• The student realised an adequate design concept that was evident throughout the renderings but was not communicated clearly in the rationale. The contemporary Indigenous themes are conveyed more clearly in some renderings than in others.

• Each of the renderings presents a clear understanding of the characters and demonstrates effective use of colour, textures and fabrics to support the dramatic meaning in the play. In particular the rendering of Marijuana Annie conveys the character’s dimension through the use of symbolic elements.

• The execution of the designs adequately conveys the design concept. Each rendering appropriately presents the character, reflecting some individuality and theatrical features. The support materials are appropriate and adequate.
RATIONAL

Attempting the Design (Costume) Project, I have chosen to design 5 different costumes, for 4 different characters in the text "Bran Nue Dae".

After reading the play, I had to understand each character, knowing that there is a need to suit + cater for both the characters and the performers. I have chosen to incorporate the colours of the Aboriginal flag in almost all characters. This then led me to research my idea for the "Dreamtime Stories" finding a story of "Crow + Black Cockatoo" then allowed me to add my ideas + concept of the story, to put an extra addition of black feathers to the costume of Mariluana Anhio, only to be noticed + revealed to have meaning at the end of the play. This also applies for Slippery, wearing a t-shirt with the German Flag printed on it, under another top, revealing the Aboriginal colours, as revealing Aboriginal blood.

The costumes have been updated to those used in the text + relevant to the targeted audiences, both black + white races.

Therefore, I would have the need to explain my decisions + choices in the costuming to the other designers, such as the set designer. This is to confirm that we are both designing in the same end, containing no contrast, unless deliberate, to coincide with the story line.

The costumes I have chosen to design for the characters, stay the same throughout the production. This with the exception for Willie, for whom I have designed 2 costumes. One being his school uniform, which he changes out of at the end of Act 1, Scene 2, before meeting Uncle Tulpole, and into more casual clothes, still wearing his school shoes, until he takes them off just before travelling with Uncle Tulpole. This, showing symbolism for Willie to actually follow Uncle Tulpole in his footsteps, which would be imprinted in the "sand" as he walks.

I have incorporated minimal changes in my designs, this being as I feel that there is no need + wouldn't be relevant to both actors + performance. Yet the changes I have applied, all have symbolism + meaning, which are revealed at the time of change.
INDIVIDUAL PROJECT: DESIGN (COSTUME)

SAMPLE 1

SAMPLE PLAY:  *Bran Nue Dae*

BY Jimmy Chi and Kuckles

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**Marihuana Annie**

Large black feathers, as shown, are to be used for earrings as a part of *Marihuana Annie*. Dizzy hair, as shown, should be pre-made and available. (Use blue powder if after does not have blue powder)

A feather hair elastic is to be used to put up Marihuana hair. If available at play, hair is to be pulled down before this.

A simple black elastic can be used if feather elastic isn't available.

This motion material is to be used for the pants.

This being, as it similarly shows the original costume just in the pants.

Small feathers, as shown can easily be glued together, and sewn at the bottom of *Marihuana pants*. Significance of the black feathers once again needed.

A glittered look using pant material, in which can be created by using scissors and a coarse grater — still giving out a fancy look.
Black feathers, as shown, is to be used for tying up the front of the pants in a similar 'penningbone stitch' pattern. (See diagram)

Yellow lacquer to be inserted into pants if not originally made. If silk material not available, something similar to contrast with brown material is acceptable.
Willie

School Clothes...

I have put willie’s cheeks rolled up white in this costume to add a more ‘informal’ look to his “grown-up” school uniform.

The only special construction needed for all costumes designed – willie’s school top. These buttons are to be sewn on top of shirt, with ‘micro white handymen’ added underneath using the stickiness, of four extra strength elastic bands. This is used as willie needs to get changed quickly and will therefore benefit to the production.

Willie’s shoes are only to be worn until Act 1, scene 3, when he removes them to perform in ”revealed” footsteps.