

Duke Ellington School of the Arts

Technical Design & Production Department

Basic Costumes (C28) 2019-20

Betty Fenner-Davis, Costume Design Instructor

Course Description and Outline

This Duke Ellington Technical Design & Production course will introduce the first-year students to costume history, concepts of trends, style, color, fabrics, character analysis, scripts and breakdowns, jobs involved in the wardrobe department as well as collaboration of the team efforts to create a vision for a director's point of view.

Students build on hand and machine stitching skills and begin basic garment construction and elementary patternmaking. They will explore various design concepts through original projects on assigned scripts. Class work includes work on costumes for current productions.

Students will learn sketching to express ideas, through mixed mediums, pencils, paint, stencils, to establish skills to create a viable portfolio. Exploring requirements of their pursuits in fashion and costume design, costumer, wardrobe supervisors, stylists, fitters, drapers, seamstress or personal knowledge of the theatre and fashion councils, unions, theatre independent groups, and film, television or tour crew positions.

Introduction to the language, technical terms, labeling, types of fabrics, terms used to work in the costume shop and descriptions in identifying costumes and accessories.

COURSE OUTCOMES AND OBJECTIVES

At the end of the school year, the student should be able to:

- Converse in the vocabulary of the costume shop, wardrobe departmental needs and costume design, using the techniques and concepts learned to assist in productions and internships.
- Understand and be equipped to complete all production paperwork, set up a dressing room and backstage area for a production, as well as strike.
- Recognize fabrications and their care, labeling, as well as handling.
- Understand roles of the Costume Designer, Assistant Costume Designer, Costume Shop Manager, Wardrobe Supervisor, Costumer, Fitter, Seamstress, Cutter, Draper, Patternmaker and their part in creating the character image.
- Understand the relationship between the technical production team and how their components create and support the vision of the director and writer.
- Envision an idea and sketch it, fabricate it, create a pattern, cut and sew to completion.
- Express ideas through costume imagery, opening their imagination to possibilities yet to be, that they may be able to work in this area of creativity.
- Refer to their resource book and portfolio to enlist internships, scholarships and take advantage of opportunities in the theatre.

METHOD OF INSTRUCTION

- -Lecture and Demonstration
- -Printed materials, scripts, history and photographs
- Hands on instruction
- Exposure to professionals in the industry in-house, via internet and on locations
- Duke Ellington show productions, performances and stage requirements
- -Collaboration with industry professionals and standards

COURSE OUTLINE

- I. Organizing for the school year.
- II. Overview of the Duke Ellington Costume Shop layout
- III. Inventory costumes, notions, fabrics, trims, shoes and accessories
- IV. Understanding positions to operate the costume shop and technical production crew
- V. Communication through sketching, descriptions and analysis of show production
- VI. Assignment of positions to work the school theatre productions
- VII. Basic Hand Sewing – snaps, hooks/eyes, buttons, hems, embroidery, etc
- VIII. Basic Patterns – pillow, apron
- IX. Wardrobe preparation for fittings, alterations and steam or press.
- X. Resource book and portfolio as final project

COURSE REQUIREMENTS/GRADING

Participation (10%): This includes punctuality; professionalism/respect; constructive comments and opinions; use of appropriate terminology; thoughtful criticisms; attentiveness; and class discussions.

Practice & Application (Total 50%). This includes student journals; written responses; research; individual and group tasks; home assignments; and presentations.

Assessments (Total 40%). This includes quizzes; student product; cumulative tasks, projects/portfolios; performance tasks; compositions; and unit tests.

GRADING SCALE

The course will be graded on a combined point system (for exams and quizzes) and an evaluation system (for assignments and projects), plus any extra credits earned. Grading will correlate with the following:

POINT SYSTEM:

A 93 - 100	B+ 87 - 89	C+ 77 - 79	D+ 67 - 69	Pass 10 pts
A- 90 - 92	B 83 - 86	C 73 - 76	D 64 - 66	Fail 0 pts
	B- 80 - 82	C- 70 - 72	F 63 and below	

PASS or FAIL SYSTEM:**EVALUATION POINT SYSTEM**

A+ 5 pts Exceptional Earning an “A+” means the student has exceeded advanced understanding and exceeds assignment and project expectations, demonstrating academically superior skills and innovation in that specific area.

A 4 pts Excellent Earning an “A” means the student has exhibited advanced understanding and exceeds assignment and project expectations, demonstrating academically superior skills in that specific area. An “A” is difficult to obtain and indicates unusually high achievement.

B 3 pts Very Good Earning a “B” means the student has exhibited proficient understanding and meets assignment and project expectations. A student receiving a “B” is right on track with the courses high academic expectations. A “B” is something to be celebrated!

C 2 pts Good/Satisfactory/Ok Earning a “C” means the student has exhibited basic understanding and partially meets assignment and project expectations. A student receiving a “C” understands the basic concept or skill, but has not yet reached the proficient level.

D 1 pt Unsatisfactory Earning a “D” means the student has exhibited minimal understanding and does not meet assignment and project expectations.

F 0 pts Unacceptable Earning a “F” means the student has failed to exhibit minimal understanding and does not meet assignment and project expectations.

ATTENDANCE REPORTING EXPECTATIONS

- Attendance is entered during the first 10-15 minutes of the class period.
- Attendance is updated at the end of the class to reflect students who arrived late and should have their mark changed from Absent to Tardy.

ATTENDANCE IMPACT ON GRADE

- Grade reduction for 5 unexcused absences in a quarter.
- Automatic “FA” for 10 unexcused absences in a quarter.
- Automatic “F” for 30 unexcused absences in a year.

GRADE REPORTING EXPECTATIONS:

- 4 Participation grades entered per quarter
- 5 Practice & Application grades entered per quarter
- 4 Assessment grades entered per quarter
- A minimum of 2 grades entered every 10 business days
- A 10 business day turnaround on any assignment handed in to be graded and entered into Aspen

GENERAL REQUIREMENTS

A. All work must be neat and turned in on time. Work that is late or in an improper form **MAY NOT BE ACCEPTED!**

B. The student must attend **ALL** class meetings. It is the responsibility of the student to clear all absences with the instructor.

C. Students who miss an examination, quiz or assignment must present a signed and dated official excuse (such as one from a physician or a DESA administrator) and schedule to complete the missed work within one week after returning to class.

D. The instructor reserves the right to consult with others to determine the student's performance on an assignment.

E. The instructor reserves the right to modify the course content and direction, as well as method of evaluation, if circumstances prove this necessary. The students will be given ample notice if any changes are needed.

F. No cheating will be tolerated! All tests and assignments are to be your work, and any quoting or borrowing of ideas of others **MUST BE ACKNOWLEDGED**, and properly denoted.

*This Syllabus is subject to change.

(REVISED 8/16/19)