**Line LineLine LineCostume Design TH 263pasted-image.tiff**

### I. Course Description

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| MW 1-2:40 |
| Design Lab RM 228 |

Exploration and practice of the unique process of the costume designer, including development of individual aesthetic and style through a series of projects in theatrical and entertainment design.

Erté: EVENING DRESS, C.1916.

### II. Course Aims, Objectives, and Outcomes:

Aims

To allow you, the student, to create several different projects while discovering your individual aesthetic and style, and to develop a process that works for you as a costume designer. When you complete the course, my hopes are that you will acquire the tools from class to be able to design and realize costumes, continuing on to design and assist productions for the School of Theatre, Music, and Dance. I would like you to be able to “read” the non-verbal language of clothes and apply it to your designs while being able to use metaphor, style, research, and color to create exciting design approaches.

Course Objectives:

1. To examine the art and science of costume design.
2. To introduce the costume designers process, from the moment a designer picks up the script to completion of their designs, including the basic skills and knowledge required therein.
3. To gain fluency in the language of a costume designer using the principals and elements of design and associated tools such as fabric, scale, color, proportion, fashion, and historic research.
4. To complete very diverse design projects that showcase the students’ ability to to use the elements of design, metaphor, story telling, and technical ability on an array of platforms.
5. To understand the collaborative process of the artistic and production team, the hierarchy of the costume shop, and how to pull all of these elements together to support the process of storytelling in theatre, film, print, and other areas of entertainment.

Specific Learning Outcomes

By the end of this course, students will:

1. Gain fluency in the vocabulary of a costume designer and the language of clothes.
2. Be able to successfully organize a costume track, needs and requirements of a play.
3. Be introduced to the process of budgeting materials, man-hours, and commercial products to realize a production.
4. Be able to implement the principals and elements of design while using abstract and tangible tools such as balance, scale, proportion, line, fabric, color, historic research, and fashion.
5. To complete four very diverse design projects that showcase the students’ ability to to use the elements of design, metaphor, story telling, and technical ability on an array of platforms.
6. Draw the human body.
7. Watercolor using hi-light and shadow.
8. Learn about local resources for costume research.
9. To understand the collaborative process of the artistic and production team, the hierarchy of the costume shop, and how to pull all of these elements together to support the process of storytelling in theatre, film, print, and other areas of entertainment.

Class Norms

•        Respect others by recognizing their personal space and needs equal to your own

•        Pay attention to my instruction and lectures

•        Clean up your workspace when finished working

•        Everyone has the right to be heard

•        Be respectful while still being critical

•        Maintain confidentiality- what happens in Class, stays in Class…

•        Have the humility to recognize that you do not know everything and that everyone can stand to improve

•        Recognize that everyone will start from different bases of knowledge

•        Come to class prepared

•        Compliment fellow students if you like what they're creating!

•        Don't offer an opinion to a classmate unless invited on with consent.

•        **Don’t compare your work to others’ work. We all had to start somewhere; some started drawing long ago, some are starting today.**

### III. Texts and Supplies

Texts

**Required: *The Costume Designers Toolkit* by Holly Poe Durbin.** IN the bookstore!

There are various sources I will use including video, readings, etc. If you would like to build your library with handy sources here are a few I strongly recommend. If an assignment is not in the required text it will be on our Canvas class site.

**Recommended Texts:**

**The Art and Practice of Costume Design.**

Merz, M. (2017). *The art and practice of costume design*. New York: Routledge, Taylor & Francis Group.

**The Costume Designer’s Handbook**

Ingham, R. (n.d.). The costume designers handbook: A complete guide for amateur and professional costume designers.

**The Language of Clothes (dated but still useful)**

Lurie, A. (2000). The Language of Clothes: Featuring A New Introduction About Fashion Tosday. New York: Owl Books.

**Collect research and costume books! It is great to have many sources to pull from when you do not understand how to do a technique.**

I will recommend many more sources as the semester progresses.

Class Materials

Since you pay a course fee I will be providing the majority of your art supplies, but you are welcome to use supplies you have at home. I will not be buying you a bag or container to transport your supplies. Make sure to bring your sketchbooks when the sketchbooks are due, so you can check them in with me.

Do supply:

* Small rag for watercolor- a dish or hand towel will work.
* Optional: Markers, pencils, pastels, chalk, charcoal can also be used in combination with watercolor paint.

### IV. Grading

Evaluation of preparation, research, and execution of class projects, coupled with attendance and participation, will be considered in assignment of the course grade. Grades are assigned on a traditional A through F scale using criteria below to calculate letter grades.

This is a **participatory** class. That means demonstrations and conversations happen in class during class hours. If you miss a demonstration, I will not cover it again unless you have an extremely compelling reason for missing class. You will have a key card to the design lab but you will be sharing this class room with three other classes and could battle for space.

**What does participation mean in this class?**

·       Show up

·       Come prepared

·       Focus your Attention

·       Give it your All

·       Risk

·       Play

·       Reflect out loud!

·       Ask questions!

**You can choose what grade you earn at the top of this class!**

 Projects refer to all major and minor projects including sketchbooks

**A: To receive an A in this class:**

•    all project requirements must be met

•   all project components were turned in on the due date on time

•   you participated in class

•   there is evidence that you went above and beyond the basic requirements for your projects (you will outline why this is evident in the canvas comment function with the assignment)

•   your attendance is perfect (excuses from doctor/religious days/official campus activity excuses accepted!)

**B: To receive an B in this class**

•   all project requirements must be met

•   all project components were turned in on the due date, mostly on time

•   you participated in class much of the time

•   it is evident you applied yourself to the project; some you went above and beyond but not all

•   your attendance- missed 2 classes (unexcused)

**C: To receive an C in this class**

•   most project requirements must be met

•   most projects were turned in on the due date

•   you participated in class some of the time

•   you went through the motions of each project without trying your best to complete it

•   your attendance- missed up to 4 classes (unexcused)

**D: To receive an D in this class**

•   1/2 project requirements must be met

•   1/2 of the projects were turned in on the due date or on time

•   you participated in class hardly at all

•   you went through the motions of each project without trying your best to complete it

•   your attendance- missed up to 5 classes (unexcused)

**F: To receive an F in this class**

•   1/2 or less of the project requirements were met

•   1/2 or less of the projects were turned in on the due date or on time

•   you never participated in class

•   you never asked questions in class

•   you went through the motions of each project without trying your best to complete it

•   your attendance- missed **more than** 5 classes (unexcused)

Projects: many of these will overlap

**Sketchbook Assignments:** There are 11 total over the 16-week semester. They often overlap other projects so, get these done ahead of time. The only way to improve at drawing, our main form of communication with directors and collaborative team, is to draw every day. This project holds you accountable to 11 days of the semester- it’s up to you to do more. *To go above and beyond: complete all sketchbook assignments and draw a bit more than is required for each assignment. An example could be: Assignment: Draw your hand 3 times Student: I drew my hand 4 times and added shading.*

**Trashy Design:** this project you will apply the principals and elements of design to a design you generate, executed on a 1/2 scale form. You will collect trash that will become your “fabric” to create your realized design. The trash can be pinned or taped on the mannequin. *To go above and beyond: create a detailed and balanced trashy costume. Example: Paint the trash, glue old beads onto it, cut up plastic bottles to create trim!*

**Project 1 Collected Stories:** you will read the script, *Collected Stories* and design select scenes from the shows. I total of six renderings, a research presentation, an act scene chart, costume plot, character plot, and piece lists are required for this project. *To go above and beyond: your research presentation is very detailed- you give us a clear view of the location, period silhouette, and how you will translate these to your design. Your renderings meet all project criteria and you tried to add a background of some sort.*

**Project 2 TBD:** you will read the script, and design, many of the costumes, creating a research presentation, renderings, act scene chart, costume plot, character chart, piece lists. *To go above and beyond: your research presentation is very detailed- you give us a clear view of the location, period silhouette, and how you will translate these to your design. Your renderings meet all project criteria and you tried to add a background of some sort. You provided some swatches (from the boxes on the wall in the costume shop or your own stash). You added detail to your renderings other than pencil and watercolor, for example, you added ink over parts of the rendering to indicate darkest shadow.*

**Project 3 Video Game Design:** in this project, you will design companion characters for a video game of my choice. You will use procreate as a rendering platform and an iPad (either a CSU iPad or your own). You will also create a cosplay for this design and spec it out, and create a pull, buy, build chart for these costumes. *To go above and beyond: your designs are detailed and focus on a videogame look. The cosplay costumes look different because they are drawn on a real body with real fabrics and textures vs the possibilities of a video game (physics does not apply to VG!!!). Your spec sheets are very thorough and met all project criteria but you interviewed professional makers to figure out actual prices.*

### V. Tentative Course Schedule

(*May change to accommodate guest presenters & student needs)*

**Remember to look ahead! It’s a drag to trudge through a script the night before it’s due. Part of college is *planning.* Take a look at this schedule and make your own based on when you need to get started.**

*Live schedule with updates can be found here:* [TH 263 Schedule 23 .docx](https://colostate-my.sharepoint.com/:w:/r/personal/erinleah_colostate_edu/Documents/Classes/TH%20263%20Costume%20Design/2023%20copy/TH%20263%20Schedule%2023%20.docx?d=w57b680b187844dceb6ef375ccc942eec&csf=1&web=1&e=ojPFXG)

| Wk | Day | Date | Topic/Activity | Due on This Date | Other Events |
| --- | --- | --- | --- | --- | --- |
| **1** | M | 8/21 | * Overview of the semester, syllabus, class supplies, and sketchbook assignments. * Tour of spaces |  |  |
| **1** | W | 8/23 | * Discuss reading/Lecture Areas of Costume Design and The Costume Designer * Lecture on the Elements and Principles of Design | * **Ch1** **& 5** of *The Costume Designers Toolkit (CDT)* * **Answer questions about reading** |  |
| **2** | M | 8/28 | * **Start Trashy Design** | * Bring Trash to Class |  |
| **2** | W | 8/30 | * **Work on Trashy Design in Class** * **Assignment Outline: Collected Stories** | * Sketchbook #1: Watch video : <https://youtu.be/20I_GRwLteY> . Try chiaroscuro ball and block. Play with using different hardness’s of pencils. |  |
| **3** | M | 9/4 | **LABOR DAY! No school** |  |  |
| **3** | W | 9/6 | * **Present Trashy Design near end of class (1:15PM)** | * **Ch 9** *The Costume Designers Toolkit (p92-100)* answer questions on canvas * Sketchbook #2: Draw your hand 3 times |  |
| **4** | M | 9/11 | * **Discuss Play: Collected Stories** * **Lecture/demo: Costume Paperwork!** Bring computer to class- we will work on paperwork together! | * Read ***Collected Stories*** by today! |  |
| **4** | W | 9/13 | * **Answer questions about charts** * **Research Lecture (start research in class- bring computers to class)** * **Activity: Using AI as research?** | * Sketchbook #3: trace 3 forms from magazine tear sheets. Indicate natural waist, chest, knees, elbows, wrists, ankles. |  |
| **5** | M | 9/18 | * **Drawing the Body!** | * *Collected Stories* Act/Scene Chart, Character Chart Due * Bring sketchbooks to class |  |
| **5** | W | 9/20 | * **Water color!** * **Color wheels and greyscale due by end of class** | * **Ch 4 CDT**, answer questions on canvas * *Collected Stories* Piece lists Due, designer checklists due |  |
| **6** | M | 9/25 | * **Watercolor Techniques** | * Sketchbook #4: 2 Bodies:1 for each character in *Collected Stories* * *Collected Stories* Interviews Due |  |
| **6** | W | 9/27 | * **Research presentations in class** | * *Collected Stories* research presentations: Include all required guideline components and interview! | THIS FRIDAY **Silent Sky OPENS!!!** |
| **7** | M | 10/2 | * **Bring Preliminary Drawings to class today and refine** | * Preliminary Collected Stories Line Drawings |  |
| **7** | W | 10/4 | * **Fabrics! Drawing Fabrics!** | * **Ch 6 CDT** Answer questions on canvas * Sketchbook #5 |  |
| **8** | M | 10/9 | * **Collected Stories Work day- Painting in class** |  |  |
| **8** | W | 10/11 | * **Collected Stories Final Designs Presented** * **Assignment guidelines: Project 2** | * Final Renderings for Project 1 Due |  |
| **9** | M | 10/16 | * **Demo: Thumbnail Sketches** * **Activity: Creating a Design Approach** | * **Ch 14, 15, 16 CDT** answer questions on canvas * Sketchbook #6 |  |
| **9** | W | 10/18 | * **Discuss Project 2 Text** * **Discuss Designer Checklist** | * Read Project 2 Script by today |  |
| **10** | M | 10/23 | * **The Costume Shop and Measurement Activity: Measuring and How To Do A Fitting** * **Find a jacket to fit a partner** | * **Ch 25 CDT,** answer questions on canvas |  |
| **10** | W | 10/25 | * **Student’s Choice! What do you want to do!?** | * Project 2 Designer Checklist * Sketchbook #7: Thumbnail sketches for project 2 |  |
| **11** | M | 10/30 | * **Present Project 2 Research** | * Project 2 research |  |
| **11** | W | 11/1 | * **Hands on Style Lines** | * Sketchbook #8: 10 style lines | THIS FRIDAY **Putnam County Spelling Bee OPENS!** |
| **12** | M | 11/6 | * **Bring Project 2 Preliminary Drawings to Class** * Be ready to transfer drawings to watercolor paper |  |  |
| **12** | W | 11/8 | * **Work Day (Erin Out)** |  | This Saturday **Letters of Suresh Opens (Curious Theatre)** |
| **13** | M | 11/13 | * **Present Project 2 Designs** | * Sketchbook #9: 2 forced perspective drawings |  |
| **13** | W | 11/15 | * **Assignment Outline: VG Project** * **Handout iPads** * **Intro to Digital Rendering** |  |  |
| **FALL BREAK 11-20-11/24** | | | | | | |
| **14** | M | 11/27 | * **Creating Character and Digital Rendering** | * Sketchbook #10: Digital timed sketches 1,5, 10 minute drawings recorded. |  |
| **14** | W | 11/29 | * **Creating Spec Sheets in Class** * **Filling out and using Pull Buy Build Chart** | * **CH 18 CDT** answer questions on canvas |  |
| **15** | M | 12/4 | * **Present VG character ideas & research** | * Sketchbook #11: In procreate |  |
| **15** | W | 12/6 | * **Work in class on digital renderings** | * Send Erin files to print for final NO LATER than 8 AM 12/13 |  |
| **16** |  | 12/13  4:10-6:10 | * **FINAL VG Presentations** | * Pull Buy Build * Spec Sheet * Two Character Drawings * Two Cosplay Drawings |  |

**VI. Class Rules, Attendance, Costume Shop Policies, University Policies**

Attendance Policy

Theatre is a live, collaborative art form. It requires us all to be physically and mentally present, in the room together. Therefore, **you cannot pass this course if you are absent more than 5 times, regardless of your grades on assignments and performance in the class.** Attendance is expected at all scheduled class meetings. Please make every effort to be present. Map your calendar in the first week of the semester. If you have planned absences or conflicts, it is your responsibility to alert the appropriate instructor/director/stage manager IN ADVANCE in writing. **Please take the time to review our class schedule and tell me if any of these class project deadlines are going to be a conflict for you. Otherwise, you are signing off and agreeing to turn things in on time.** Follow CSU policy on University-sanctioned activities and religious or spiritual observances (excused absences): <https://catalog.colostate.edu/general-catalog/academic-standards/academic-policies/#attendance-regulations>. Report any unexcused absences to your instructor/director/stage manager as soon as possible, following CSU policy: <https://studentcasemanagement.colostate.edu/class-absences/>. Doctor’s notes or funerary documentation must be submitted in writing for an absence to be considered excused. You are responsible for making up any work missed during your absence.

The Rules in this class that will help you the rest of your life (adapted from Holly Poe-Durbin).

1.     **You must show up to succeed.** Note Woody Allen’s formula- 80 % of the work is just showing up.  Please consult the attendance policy if you have questions.

2.      **You will be a success if**…! You arrive on time, are prepared, curious, excited, engaged, and ready to collaborate.

3.      **Cell phone policy**: there may be a need to research on technology at times, but if you are distracting yourself and others with technology I will consider you absent and ask you to leave. You may listen to music during **lab hours** but must have one ear free at all times and volume must be quiet enough so that it doesn’t disrupt your fellow students or instructor.

4.      If you have a sick child, grandmother, or dog and are awaiting to be called away to go to the doctors, pull the plug, or help Fluffy cross over the rainbow bridge, talk to me BEFORE class and I can accommodate you.

5.       **Turn in your work on time! Grading Policy…** We all have cars that break down, bad hair days, traffic, weather, kids, pets, or even stayed up too late “studying” the night before. If you do not show up for class when projects are due, not only will you fall into a specific non-A grading category, you will also be marked absent.

6.      **R-E-S-P-E-C-T!** As an adult, you are responsible to maintain a positive behavior that is considerate of others.  That means- be respectful.  Respect others by recognizing their personal space and needs equal to your own. Do not leave your work area a mess when you leave, keep personal conversations to a minimum and at an acceptable noise level (quiet).  Be respectful of me, your instructor.  Pay attention to my instruction and lectures, after all, you or your parents are paying for me to tell you this stuff.  In turn I will respect you and your right to ideas and opinions. However, if I feel you are disrupting class, I will ask you to leave.

Student Resources



CSU provides many resources and support for students. Please scan this QR code to access these resources as well as other content related to taking courses at CSU.

Current Covid protocols- for CSU and current SMTD Covid protocols, please visit this link for the most up-to-date information: <https://smtd.colostate.edu/covid-19-policies/>

Academic Integrity & CSU Honor Pledge

This course will adhere to the CSU [Academic Integrity/](http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/#academic-integrity)Misconduct policy as found in the General Catalog and the [Student Conduct Code.](http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/#academic-integrity) Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Disclaimer

As the instructor, I reserve the right to alter the syllabus and schedule as deemed necessary.  Any alterations will be presented in a fair manner and should not affect your performance in this course.