

Duke Ellington School of the Arts

Costume Technology QTA-19

**Instructor:** Beverly Johnson, Costume Director  
**Office/Classroom:** Room 112/Costume Shop  
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**Prerequisite:** None  
**Period:** 9  
**Class Meets:** Monday 3:30pm – 4:10pm  
Wednesday 3:30pm – 4:55pm  
Friday 3:30pm – 4:55pm  
**Credits:** 0.05  
**Text:** *Costume Design 2<sup>nd</sup> Edition* -- Barbara & Cletus Anderson; and Handouts

**Course Goals**

To learn basic processes for design, research and construction for period and modern costume on the stage and film. Students will understand the influence fashion design has on costume design. Design exercises will explore the elements and principles of design and their relationship to costumes. Rendering projects will cover all the major costume periods from Egyptian to Renaissance to Present. Students will study natural and synthetic fibers/textiles.

**Art Supplies Needed**

- 3-Ring Binder
- Sketch Book
- Tracing paper--9" x 12" or 11" x 14"
- Drawing pencils: HB, B, 2B, Ebony, etc.
- Color pencils/markers/pastels
- Basic set of Watercolors or gouache
- Watercolor paper--140 lb.
- Watercolor brushes--size 5, 7 round tip Sable line and a small flat tip brush
- Watercolor palette or tray, water jar, etc.
- Gum Eraser

## Lesson Plan

Lesson Plan	Time Frame	Description
Designers & Capitals	7-10, 45 min. periods, or 4-6, 90 min. periods	<ul style="list-style-type: none"> <li>• Teach students common fashion terms, design details, designers and fashion capitals. Students will understand the influence of various designers and design capitals.</li> <li>• Discuss the impact of fashion on society.</li> <li>• Learn various fashion terms.</li> <li>• Write a research paper on a designer/capital or time period.</li> <li>• Critique the value of a fashion designer and costume designer.</li> </ul>
Croqui Rendering	3 class periods that runs 60 minutes	The student will create 10" male and 10" female croqui figures in two poses to be used in developing the costume. Student will acquire the techniques of figure drawing that is needed to visually communicate design ideas to directors and designers. Projects will be graded on proportion, and neatness.
Clothing Color Wheel	2, 45 min periods	This lesson will help students learn the primary, secondary, and tertiary colors. Students will also be expected to put the colors in the correct order and create a color wheel using some creativity.
Clue In on Color	1 class period that runs 60 minutes	This lesson focuses on how color affects moods and feelings.
Design Details (Fashion Lingo)	2 class periods that runs 60 minutes each.	Students will learn, identify, and analyze fashion pictures according to the design details.
Designers	2 class periods that runs 45 minutes each.	Students will give an oral presentation on a fashion designer of their choice.
Element of Color	8 class periods that runs 45 minutes each.	Students will understand the importance of the color wheel; values in design; and how to mix colors to create any color using black, white and the primary colors. They will also learn the color values and their effects on the body.
Element of Texture	2 class periods that runs 45 minutes each.	Students learn the importance of texture as an element of design in fashion. They will complete a portfolio page demonstrating their knowledge of texture.
Emphasis – Principle of Design	1 class period that runs 45 minutes.	Students learn the principle of design, Emphasis, through class participation, a PowerPoint presentation, and a portfolio assignment.
Fads and Classics	1 class period that runs 45 minutes.	In this lesson students will learn to recognize the difference between a fad and a classic by viewing a PowerPoint presentation and then brainstorming examples.
Field Trip	Louis Everard Boutique	Students will understand the business of retail and entrepreneurship.
Fashion Capitols	1 class period that runs 45 minutes.	Students will do research on the five fashion capitols.
Fashion History	8 class periods that runs 60 minutes each.	Students will research fashions of the 20th century, and prepare a presentation of what influenced, and what fashions were for their assigned era.
Fashion History Paper	1 class period that runs 45 minutes.	This lesson integrates writing with Fashion Strategies. It gives students a chance to look back over the years that they have lived and reflect on all the styles that have come and gone.

Fashion Terms	2 class periods that run 60 minutes each.	Students will identify and use the following fashion terms: fashion, fad, style, classic, design, trend, and avant-garde.
Harmony – Principle of Design	1 class period that runs 45 minutes.	Teaches the principle of design: Harmony.
History of Fashion	7 class periods that run 45 minutes each.	Students will learn the history of fashion through powerpoint and several individual projects.
Natural Fibers/Textiles	2 class period that runs 45 minutes.	Identify basic fibers, the characteristics, use and care of each textile.
Synthetic Fibers/Textiles	2 class periods that runs 45 minutes.	Identify basic fibers, the characteristics, use and care of each textile.
Field Trips	Textile Museum	Students will explore and identify the various fibers and textiles they studied.

### **Instructional Methods (and related grading info)**

A variety of instructional methods may be used which include but are not limited to: lecture, multimedia, demonstrations, projects and presentations, speeches, debates, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

I will show students how to do a technique for various projects. After the demonstration occurs, the class will spend time working on their projects and getting help from me in how to do them. You will also need to work on projects outside of class time. You may if you wish come into the costume shop during the times we are open to get extra help. Grading will be based on the assigned projects, regular class participation, and lab participation.

### **Student Learning Outcomes**

By the end of this course, students should have an understanding and appreciation of the steps needed to get costumes designed, made, and fitting a performer on stage. They should also acquire basic figure drawing and basic sewing skills, several specialized costume craft skills, and be able to make simple costume accessories by adapting existing items like shoes, wigs, and caps.

### **Grading**

#### **Assigned Project is 40% of grade:**

#### **Design Analysis & Renderings**

- Historical Research
- Generating a Color Chart, Natural Fiber/Textile Chart.
- Other small craft projects as assigned.

#### **Lab Participation 40%**

Be there. Be willing. Follow instructions. Remember the 3 P's: Be Polite, Be Prompt, Be Prepared. If you can manage these things, a good grade is assured.

#### **Class Participation 20%**

This means providing helpful commentary, ideas, and moral support to your fellow students. It also means you are there for the demos.

## **Important DESA Student Code of Conduct**

DESA requires students to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or that violates the rights of others is prohibited. Honesty is a primary responsibility of you and every other DESA student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to their grade in a course, unless permission is granted by the instructor of the course. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
2. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.
4. No cell phones, Ipods, etc.
5. For bathroom breaks, must complete sign-out and sign-in sheet.
6. Students are only allowed to go to their lockers upon arrival in the morning, during lunch, after lunch, before the arts block and after school. Students are expected to plan their day accordingly.

**Course policies:** This does not imply that you cannot ask for help on your costume projects both from me, other students, or even your parents. Just don't have that person do any major part of construction (minor ones are allowed) and then claim the work as all yours. Specify to me those parts of a project you had major help on, and you will be graded on the work you could do by yourself, yet still be able to accept help on a small part of a project that requires more expert hands. If you did it all yourself, while someone was telling you what to do while looking over your shoulder, it's still all yours, that is how you learn these techniques in this class.

**Attendance, Punctuality & Common Politeness:** It is difficult to earn full participation credit (20% of grade) if you miss a lot of the class presentations, or regularly come in late. All students are expected to be prompt and prepared for class with a positive attitude to learn through listening, discussing and questioning until ones understanding of the concepts are complete. The student must attend class with a writing utensil, pencil preferred, a note pad for note taking, and three ring binders for handouts. Any lateness or absenteeism of the student or his/her assignments must and can only be nullified with a valid written and signed excuse from a parent/guardian, teacher, or administrator, preferably before the infraction, if not, as soon as possible thereafter. Five or more unexcused absences per advisory may result in the student receiving a letter grade of "F." If the student misses an exam, it must be rescheduled for makeup with the instructor. The students that adhere to the above expectation can expect to complete the class with a general understanding of costume analysis and practices, which will function as a foundation to build upon.

**Evaluation:** Project assignments will be graded based on:

25% Completion (Is the project really done, or have important steps been left unfinished?)

25% Neatness, accuracy, clarity (How much have your drawing/sewing/crafting skills improved?)

25% Creativity (Are the choices you have made in design or construction boring and ill thought out or interesting and clever?)

25% Practicality (Would the project actually be usable in a show on stage)

STUDENT'S NAME (Please print neatly): \_\_\_\_\_ Period: \_\_\_\_\_

**THIS PAGE IS TO BE COMPLETED AND RETURNED BY THE BEGINNING OF CLASS ON:** \_\_\_\_\_

I have read the SYLLABUS for **Costume Technology QTA-19** and have become familiar with the requirements and expectations for the course: grading, attendance and classroom policies; lab and classroom rules; cell phone and personal electronics policies, etc.

Student's Signature: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Preferred method to contact parent/guardian (check as many as appropriate):*

Email Address (Please print clearly): \_\_\_\_\_

PHONE: Home Phone: \_\_\_\_\_ Best time: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Best time: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Best time: \_\_\_\_\_