Theatre 433b – Costume Design II  
Spring 2016 - Thursday  2:00 - 4:50  
KAP 150

Instructor: Christina Haatainen-Jones  
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Office Hours: Tues./Thurs. 11:00 - 2:00 by appointment  
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Course Description and Overview
Designing theatrical costumes based on historic period and character development, as well as interpretive designs, with an emphasis on clearly communicating ideas from research through drawing and fabric selection. Projects include character analysis from a designer’s viewpoint, character breakdowns, budgeting, and construction solutions. We will also have in-class lessons on rendering materials and techniques to enhance the students’ ability to communicate their designs more effectively.

Learning Objectives
This course will provide students with the skills to enter the professional arena by understanding how a costume can become a viable element of the storytelling through character design. The student will also practice the verbal and visual presentation of their ideas. They will gain an understanding of how to break down a script and analyze each character’s motives and movements and how the costume design can facilitate the story.

Prerequisite(s): THTR 33I - Costume Design I; THTR 433a - Costume Design II

Required Readings and Supplementary Materials
Aesop’s Fables  
Desire Caught by the Tail by Pablo Picasso  
Individual Scripts selected to enhance each student’s portfolio

Description of Grading Criteria and Assessment of Assignments
A indicates work of excellent quality  
B of good quality  
C of average quality  
D of below average quality  
F indicates inadequate work

Each project is assigned a point value - 10, 15, or 25 pts. The points are earned by meeting the requirements of each project and defined by:
20/12/8 pts. – Good. Inspired ideas - more follow-through needed for complete design.
15/9/6 pts. – Average. Ideas begun but not explored completely. Some characters unstarted.
10/6/4 pts. – Less than half done; missing characters in design.
5/3/2 pts. – Minimal work; lacking thought
0 pts. - Unturned in.
Aesop’s Fable Costume Tableau - 15 pts.
Desire Caught by the Tail - Research - 10 pts
Costume Designs - 25

Final Project - 5 plates - 10 pts. each
TOTAL - 100 pts.

There shall be no unexcused absences.
No late assignments or projects shall be accepted unless advance extensions have been arranged between the student and the teacher or unless exceptional circumstances occur.

Course Schedule: A Weekly Breakdown

WEEK 1 - Jan. 14  Introduction and Discussion.
ASSIGNMENT: Choose an Aesop’s Fable with 2 or more characters. Design fashion costumes for the fable and design background that helps define the story.

WEEK 2 - Jan. 21  Present your chosen fable to class and define the moral expressed in story.
IN CLASS: Review sample portfolios and resume styles
Begin to interpret chosen fable into fashion costumes. Include background to tell the story.

WEEK 3 - Jan. 28  Bring in composition including costume/fashion designs. Discuss in class how to create the most dynamic composition to present your ideas.
ASSIGNMENT: Complete the Aesop’s Fable designs.

WEEK 4 - Feb. 4  Present Aesop’s Fable to class for discussion
ASSIGNMENT: Read “Desire Caught by the Tail” by Pablo Picasso.
Research the assigned art of Picasso.

WEEK 5 - Feb. 11  Present iconic art of Picasso explaining the different periods of his art cycle.
Begin designing costumes for “Desire”
Bring your research to class
IN CLASS: Work on creating cohesive storyline through use of costume design for “Desire”

WEEK 6 - Feb. 18  Bring supplies to work on costume designs for “Desire” based on the specific period in Picasso’s artistic life cycle

WEEK 7 - Feb. 25  Present Designs for “Desire Caught by the Tail”
ASSIGNMENT: Review scripts for portfolio presentation of costume design. Work in class discussing kinds of designs needed to round out personal portfolio.

WEEK 8 - Mar. 3  Bring in chosen script(s) to class to discuss challenges and insights for personal growth.
IN CLASS: Review non-traditional approaches to creating costumes/accessories.

WEEK 9 - Mar. 10  Meet individually to pitch your conceptual ideas for the story you want to tell with your design and the direction of your presentation style.

Mar. 13 - Mar. 19  SPRING BREAK

WEEK 10 - Mar. 24  Meet in class to present a formal pitch for your upcoming show designs.
Be prepared to defend your ideas with research and thumbnail ideas

WEEK 11 - Mar. 31  Work in class on designs for your individual shows. Begin the fabric and notion selection.

WEEK 12 - Apr. 7  Continue working on costumes in class - concentrate on construction and detail drawings including back views and final fabric decisions.
WEEK 13 - Apr. 14  Field Trip. Meet at Union Costume Shop - Muto-Little. Bring costume plates to review finishes, construction details to discuss with head of shop. Be prepared with questions to ask and answer questions from the shop about construction, fabric choices, and finishes.

WEEK 14 - Apr. 21  Portfolio plates of professional designers and how they incorporate photo shop, notes, portraits, mood into their presentation boards for the director/producer reviews. Also see how the drawings are added onto and adjust for presentation to shops.

WEEK 15 - Apr. 28  Bring in plates with fabric swatches to discuss details to take the plates to the final level for portfolio. Include your research organization to decide which images to include in portfolio.

Final Examination Date: May 5, 2:00pm-4:00pm

FINAL PROJECT -  Present Costume plates - in color and with fabric choices and detail drawings. Be prepared to present to entire class in a practiced format.

Statement on Academic Conduct and Support Systems

Academic Conduct
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards HYPERLINK “https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/”. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, HYPERLINK “http://policy.usc.edu/scientific-misconduct/”.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity HYPERLINK “http://equity.usc.edu/” or to the Department of Public Safety HYPERLINK “http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us”. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men HYPERLINK “http://www.usc.edu/student-affairs/cwm/” provides 24/7 confidential support, and the sexual assault resource center webpage HYPERLINK “mailto:sarc@usc.edu” describes reporting options and other resources.

Support Systems
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute HYPERLINK “http://dornsife.usc.edu/ali” which sponsors courses and workshops specifically for international graduate students.

The Office of Disability Services and Programs HYPERLINK “http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html” provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information HYPERLINK “http://emergency.usc.edu/” will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.