

PAPD-120 Fundamentals of Costume Design– Spring 2019

Professor: Tristan Raines

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Class Time: Wednesday 1:20pm-4:20pm or Thursday 9:00am-12:00pm

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Course Description:

This course is a beginning level Costume Design course that is geared toward allowing students to develop a costume design process through paper projects and classroom critiques. Students will be offered unique perspectives, in design, and inspired to uplift their personal and peers' perspectives. Students will begin to explore rendering techniques, collaboration with directors/designers, costume budgets and other costume paperwork, along with building their understanding of the costume design process. This process can and should be applied to other design area classes as well. Students will learn to expand their critiquing skills through class wide critiques of work daily.

Course Overview:

This course will be a fast pace course, where students will be emerged into designing paper projects from the very beginning. Collaboration and classroom critiques will guide the student through the process, while expanding their understanding of the world of theater and design. Time management will be key, stretching your creative self while still producing dynamic thought processes and work. The course will cover up to 4 complete designs from start to finish.

Learning Objectives:

- Exploration of collaboration in theater.
- Exploration of diverse perspectives other than the students own.
- Knowledge in the costume design process from a commercial point of view.
- Expansion of fundamentals of visual design knowledge.
- Beginning knowledge of design paperwork
- Knowledge of artisans within the Costume Design industry.
- Learn to critiquing our own work constructively
- Learn to critique and collaborate using the work of others
- Expanding designer vocabulary as a working artist

Course Requirements/Assignments:

- Outside Theater Production Report:
Students will see two theatrical productions and write a 2-page response (Double spaced) to the costumes and production's overall effectiveness. At least one of the productions must be an outside theater company's production; the other may be either outside or in school. The paper will reflect on the overall production, the points of view of the production (even if different from your own point of view, the costumes and how they enhanced

the literature, and how you believe the elements worked together yet also stood alone as ways of communication of an idea.

- Completed Paper Projects in Class:
Students will work on two plays throughout the semester, that after each class, they will apply their new knowledge to that shows designs.
- Attendance and Participation:
Students must be present and actively participating in projects and discussions. This class is what you put into it. If you are not actively participating, then you will be deducted points from this section.
- Costume Podcasts
Students will listen to the “In 1” podcasts and write reviews on what they learned from each designer. What was something interesting they said? What are the struggles they go through? How does diversity impact their lives? Are their common threads through all designers? This will be written in your class journal (see supplies).
- Completed Final Paper Project:
Students will create a paper design for Stalking the Bogeyman, using the tools that have been learned throughout the semester. This will count as the final for the class.
- Weekly Inspiration Journals
Students will keep a inspiration journal of weekly inspiration. This can be pictures, quotes, and sketches. This can include anything that spikes their design interest. This should be in class weekly. We will review it on any given day as a warm-up. It is not a given that we will discuss them, so student must be prepared at all times. These will go in your class journal that Podcasts are also in(see supplies).
- Outside Fundamentals Project
Each student will be assigned a group. Throughout the semester, they will meet to create a “Living Painting”. They will use what they have learned in all fundamentals class, to create this in a light lab.

Supplies Required for Class:

- Watercolour Palette (Must have more than 7 Pans of pigment)
- Watercolour Brushes (Variety of Sizes)
- Watercolour Paper (Any weight/tooth you’re comfortable with (Must be at least 9”x12”)
- Water cup for painting
- Pencils (6H-6B at Minimum)
- Rag for Painting
- Black Construction Paper
- White Construction Paper
- Scissors
- Glue
- Binders and Clear Sleeve Protectors for Projects being Turned in.
- Exam Journal for weekly Podcast write ups and Inspiration Journals
- Printing capabilities

Required Texts:

- **Jump**
By Charly Evon Simpson
- **Grey**
By Daniel Talbot
- **Central Park 5 (Opera)**
By Anthony Davis and Richard Wesley

Evaluations (515 Points total):

- Completed Paper Projects in Class – 120 points
 - Research- 50 points (25 points Each Project)
 - Sketches/Collages- 50 points (25 points Each Project)
 - Paperwork- 20 points (10 points each Project)
- Character Photo Assignment-20 points
- Costume Sourcing Project-35 points
- Midterm Design of Grey-50 points
- Outside Theater Production Report- 20
- Final Paper Project- 100 points
 - Research- 30 points
 - Sketches/Collages- 50 points
 - Paperwork- 20 points
- Attendance & Class Participation –75 points
- Podcast Reviews: 5 points each- 25 points
- Weekly Inspiration Journals: 4 points each -20 points
- Outside Fundamentals Project- 50 points

Attendance & Class Participation Policy:

- Each student is expected to attend every class, be on time, participate in classroom discussions, and not to leave early. As you can see above, participation in class does result in points given as an assignment.
- If student is not in the room, ready to work at top of class when instructor is ready to begin class, the student will be considered late and will not receive full participation for the day. If the student is more than 15 minutes late, the student is considered absent.
- The first missed/absence from class (without an excused absence as per department's policy) will result in a 10-point loss in participation (1/2 letter grade of overall points).
- If a second class is missed (without an excused absence as per department's policy), the student will drop 20 additional points (full letter grade of overall points). Every absence after will result in a 20 point deduction (Full letter grade of overall points).
- Excused absences are based on the department's policy (i.e. written doctor's notice, etc.), and should be delivered in writing at the start of the next class. An email must also be sent, to the instructor, by top of class time, to inform them that there will be an absence.
- Online doctor's notes that are diagnosed via the computer do not count as excused doctor's notes. Doctor's notes must be from a live doctor that you have seen in person.

- Although I know that illness can strike unexpectedly, please be mindful in letting me know that you will be gone. With the way that the course is structured, your absence does affect how your peers work within the class.
- **Do not be a martyr!** Although, we as artists, work through illness in order to get things done, if you could get others sick, or could not sit through an entire class, do not come to class. Go to the doctor.

COURSE STRUCTURE *(Subject to Change)*

CLASS 1 – Jan. 30th /31st

Discuss: Discuss expectations, class overview, and projects.

- Introductions
- Read through syllabus
- Define Costume Design
- Discuss Plots
- Discuss JUMP

Assign: Costume Plot for JUMP(Due Feb 6th/7th)

Assign: Initial World Research for JUMP(Due Feb 6th/7th)

Assign: Theater Production Paper(Due May 15th/16th)

Assign: Weekly Inspiration Journal(Weekly-See Syllabus)

Assign: Living Portraits Project(Due TBD)

Assign: Final Project(Due May 15th/16th)

CLASS 2 – Feb 6th /February 7th

Discuss/Due: Weekly Inspiration Journal #1/Costume Plot & World Collages for JUMP
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In Class: Discuss Character/Costume Relationship

In Class: Discuss Research and Research Presentation

Assign: Character Specific Research(Due Feb 20th/21st)

CLASS 3 – Feb. 13th / 14th

In Class: Character photography assignment (DUE AT END OF CLASS PERIOD)

-You will have 3 hours to complete this assignment and turn it in via blackboard.

The project will be due at the end of class. If not turned in by end of class, you will be considered absent for the class. I expect you to do the work and then come back to the classroom/your dorm, with your computer, and send the assignment.

-Remember to find unique perspectives visually. How can you make all of the individual characters unique to the narrative of your project?

CLASS 4 – Feb. 20th / 21st

Discuss/Due: Weekly Inspiration Journal #2/Character Research JUMP

Discuss: Sourcing/Budget for Contemporary Shopping

InClass/Assign: Costume Sourcing Project (Due Mar 6th/7th)

Assign: Prelim JUMP Designs (Due Mar 6th/7th)

CLASS 5 – Feb. 27th/ 28th

CLASS FIELD TRIP- FIT Museum

-Student will visit the FIT Museum exhibit during class hours or throughout the week. They will then write a two page (Double Spaced) response to what they saw and submit it to Blackboard by the start of the following class period.

CLASS 6 – Mar. 6th/Mar. 7th

Discuss/Due: Weekly Inspiration Journal #3/ Costume Sourcing Project/Pre-lim Designs for JUMP

Discuss: Pieces and Parts

Assign: Final Designs (Due Mar 13th/14th)

Assign: Pieces and Parts for JUMP(Due Mar 27th/28th)

Assign: World Research for Grey Midterm (Due Mar 27th/28th)

Assign: Mr. Burns plots and World Collages (Due Mar 27th/28th)

CLASS 7 – Mar 13th/14th

Discuss/Due: Final Designs for JUMP/Weekly Inspiration Journals #5

IN-CLASS SPEAKER for Design Presentations: PLAYWRIGHT CHARLY SIMPSON

Assign: <http://in1podcast.com/58-clint-ramos>

SPRING BREAK: March 16th- 24th

CLASS 8 – MIDTERM -Mar 27th/28th

Due: Podcast Review: Clint Ramos /JUMP Pieces and Parts/CP5 Plot

Discuss: Grey/ Midterm Project In Class(Bring your rendering supplies)

Assign: CP5 Research- (Due April 3rd/4th)

Assign: Pod Cast: <http://in1podcast.com/37-jess-goldstein/>

CLASS 9 – April 3rd/4th

Discuss/Due: Podcast Review: Jess Goldstein / CP5 Research

Assign: CP5 Rough Renderings (Apr 17th/18th)

CLASS 10– Apr. 10th/11th

Discuss: Rendering Water Color/Pencil/Pen

Discuss: Collaging/Photoshop Rendering Techniques

- Collaging
- Pencil Sketching

Assign: <http://in1podcast.com/36-leah-j-loukas/>

CLASS 11 – Apr. 17th/18th

Discuss/Due: Rough Renderings CP5/Podcast Review: Leah Loukas

Assign: CP5 Final Renderings- (Due May 1st/2nd)

Assign: Pieces and Parts Lists (Due May 1st/2nd)

Assign: Pod Cast: <http://in1podcast.com/31-paloma-young/>

CLASS 12 – Apr. 24th/25th

Discuss/Due: Podcast Review: Paloma Young

Discuss: Draping/Shops/Shopping

- Local Shops
- Cottage Industry
- West End Shops

Discuss: Fabric/Swatching/Textiles

- Where do we swatch
- Printing Techniques
- Beading

Assign: Podcast: <http://in1podcast.com/42-young-designers-survival-guide-live-from-etc/>

Class 13- May 1st/2nd

Due: Podcast Review: Young Designer Survival Guide/Final Renderings CP5/CP5 Pieces and Parts

Discuss: Life as a designer

IN-CLASS SPEAKERS for Designer Roundtable

Class 14- May. 8th/9th

NO CLASS!! STUDY DAY

FINAL- May 15th/16th

DUE: Paper Project Final for CP5

- Costume Plot
- Research
- Final Renderings
- Pieces and Parts
- **IN-CLASS SPEAKER for Design Presentations: Original Singers/Composer**

Due: Theater Production Paper

Due: Weekly Inspiration/Podcast Journal

ACADEMIC INTEGRITY

Students must accept the responsibility to be honest and to respect ethical standards in meeting their academic assignments and requirements. Integrity in the academic life requires that students demonstrate intellectual and academic achievement independent of all assistance except that authorized by the instructor. The use of an outside source, including electronics sources, in any paper, report or submission for academic credit without the appropriate acknowledgement is plagiarism. It is unethical to present as one's own work the ideas, words or representations of another without the proper indication of the source. Therefore, it is the student's responsibility to give credit for any quotation, idea or data borrowed from an outside source. Students who fail to meet the responsibility for academic integrity subject themselves to sanctions ranging from a reduction in grade or

failure in the assignment or course in which the offense occurred to suspension or dismissal from the University.

Dyson College of Arts and Sciences subscription to “Turnitin.com” as follows:

We [Turnitin.com] prevent and detect plagiarism by comparing submitted papers to billions of pages of content located on the Internet and our proprietary databases. The results of our comparisons are compiled, one for each paper submitted, in custom “Originality Reports.” These reports are sent to participating educators, who access the results by logging into their Turnitin account(s).

As a condition of participating in the program, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism if such papers. No student papers will be submitted to Turnitin.com without a student’s written consent and permission. If a student does not provide such written consent and permission, the instructor may:

1. Require a short reflection paper on research methodology
2. Require a draft bibliography prior to submission of final paper
3. Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.
4. Require other steps as deemed appropriate by the instructor.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University’s commitment to equal education opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities. To request an accommodation for a qualifying disability, a student must self-identify and register with the Coordinator of Disability Services for his or her campus. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Coordinator of Disability Services. Moreover, no one, including faculty, is authorized to contact the Coordinator of Disability Services on behalf of a student. For further information, please see *Information for Students with Disabilities* on the University’s web site.