

Syllabus for  
**DRAM 403—Costume Design**  
3 Credit Hours  
Spring 2015

I. COURSE DESCRIPTION

An introduction to the process of costume design. Includes studying design elements, production organization from a design perspective, and practical historical research. Places special emphasis on applying the principles of design to improving the student's appearance and self-image by relating these things to a relationship with God, Jesus, and the Holy Spirit.

Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student to gain practical design experience by demonstrating their ability to design a play, analyze a script, complete historical research, attend production meetings, sketch, render a design concept, and defend that concept to the class. Students will use the design elements to improve their appearances and self-images as these relate to their relationships with Jesus.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. Design and execute a concept for an assigned play. (Subject Competency #7 & #12)
2. Communicate through sketching a specific design concept. (Subject Competency #12)
3. Justify his or her concept decision historically and artistically. (Subject Competency #7 & #12)
4. Critically evaluate his or her wardrobe and learn to effectively communicate the image he or she wishes to project. (Subject Competency # 7 & # 11)

B. Unit Objectives (General Competency #1)

As a result of successfully completing these units, the student will be able to do the following:

1. Unit One: (chapters 1 and 2 in text)
  - a. List and explain the basic functions of costume design.
  - b. Discuss how the theme, concept, and mood is expressed through the costume.
  - c. List the steps of the designer's process.
  - d. Define a play.
  - e. Define and contrast the various types of theatre.
  - f. List and explain comic devices.
  - g. List and explain the elements of drama.
  - h. List and define various production styles.
  - i. Explain the reading process a designer uses as preparation to design.
  - j. Develop a costume plot for a show.
  - k. List the series of questions needed for character information.
  - l. List and discuss the requirements for a director/designer conference.
  - m. Develop a designer's production schedule.

2. Unit Two: (chapters 3 and 4) (Lab 1 and 2)
  - a. List and define the two types of research.
  - b. List and define the two sources of research materials.
  - c. Organize and analyze the research information.
  - d. Develop a personal research source.
  - e. Demonstrate through sketches an understanding of the elements of design.
  - f. Define and list the physical and psychological effects of life on the human form.
  - g. List the visual effects of shape in costume.
  - h. List and define the effects of stage lights on form.
  - i. List the effects of colors of light on colors of fabric.
  - j. List and explain the physical effects of hue, value, and intensity.
  - k. List and explain the psychological effects of hue, value, and intensity.
  - l. List the major color associations of Western Europe and American culture.
  - m. List and contrast the nine different color schemes.
  - n. List the physical and psychological effects of texture.
  - o. List the four sources for patterns.
  - p. List the six arrangements of patterns.
  - q. List and discuss the physical and psychological effects of pattern.
  - r. Arrange the sixteen principles of design into the three categories of directional, highlighting, and synthesizing.
  - s. List and explain the different ways to contrast design elements.
  - t. List the advancing and receding effects of the design elements and principle.
  - u. List the principles of dress.
  - v. Define the fashion cycle.
  - w. Define the fashion lag.
  - x. List and define various sewing terms.
3. Unit Three: (chapters 5 and 7) (Lab 3)
  - a. List ways of expressing age in costumes.
  - b. List ways of expressing rank or social status in costume.
  - c. List ways of expressing personality in costume.
  - d. List ways of expressing character traits in costume.
  - e. Discuss individual focus in costuming.
  - f. Discuss the effect of the actor's physicality on the costume.
  - g. Discuss accessories, balance, and color as they apply to costuming.
  - h. List the special considerations of costuming for the theatre structure, outdoor theatres, musicals, opera, and dance.
  - i. List the designer's checklist for the rough sketch.
  - j. List the characteristics and sources of the natural fibers.
  - k. List the characteristics and sources of the synthetic fibers.
  - l. List and define the three basic weaves and their variations.
  - m. Define the process of knitting.
  - n. Discuss the visual and physical effects of fabric on costumes.
4. Unit Four: (chapters 6 and 8)
  - a. Compare and contrast the male and female proportions of the human form.
  - b. Discuss how balance, eye level, and pose effect the costume sketch.
  - c. List the various sketching and painting media.
  - d. Discuss the process of painting a costume sketch.
  - e. List and define the role of each costume construction personnel.
  - f. Develop a shop calendar of the workload.
  - g. List and discuss the effect of budget allotments on the costume.

- h. List the designer's checklist for organizing a show.
- i. Demonstrate the proper method of taking measurements.
- j. List and explain the various ways of assembling the costumes.
- k. List the steps of costume preparation for performance.
- l. List the designer's checklist for dress parade and dress rehearsals.

C. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: General Competency (GC 1), Subject Competencies (SC 7 & 12).

This course is designed to help students meet general competency:

GC 1: The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

This course is designed to help students meet subject competencies:

SC 7: Establishes a communication climate which encourages reflection, creativity, and critical thinking.

SC 12: Understands the role of co-curricular and extracurricular activities in the development of student interest as an extension of the classroom instruction.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbooks

Cunningham, R. (1989). The magic garment: Principles of costume design. Waveland Press, Inc. ISBN 978-1-57766-613-4  
 Gibson, W. The Miracle Worker, Samuel French, Inc. ISBN 9780573612381

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
- 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
- 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;

- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

- 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- 5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

#### B. Department Policies and Procedures

- 1. **Attendance**—At Oral Roberts University, students are expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each hour's absence above those allowed. A student missing class due to illness must take an unexcused absence. Extended illnesses are handled on an individual basis and require a doctor's excuse.
- 2. **Administratively Excused Absences**—Students who must miss class for University sponsored activities must follow these procedures:
  - a. Inform the professor before the event.
  - b. Arrange to complete missed work within one week.
  - c. Not commit to class performances (oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
  - d. Present an excuse, signed by the Dean of Arts and Cultural Studies, the day the student returns.
- 3. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are calculated in the attendance provision for this course. Three tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be credible the following class session

- concerning a late arrival on a previous day.
4. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. If late work is accepted, a substantial penalty will be assessed.
  5. **Literacy**—The Communication, Arts, and Media Department does not accept for credit any written assignment that contains more than an average of three grammatical and/or typographical errors per page.
  6. **Whole Person Assessment**—Refer to the Communication, Arts, and Media WPA handbook for policies at (<http://oru.edu>), click on **Academics**, then **WPA**, then **Department Resources**, then **Communication Arts Handbook HTML**.

C. Course Policies and Procedures

1. Evaluation Procedures

Grades in this course will be based on the following items:

Weekly sketches	15%
Rough sketches	15%
Term paper	30%
Design Project	10%
Final project	30%

2. Whole Person Assessment Requirements: None

3. Other Policies and/or Procedures

a. Activities

Students will be required to participate on the stage crew in one of the first semester major productions at ORU. **Failure to do so will result in the student not receiving credit for the course.** Students must attend each drama presentation during the semester and write a one-page criticism of the performance, to be due on the **Monday following the close of the show.**

b. Crew Requirement

- (1) Each student shall complete a crew on one of the major Drama Department productions during the semester the student is enrolled in this course.
- (2) Each student shall arrange personal, social, academic, and work schedules to allow the successful completion of the crew requirement.
- (3) Students who are employed will be given an **Employer Notification** form three (3) weeks prior to the dates they are to begin their crew. The form must be signed by the employer and returned to the instructor prior to the start of the crew responsibility.

Failure of the student to complete these Crew Requirements, as detailed by the Course Instructor, the Stage Manager, and the Crew Head will **result in the student receiving a grade of "F" for this course.**

c. Final Project

The student will design and render the costumes for Oscar Wilde's, The Importance of Being Earnest. During the final exam period, the student will present and defend his or her renderings.

## VI. COURSE CALENDAR

CALENDAR FOR COSTUME DESIGN – DRAM 403				
M	TUES	ACTIVITY	THURS.	ACTIVITY
JANUARY	6	Basic Intro to Course <b>Read Chap. 1</b>	8	Ch. 1 - Understanding Stage Costumes <b>Read pp. 152-163</b>
	13	Drawing the human figure	15	Sketching Techniques (handouts) <b>Read pp. 284-303</b> COSTUME DESIGN PAPER - GUIDELINE
	20	Historical Silhouette Egyptian to Elizabethan <b>Read pp. 303-318</b>	22	Historical Silhouette Cavalier to Romantic <b>Read pp. 318-329</b>
	27	Historical Silhouette Crinoline to Teens <b>Read pp. 329-346</b>	29	Historical Silhouette 20's to Present <b>Read pp. 17-29</b>
FEBRUARY	3	Ch. 2 – Play's genres and structures <b>Read pp. 29-48</b>	5	Ch. 2 – Play's Style and Design Process <b>Read Chap. 3</b>
	10	Ch. 3 – Doing Research <b>Read pp. 67 - 77</b>	12	Elements of Design (Line and Shape) <b>Read pp. 86-97</b> COSTUME DESIGN PAPER DUE PART 1
	17	Color <b>Read pp. 97 - 105</b>	19	Texture and Pattern <b>Read pp. 105 – 120</b>
	24	Principles of Design <b>COLOR PALETTE DUE</b>	26	Principles of Design Cont. (Special Feature – Hunger Games)
MARCH	3	<i>Design contest</i>	5	<i>Design contest</i> <b>Read Chap. 5</b>
	10	Ch. 5 – Developing the Costume	12	Ch. 5 – Developing the Costume
	17	--- SPRING Break ---	19	--- SPRING Break ---
	24	<b>COSTUME DESIGN PAPER DUE PART 2</b> Production Meeting	26	Types of Fabric
APRIL	7	Fabric samples	9	<b>ROUGH SKETCHES DUE</b> <b>Read Chap. 8</b>
	14	Organizing the production	16	Understanding construction
	21	TBD	23	Dress Rehearsal
	28	FINAL SKETCHES Presentation	30	FINAL SKETCHES Presentation

## Course Inventory for ORU's Student Learning Outcomes

### DRAM 403—Costume Design Spring 2015

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior		X		
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy			X	
2C	Global & historical perspectives				X
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences				X
4D	Responsible citizenship				X
4E	Leadership capacity				X