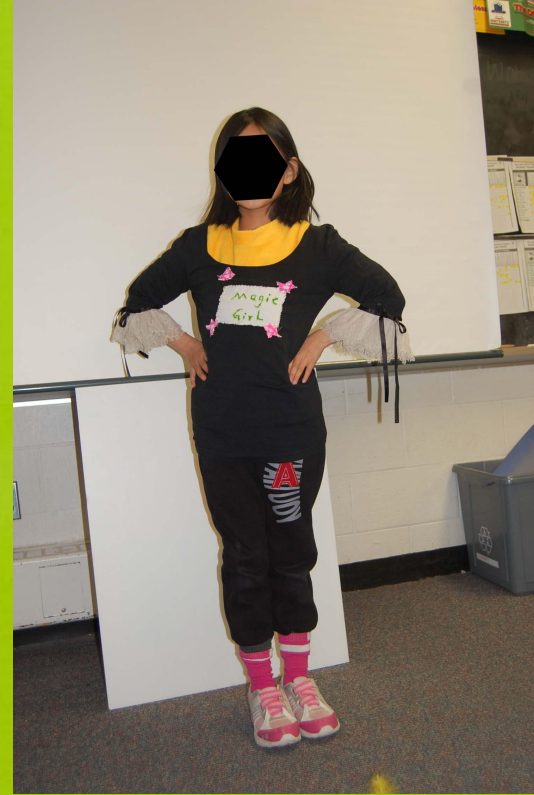
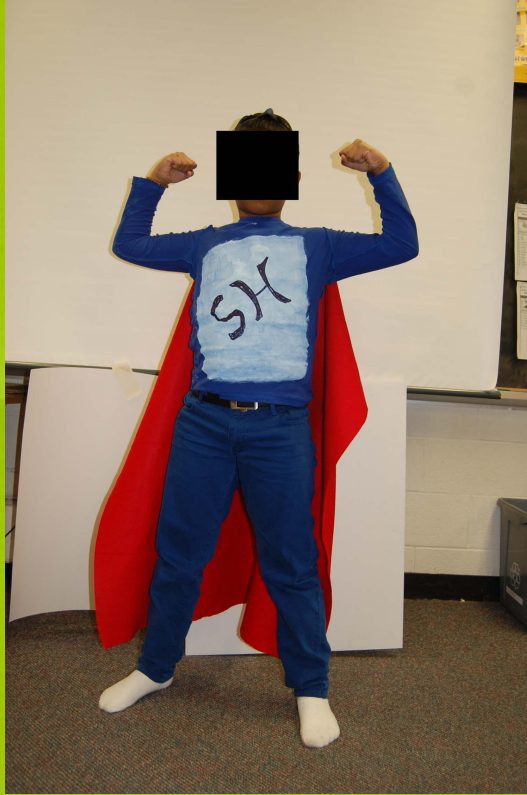
Peer Evaluation of Hero Costumes & Presentations

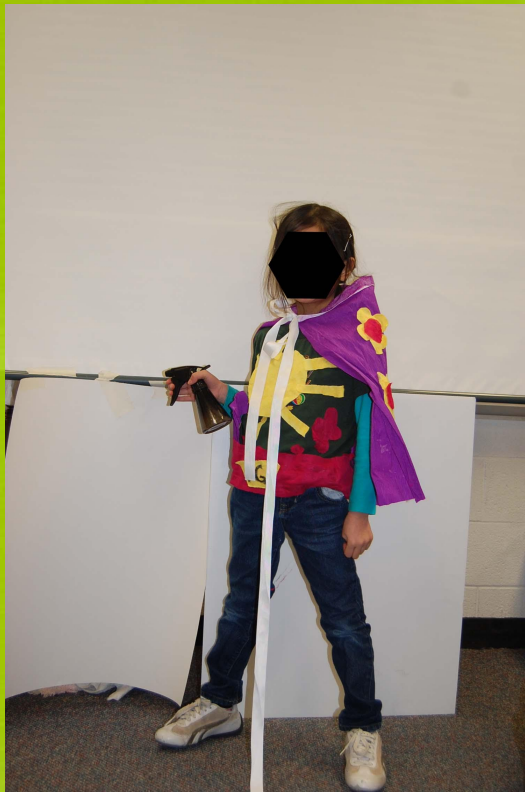
Present & Evaluate Hero Costumes

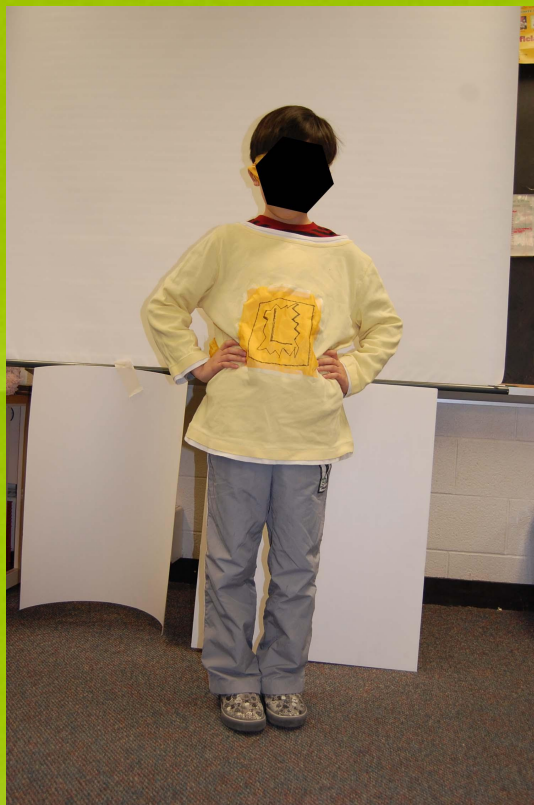


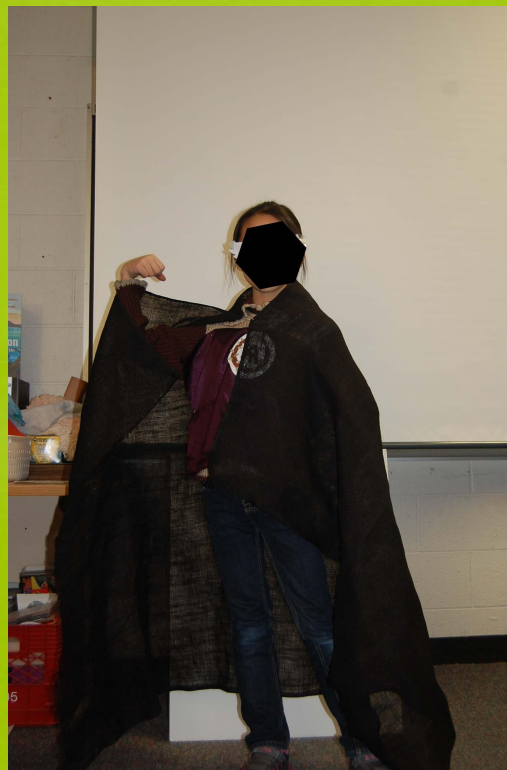












Mistakes are part of learning! (Hat>Skirt)



<http://mondaymollymusings.blogspot.ca/2016/08/the-hat-from-scratch.html>





P.B.L.



<http://mondaymollymusings.blogspot.ca/2016/09/sew-its-time-to-learn-something-new.html>



Maker Space: Student Initiated Projects





















Make Your Own Outfit PLANNING SHEET

Name: _____

Students need to choose WHAT clothes to make. Students should create at least one essential piece (something that covers part of your torso) and one accessory for their outfit. Circle your choices. If you have a different idea that isn't listed, talk to Mrs. Maliszewski

Essential Items (Choose 1)		
For the top part of your body	For the lower part of your body	For the whole body
		
e.g. shirt, blouse 衬衫	e.g. shorts 短裤, pants 裤子, skirt 短裙	e.g. dress 连衣裙, jumpsuit 连身裤
		

Accessories (Choose 1)				
For your head	For your neck	For your hands/arms	For your waist	For your feet/legs
				
e.g. hat 帽子, headband 头带,	e.g. scarf 围巾, necklace 项链	e.g. bracelet 手绳, gloves 手套,	e.g. belt 带	e.g. socks 袜子, legwarmers 腿保暖
				

Student Planning Sheet

(multi-lingual & highly visual)

Students need to choose HOW to make their clothes. During media classes from January – February, we had a chance to explore these techniques. Select which techniques you will use to make your clothes. Circle your choices. If you have a different idea that isn't listed, talk to Mrs. Maliszewski.

Techniques / Ways of Making Clothes					
Finger Knitting	Painting with Fabric Paint	Drawing with Fabric Crayons	Constructing with Duct Tape	Building with Cardboard	Sewing or Cutting Fabric
					

https://www.buzzfeed.com/hatallabrown/10-sew-ways-to-transform-your-clothes-for-summer?utm_term=.3a9f52c27e9f4a446e0a3d41

Students need to choose WHY this outfit might reflect their identity. Read the list of things that "make us who we are". Think about what we learned in term 1. Check mark your choices (in the second column). If you have a different idea that isn't listed, talk to Mrs. Maliszewski.

Factors That Impact Our Identities	
Name 名称	
Family and Friends 亲朋好友	
Preferences (What we like) 优先	
Location (Where we live) 地点	
Education / School 学校	
Culture 文化	
Memories / Experiences 记忆	
Feelings 情绪	
Languages Spoken 语言	
Talents (What we are good at) 天赋	
(Other)	

The plan sheet (and sketch, on a blank piece of paper) is due _____



Make Your Own Outfit!



Curriculum Expectations: Media Literacy (Grade 1, examples provided here)
 (1.2) identify overt and implied messages, initially with support and direction, in simple media texts
 (2.1) identify some of the elements and characteristics of a few simple media forms
 (3.4) produce some short media texts for specific purposes and audiences
 (4.1) identify, initially with support and direction, what strategies they found most helpful in creating media texts

Our library and media inquiry question for term 2 (January – June 2017) is HOW ARE CLOTHES MADE and HOW MIGHT CLOTHING REFLECT OUR IDENTITY? We have explored different techniques for making and altering clothing and our challenge is to **design and create an outfit that is wearable!** Here are the steps we will take to complete this assignment.

STEP	TASK
1	Decide what items of clothing you'd like to make
2	Choose what techniques you'll use to make/alter your clothing
3	Write and draw your plans
4	Get any materials you will need to complete your project (collect, buy, make, etc.)*
5	Make your outfit
6	Answer the questionnaire about the choices you made, the strategies, etc.
7	Wear your outfit and present key features and design decisions
8	Evaluate other student outfits – favourites will be featured at our school fashion show

* = We are going on a field trip to Value Village where we can buy cheap clothes that we can alter or decorate. No one should spend more than \$5 on this project. The school will supply some materials (e.g. yarn, fabric crayons, etc.)

Family members are allowed to help, but consult this DO and DON'T list for tips on how you can support your child appropriately.

DO	DON'T
<ul style="list-style-type: none"> Talk with your child about plans Work with your child to make the clothing and let them be creative Respect their plans and ideas 	<ul style="list-style-type: none"> Take over making the outfit Spend a lot of money on materials Buy pre-made kits or clothes that don't let the kids have a chance to build

The written and drawn plans for the clothes are due _____

The completed outfit is due _____

The questionnaire is due _____

The rubric will be created by the students and the teacher and distributed later.

Parent Tips in Note

DO	DON'T
<ul style="list-style-type: none"> Talk with your child about plans Work with your child to make the clothing and let them be creative Respect their plans and ideas 	<ul style="list-style-type: none"> Take over making the outfit Spend a lot of money on materials Buy pre-made kits or clothes that don't let the kids have a chance to build

unmasking the
issues around
Cosplay



What if
the
character
you want to
cosplay isn't
the same
sex as you?



It's okay to
crossplay!








Considering Other Challenges

Snowball Strategy



Hands-On, Individualized Time

Use Mary's process to plan how to assemble your next costume (for Halloween, a library event, a convention, etc.)

What character do I want to be? "What do they look like?"	What do they look like?	What do they wear?
		
How have other costumes been made?	What pieces of the costume can I reuse?	What pieces of the costume can I make?
	↓	↓
		
Where can I buy the materials/pieces of my costume?		How can I make the rest of my costume?

Use the Zip-Loc baggie with supplies and instructions inside to make a pair of cat ears (or whatever you'd like!)



← Tied yarn = 3 x 10 m & used for braided head band portion

← Loose yarn = 2 x 5 m & used for ears

Questions, Answers,
Reflections, Comments

And even a chance to win a prize!