

**Theatre 433b – Costume Design II**  
**Spring 2018 - Thursday 2:00 - 4:50**  
**PED 114**

**Instructor: Christina Haatainen-Jones**  
**Office: PED 114F**  
**Office Hours: Tues./Th. 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**

Unbuttoned – the Art and Artists of Theatrical Costume Design by E. Shura Pollatsek

Aesop's Fables

Desire Caught by the Tail by Pablo Picasso

Under Milkwood by Dylan Thomas

Sketchbook/Paper

Drawing and painting supplies

### **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. The points are earned by meeting the requirements of each project.

100% - Excellent. Complete design of all characters. Understood and enhanced the script. Solved physical problems. Communicated ideas clearly. On time.  
80% – Good. Inspired ideas - more follow-through needed for complete design.  
60% – Average. Ideas begun but not explored completely. Some characters unstarted.  
40% – Less than half done; missing characters in design.  
20% – Minimal work; lacking thought  
0% - Unturned in.

There shall be no unexcused absences.

No late assignments or projects will 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. 11      Introduction and Discussion.  
ASSIGNMENT:  
Choose an Aesop's Fable with 2 or more characters. Design character costumes to be presented in a fashion show format. Inspiration for the costumes should be an homage to a specific artist, iconic fashion designer, architect, photographer, or a genre of art - examples: Fellini, Geary, Art Nouveau, WPA, Bauhaus. Research your choice and select images that will inform the direction of your costume designs.
- WEEK 2 - Jan. 18      Present your Aesop's Fable research inspiration and concept to class.  
IN CLASS:  
Begin to translate research into costumes that depict your characters to successfully tell the story and moral of the chosen Aesop's Fable.  
ASSIGNMENT:  
Complete the costume designs. The drawings should be in color. Supply descriptions or swatches of the types of materials to be used.
- WEEK 3 - Jan. 25      Present your Aesop's Fable finished design to class.  
IN CLASS: Work on specific construction choices/decisions and do a budget breakdown of each complete costume.  
ASSIGNMENT: Read Chapter 1 in book: "Unbuttoned" – Design  
ASSIGNMENT: Read Desire Caught by the Tail by Pablo Picasso  
Research Picasso's paintings and sculpture prior to and immediately after completing his play script.  
Research the costumes of the Theatre of the Bauhaus.

- WEEK 4 - Feb. 1      **Quiz** on Chapter 1.  
IN CLASS: Present your Picasso research and begin exploring the design of “Desire”.  
Look at Picasso’s realized costumes and sets for stage and the costumes from the Bauhaus period.  
ASSIGNMENT: Create costume breakdown and beginning designs of all the characters in “Desire”  
ASSIGNMENT:  
Read Chapter 2 in “Unbuttoned” – Sourcing Materials
- WEEK 5 - Feb. 8      **Quiz** on Chapter 2  
Bring your research, breakdown and sketches to class  
IN CLASS:  
Explore your designs and work on how to produce your final vision of the show.  
ASSIGNMENT:  
ASSIGNMENT:  
Read Chapter 3 in “Unbuttoned” – Draping and Cutting
- WEEK 6 - Feb. 15      **Quiz** on Chapter 3  
IN CLASS:  
Draw backviews and construction drawings of your designs. Consider closures and begin making fabric and pattern selections.  
ASSIGNMENT:  
Read Chapter 4 in “Unbuttoned” – Fabric Embellishment
- WEEK 7 - Feb. 23      **Quiz** on Chapter 4  
IN CLASS:  
View “The Making of Warhorse”  
Discuss construction challenges for present and past projects.
- WEEK 8 - Mar. 1      Present “Desire Caught by the Tail” designs in drawing and 3-D form.  
ASSIGNMENT: Read “Under Milkwood” by Dylan Thomas
- WEEK 9 - Mar. 8      IN CLASS:  
Read out loud sections of “Milkwood” that help define character.  
Begin breakdown of the 54 characters in the script - with a cast of 10 actors.

Mar. 12-16

## **SPRING BREAK**

- WEEK 10 - Mar. 22    **IN CLASS:**  
Work in stock to pull pieces that could work for your vision of “Milkwood”. Look at ways of embellishing and reworking garments chosen to create various looks to keep the play moving smoothly while making important distinctions between characters.  
Discuss challenges and possible solutions in class. Begin drawing ideas based on work in class  
**ASSIGNMENT:**  
Read Chapter 5 in “Unbuttoned”- Construction
- WEEK 11 – Mar. 30    **Quiz** on Chapter 5  
**IN CLASS:**  
Work on “Milkwood” drawings  
**ASSIGNMENT:**  
Read Chapter 6 in “Unbuttoned”- Crafts and Millinery
- WEEK 12 - Apr. 6    **Quiz** on Chapter 6  
**IN CLASS:**  
Watch “Tim’s Vermeer”  
**ASSIGNMENT:**  
Read Chapter 7 in “Unbuttoned”- Wigs and Hair
- WEEK 13 - Apr. 13    **Quiz** on Chapter 7  
**IN CLASS:**  
Focus on hair, makeup, footwear on “Milkwood” and how to incorporate into successfully in production.
- WEEK 14 - Apr. 20    **Field Trip** – Muto Little - Union Costume Shop  
Bring drawings of your costumes. Choose 2 or 3 to present to shop for budgeting purposes. Be prepared to answer shop’s questions about fabrics, construction choices. They will ask questions they would ask if you were bringing in costumes to actually be built in a professional union costume shop.  
**ASSIGNMENT:**  
Read Chapter 8 in “Unbuttoned”- Putting It All Together
- WEEK 15 - Apr. 28    **Quiz** on Chapter 8  
Wrap up of any and all questions needed to reach full-scale final designs of personal project.

Thurs. May 3 2:00 - 4:00 pm

## **FINAL PROJECT**

Present Final Plates

Costume plates should be in color and include fabric swatches and any necessary construction and backview drawings to clarify your designs.

Please note that per University policy, the instructors are unable to schedule an alternative time for you to take the exam. If you have questions you can contact the USC Testing office at 213-740-7166. Please note it is your responsibility to contact the testing office if you have multiple exams on one day in advance to ensure you can take your final exam.

### **Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP:  
[http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html), (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) [ability@usc.edu](mailto:ability@usc.edu).

### **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* <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, <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* <http://equity.usc.edu/> or to the *Department of Public Safety* <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* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](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* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](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* <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.