

THE LITTLE PRINCE

VISUAL ARTS: Costume Design

Students will

- Read "The Story of the Opera"
- Read the information sheet "The Characters" included with the lesson
- Identify and illustrate concepts from direct observation and personal experiences
- Apply elements of art through personal expression
- Create original works from information and personal experiences

Copies for the Student

- "The Story of the Opera"
- "The Characters"
- Costume Examples

Copies for the Teacher

- "The Story of the Opera"
- "The Characters"
- Costume Examples

Getting Ready

Decide how you want your students to complete the assignment (Digital, Paint, Sketch, Fabric, etc) and gather materials.

- Pencils, Charcoal, Paint
- Canvas/ Mixed Media Paper/ Art Surface/ Posterboard/ Presentation Board
- Paper, Clay, Fabric
- *Camera (Students can use cell phones)/Digital Platform
- Any additional art supplies as directed by the instructor*

Instructional Time: One to two 45-minute class period(s)

Introduction

Tell the students "Opera is a combination of both visual and performing arts. While the music is important, many people also enjoy the visual effects, costumes, and set designs, You will take on the role of designer and create a design board of costume drafts for the character in *The Little Prince*."

Guided/Independent Practice

Depending on your grade level and the ability of your students, you may choose to conduct this project as a class, in small groups, with partners, or individually. After reading "The Story of the Opera" and "The Characters," have the students brainstorm various costume designs and styles for the characters in the opera. The students will create a costume design board for their original production of *The Little Prince*. The students must create a costume for at least two characters in the opera. You may wish to give the students a particular set design, style, theme, or fashion period to consider for their assignment.

**Students may use photography for this project if permission is granted by the instructor.*

Evaluation

When students have completed their design board, have them present it before class. Lead the class in a discussion to analyze and evaluate the work of their peers.

- Were students able to complete at least costume design?
- Were students able to convey their reasoning for their design?
- Were students able to consider the inspiration/reason for other students' designs?

For Further Study/If Time Allows

Students may want to search online or in their school library for additional resources for fashion, theatre costume design, and theatre production.

If time allows:

- Have students create a set design for the scenes in the opera. They can draw inspiration from "The Characters," "The Story of the Opera," real places in the world, or other sources.
- Students can create a set design for a Rose Festival to correlate with *The Little Prince* Math Lesson.
- Students can create a magazine cover or article image to correlate with *The Little Prince* Language Arts Lessons.

TEKS

Grade 3: Foundations: A.B.; Creative Expressions A.C.; Critical Evaluation: A.B.C.

Grade 4: Foundations: A.B.; Creative Expressions A.C.; Historical and cultural relevance: A.; Critical Evaluation: A.B.C.

Grade 5: Foundations: A.B.; Creative Expressions A.C.; Historical and cultural relevance: A.; Critical Evaluation: A.B.C.

Middle School 1, Art

117.202 c. 1 A,B,C,D Foundations: observation and perception

117.202 c. 2 A,C Creative expressions

117.202 c. 3 B Historical and cultural relevance

117.202 c. 4 A,B,E Critical evaluation and response

Middle School 2, Art

117.203. b. 1 A,B,C,D Foundations: observation and perception

117.203. b. 2 A,C,D Creative expression

117.203. b. 4 A,B,E Critical evaluation and response

Middle School 3, Art

117.204. b. 1 A,B,C,D Foundations: observation and perception

117.204. b. 2 A,C,D Creative expression

117.204. b. 4 A,B,D Critical evaluation and response

Correlates: Math, Language Arts

Gardner's Intelligences: Verbal-Linguistic, Logical-Mathematical, Visual-Spatial, Interpersonal

Bloom's Taxonomy: Understand, Analyze, Apply, Evaluate

Online Resources:

www.oxfordmusiconline.com

<https://rachelportman.co.uk/>

The Story of the Opera

A young pilot introduces himself to the audience. He explains how grown-ups never really understood him and that now, as an adult, he earns a living soaring through the sky. The stars sing to him as he glides through the air, but, despite the pleasant atmosphere, he suddenly loses control of his plane and crashes into the Sahara Desert.

The pilot looks over the damage and begins to try and fix the plane. But just as he grabs his tools, he's interrupted by a small boy who curiously asks the pilot to draw a sheep. Though confused at first, the pilot comes to know the boy as "the Little Prince," and, slowly, the prince reveals his unusual story.

We learn the prince was once the proud owner of a tiny asteroid, where he cared for a lovely rose whom he adored but who was also very difficult to please. She challenged him to leave his home and gain more wisdom in order to be able to take care of her better, and so... he set out to visit some neighboring planets. During his travels he met several strange adults, including a king, a vain man, a drunkard, a businessman, and a lamplighter. After meeting these men, the Little Prince—not quite satisfied with what he'd discovered so far—decided to journey to planet Earth.

The prince continues his story while the pilot listens. On Earth, the prince says, he met a slithering snake who claimed that his deadly poison could "ease" all the prince's worries. The Little Prince then encountered a garden full of roses and cried at the thought that his own rose might merely be one out of a million other common flowers.

The prince resumes his tale. Soon after meeting the roses, he adds, he was comforted by a friendly fox. The fox, who begged the prince to tame her and make her his own, gently explained that everything worthwhile is invisible and that such things cannot be touched, but can only be felt with the heart. She also told him that the bonds of love are what make all things—including ordinary flowers—uniquely special.

The pilot then cuts off the prince's story, saying that the two of them will need water if they are to continue to survive in the desert. Exhausted, they travel to a spot directly beneath the prince's planet (which sits high in the night sky) and discover a well. As they collect cool water from the crystal-clear well, the pilot realizes his friendly affection for the prince and begins to understand the fox's message.

Still, the prince longs to return to his rose as he has promised. Will the tired and weary Little Prince make it home? Will the pilot be able to keep the prince's lessons in his heart if the Little Prince disappears?

Synopsis Courtesy of Washington National Opera

The Characters

The Little Prince (Asteroid 612): A little boy who leaves his home planet and his beloved rose, to journey around the universe, ending up on Earth. There, he meets a pilot and tells him of his journey to several planets and the characters he has encountered along the way.

The Pilot: A young pilot who suddenly loses control of his plane and crashes into the Sahara Desert. While stranded in there trying to fix his plane, he is approached by the Little Prince.

The Rose: A single rose who is the object of the Little Prince's affection on his planet. She challenges him to leave his home and gain more wisdom to be able to take care of her better. Throughout his travels, she is always in his thoughts and heart.

The Fox: The Little Prince meets the fox in the desert on Earth. She is a wise creature, who teaches the Little Prince about the essence of life. After they become friends, the fox asks the Little Prince to tame her, which he does.

The Snake: The first living creature that the Little Prince encounters on the planet Earth is a snake, who speaks in riddles. The snake claims that his deadly poison could "ease" all the Little Prince's worries.

The Water (*off-stage singing*): When the Little Prince and Pilot travel through the desert, they hear singing coming from water in a well they discover.

The King: (*Asteroid 325**): A resident of the first planet that the Little Prince visits after leaving his own planet. The king demands that his authority be respected and does not tolerate disobedience.

The Vain Man (*Asteroid 326**): A conceited man living on the second planet the Little Prince visits. The vain man insists that everyone else admire him. He does not listen to anything but compliments and expects the Little Prince to shower him with praise.

The Drunkard (*Asteroid 327**): Inhabitant of the third planet the little Prince visits. When the Little Prince asks the drunkard what he is doing, the drunkard tells the Little Prince that he is drinking to forget that he is ashamed of drinking.

The Businessman (*Asteroid 328**):

The businessman lives on the fourth planet the Little Prince visits. The businessman always sits and counts stars on his planet. He thinks that he owns the stars, making him rich. The Little Prince explains to the businessman that he is of no use at all to the stars that he owns.

The Lamplighter (*Asteroid 329**): A resident of the planet the Little Prince visits after leaving the businessman. On this planet, the lamplighter's job is to light and put out a lamp. He thinks that he has a terrible job because he must light the lamp once every minute so that his planet can make a complete turn every sixty seconds. The Little Prince, however, admires his dedication.

**Planet names found in the book that will not be named in the opera*

Name _____

Date _____

Visual Arts: Observation Sheet

Instructions: After reading “The Story of the Opera” and “The Characters,” brainstorm different costume designs for at least two of the characters. Create a design board to organize your costume sketches. Be sure to consider the type of set design that will complement your costume sketches.

Self-Evaluation: Answer the following questions for your design board.

1. Which characters did you choose for your costume sketch? Why?
2. What style did you choose for your costume sketches? Is it modern, period, etc.? Why?
3. How did you represent the character in your costume sketch?
4. Give a small description or example of a possible set design for your costume sketches.
5. What fabric(s) will you use for your costumes?

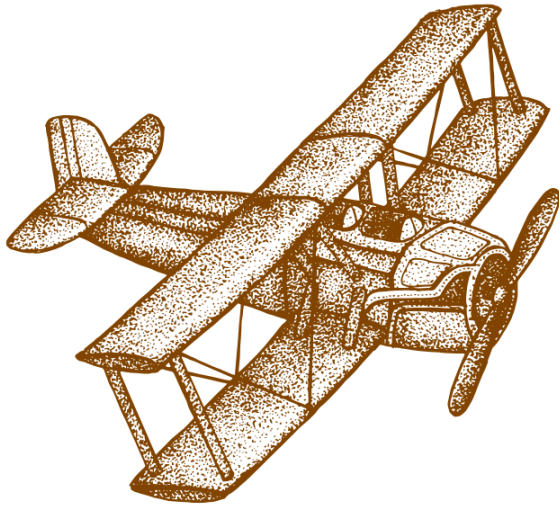
Peer-Evaluation: Answer the following questions to evaluate the design board(s) of your peer(s).

1. Which characters did they choose for their costume sketches?
2. What style did they choose for their costume sketches?
3. Did they represent their characters in their designs? Why or Why not?
4. Do you feel the costumes complement the description or example of their set design?
5. Do you see similarities in their designs and your designs? Provide an explanation for your answer.

EXAMPLE: The King (designed by Tommy Bourgeois)



If Time Allows Example: The Little Prince Article (Correlates with Language Arts II Lesson)



02 August, 2026



THE FLIGHT

A chance encounter after a crash in the desert led a pilot to a most intriguing person. . .The Little Prince. He claimed he was from the stars!

Fill in the text with information about the story or your answers to The Little Prince Language Arts Lesson. Fill in the text with information about the story or your answers to The Little Prince Language Arts Lesson. Fill in the text with information about the story or your answers to The Little Prince Language Arts Lesson. Fill in the text with information about the story or your answers to The Little Prince Language Arts Lesson. Fill in the text with information about the story or your answers to The Little Prince Language Arts Lesson. Fill in the text with information about the story or your answers to The Little Prince Language Arts Lesson.

Fill in the text with information about the story or your answers to The Little Prince Language Arts Lesson. Fill in the text with information about the story or your answers to The Little Prince Language Arts Lesson. Fill in the text with information about the story or your answers to The Little Prince Language Arts Lesson. Fill in the text with information about the story or your answers to The Little Prince Language Arts Lesson. Fill in the text with information about the story or your answers to The Little Prince Language Arts Lesson. Fill in the text with information about the story or your answers to The Little Prince Language Arts Lesson.



Sketch of The Pilot by Tommy Bourgeois.