



USC University of Southern California

Costume Design II: THTR 433A

Units: 3

Fall- Thursday- 2:00PM- 4:50 PM

Location: PED 114

Instructor: TERRY GORDON

Office: Costume Shop

Office Hours: Online, text or phone: Reply within 48 hrs

Contact Info: tagordon@usc.edu,

818-636-2729

COURSE DESCRIPTION

Costume Design II: Costuming for TV/Film/Media

Prerequisite(s): Costume Design I THTR 331

This course is designed to acquaint students with the entire Costume Department functions, process and standards for varied media programming. Emphasis will be placed on all aspects of the Costume Design process; Design/actor/director/production liaison; duties, and function. In addition to design, students will integrate all aspects of the department duties into their design projects. Prep procedure, script analysis and breakdowns, continuity, research, and budgeting, as well as exploring shooting schedules and wrap. The supporting ancillary Costume Arts and Crafts will also be explored through a variety of assignments.

Students will research select Costume Designers processes, aesthetics and philosophies. Viewing films and TV projects will support critique and class discussion. Projects focus on specific design styles and varied media with an overview of techniques and concepts.

Current production procedures, vocabulary and technology will be covered. Those Production departments interacting directly with the Costume Department will be reviewed. Design instruction will include rendering/drawing techniques, professional industry guest speakers will inform current industry standards.

Students will be required to design a variety of projects structured to enhance their understanding of varied media production, concept, style and technique.

*"A career in film costume design is also built on a foundation of strong script-analysis skills, dogged research skills, a talent for working with actors, an ability to "deliver the goods" on budget and on time, and be production savvy---the art of navigating the politics of production collaborations." **

- Costuming for Film: The Art and the Craft by Holly Cole and Kristin Burke

LEARNING OBJECTIVES

By the end of this course, students are expected to:

1. Incorporate protocols and practices of a professional TV/Film Costume Dept in their projects
2. Understand the Design considerations for a variety of media formats: TV, Episodic, multi-cam, Film, Music Video, Commercials and styling.
3. Understand the vocabulary, process and skills required to work on a professional tv/film crew.

COURSE NOTES

Technological Proficiency and Hardware/Software Required

Students will incorporate photoshop, procreate and other select design software as well as being trained to use the industry accepted Sync on Set for their projects. The course is a hybrid exploring both form and function. Though the major portion of the course will focus on Design, we will also delve into the day to day functions of a working costume department.

Required Readings and Supplementary Materials:

TEXT: "Costuming for Film: The Art and the Craft by Holly Cole and Kristin Burke

SUPPLEMENTAL READING: "Going Hollywood" by Kristin Burke

"Fabrics A to Z" by Dana Willard

"Hollywood Costume" by Deborah Landis

"Film craft: Costume Design" by Deborah Landis

"Dressed: A Century of Hollywood Costume Design" Deborah Landis

SKETCHBOOK: STRATHMORE; Toned Tan or Gray; 50m sheet 9x12, WACOM Tablet or other tech options

Kneaded eraser, variety of charcoal/pencils 6B-2H, "Derwent" or Prismacolor, Water colors, gouache, Markers, Ruler, masking tape, stapler, scissors, colored pencils, glue stick

USC technology rental program

Attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please submit an application. The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

USC Technology Support Links

[Zoom information for students](#)

[Blackboard help for students](#)

[Software available to USC Campus](#)

DESCRIPTION and ASSESSMENT of ASSIGNMENTS

1. Timely completion of Project is essential
2. The Level of thorough concept realization and understanding will be considered
3. Attention to Detail in research as well as design concept will be assessed
4. Follow through of entire project will be evaluated
5. Adherence to following specs: Costume plates must be properly labeled:
Designers name/logo, Show, character names & scene/Act number, fabric swatches, inspiration boards

Grading Breakdown

Assessment Tool (assignments)	% of Grade
1 Quiz	10%
"Dracula" Design Project	40%
Emmy Nominee Design Project	10%
Midterm: Industry vocab/jobs/forms	20%
Final Presentation project	10%
Sketchbook	10%
TOTAL	100%

Grading Scale: Course final grades will be determined using the following scale:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Assignment Submission Policy

Assignments are due as scheduled on the Weekly Breakdown without exception and are to be submitted during class time.

Grading Timeline

Projects will be Graded, critiqued and returned prior to the following week 's class meeting.

Course-specific Policies (Assignment Submission, Grading Timeline, Late work, and Technology)

The grade will drop by one grade level every day the assignment is past due.

Students are encouraged to explore all medium avenues for their design projects.

Cell phones are to be turned off during class and only course related information will be allowed on personal laptops.

Two 10-15 minute breaks will occur during class time.

Due to Covid protocols, eating and drinking is not permitted in class and Masks must be worn at all times. * Attendance is required. Please contact me immediately if you cannot attend class. Unexcused absences will not be accepted and will be reflected in your grade. Text me at 818-636-2729. Your attendance is essential and absolutely required when guest speakers are scheduled.

Should you become health impaired, you must contact me immediately so alternative course work can be arranged for your coursework continuity.

HEALTH AND PARTICIPATION IN CLASS

You are expected to complete your Trojan Check screener daily and as your instructor, I may ask you to show your daily screening in class. Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on Trojan Check. My hope is that if you are feeling ill, or if you have been exposed to someone with the virus, you will stay home to protect others. I will ensure that you can continue to participate in class remotely so that your education is not disrupted.

*To reduce the spread of COVID-19, USC requires that face coverings (masks) be worn indoors including in classrooms. Face coverings must cover your nose and mouth and be worn throughout the class session. A mask with a valve is NOT considered an adequate face covering and should not be used, as it can expel exhaled air, increasing the risk to others. Eating or drinking during class is prohibited because of the risk posed by removing your mask for these activities. Failure to comply with these requirements will result in your being asked to leave the classroom immediately. Requests for accommodations related to the face covering and eating/drinking/policies should be directed to the Office for Student Accessibility Services (<https://osas.usc.edu/>).

SDA STUDENT SUPPORT & REPORTING FORM

To facilitate a supportive environment of accountability, SDA has created an internal system of reporting for students to address issues/concerns and to offer feedback or suggestions for improvement. This mechanism provides a pathway for reporting and offering feedback without fear of retaliation or judgment. Any submission filed through this form will be reviewed and processed accordingly through SCA Office of Equity, Diversity, and Inclusion.

To file a report, please visit: <https://bit.ly/SDAstudentreporting>

SDA PRODUCTIONS, ISPS AND EXTRACURRICULAR ACTIVITIES

SDA productions, ISPS and Extracurricular Activities* will not excuse you from any class work. There will be no exceptions made for absences in class, missed or delayed assignments, homework or lack of class participation resulting from your involvement in any of the above. Your grade will reflect your work in this class, independent from work in any other class or activity.

*Activities that have been officially sanctioned by the larger university (such as marching band, song girls, or varsity sports) are exempt. You must submit official documentation to your professor regarding your participation in an event prior to your absence.

Sharing of course materials outside of the learning environment

USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of the learning environment.

S Campus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Residential and Hybrid Streaming Model Courses

Continuously updated requirements can be found on the [USC COVID-19 resource center website](#). Should you become health compromised please alert me so alternative class attendance can be implemented.

Course evaluation

Course evaluation occurs at the end of the semester university-wide. It is an important review of students' experience in the class. The process and intent of the end-of-semester evaluation should be provided. In addition, a mid-semester evaluation is recommended practice for early course correction. See CET support document [Mid-semester Evaluations](#).

University requirements mandate 2 hours of out of class work per week from every student

IMPORTANT

EDI @sda: Professional Development/Mandatory EDI Training Wednesday, September 15, 2021

All SDA students are welcome to join an interactive community building experience that explores how we integrate core values of equity, diversity and inclusion into our educational and artistic journey at SDA. Competencies that will be covered will include, but not limited to, Anti-Racism as everyday practice; Equity-Mindedness (w/colleagues from USC Race and Equity Center); and Theatrical Intimacy and Building Cultures of Consent. More details will follow. NOTE: All SCA classes will be cancelled to support involvement in this effort. We encourage all to participate.

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 Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

	IN CLASS ACTIVITIES	READINGS/HOMEWORK/PREP	ASSIGNMENT DELIVERABLES
WEEK 1 8/26	<p>Intro to Course Syllabus Review</p> <p>Watch Emmy Nom videos</p> <p>Discuss EMMY assignment</p>	<p>Read ODAAT script posted for next week's Sync on Set session</p> <p>1. WATCH YOUR EMMY SHOW Prepare & create your costume renderings of favorite costume and character</p> <p>2. Write 500-1000 word Review of show, character and costumes for next class</p> <p>3. Consider presenting your review adding a slide show video or clips of the show. Make your presentation interesting!</p>	<p>You will present your review and sketches next week</p>
WEEK 2 9/2	<p>In Class Presentation: Emmy Costume Design Plate and your show review</p> <hr/> <p>SITCOM: 4 Camera</p> <p>In class we will explore "Sync on Set's" prep production system and create the breakdowns For an episode of a 4 camera show TBD.</p>	<p>ASSIGNMENT: READ AND PREPARE 5 QUESTIONS YOU HAVE ABOUT THE READING</p> <p>TEXT: PGS 6-15 "PERSONNEL" & "Going Hollywood" Handouts</p> <p>Costume Unions Handouts: 705 & 892</p>	<p>Prepare for a Q & A session next session. Prepare questions you may have about the job/career/unions.</p> <p><u>PURPOSE:</u> to familiarize Student with current TV costume departments functions career possibilities and the unions positions in the industry</p>

	<u>IN CLASS ACTIVITIES</u>	<u>READINGS/HOMEWORK/PREP</u>	<u>ASSIGNMENT DELIVERABLES</u>
WEEK 3 9/09	<p>Discuss and review your readings: Industry Job profiles & Costume Dept personnel</p>	<p>CONTINUE READING/STUDYING</p> <p>TEXT: PGS 6-15 & "Going Hollywood" Handouts</p> <p>TEXT: PGS 481-501</p>	<p><u>ASSIGNMENT:</u> Create 5 Fabric Textures or pattern designs that you may considered using for your Dracula project. Any medium of your choice. Prepare to screen share next week.</p> <p>Create a fabric pattern design that you will incorporate into your costume design as a 'thread' that visually connects two characters in your Dracula project. This design will create a "relationship/Bond" between your 2 characters. It may be subtle/bold in color or pattern. Consider the purpose of creating this bond. Be prepared to present and discuss your rationale.</p> <p>Research the printing co CADFAB and continue working on a finished design to have printed on 10/28 at the CADFAB Studio: 6023 Washington Blvd. Culver City CA 90232</p> <hr/> <p>ASSIGNMENT: Prep for quiz on Job/dept personnel/Union Info Next week</p> <hr/> <p><u>PURPOSE:</u> introduce the depth of design choices that fabrics can provide... enhancing visual nuances to help create character arc.</p>

	<u>IN CLASS ACTIVITIES</u>	<u>READINGS/HOMEWORK/PREP</u>	<u>ASSIGNMENT/DELIVERABLES</u>
<p>WEEK 4</p> <p>9/16</p>	<p>QUIZ: Job Index /Union Info/ Costume Dept personnel</p> <hr/> <p>Discuss creating character Design: Principles, process & compositional elements</p> <p>Assess and discuss Design Elements and how they inform the audience of character traits and their story arcs.</p> <hr/> <p>VIDEO: AHS exploring Balance /harmony/contrast FREAK SHOW AND HOTEL</p> <hr/> <p>EXPLORE Fabric texture studies</p>	<p>Read Text: 60-103 Balance, harmony, contrast</p> <hr/> <p>READ the DRACULA script The script is on Blackboard. Begin inputting into sync on set and developing your breakdowns</p> <hr/> <p>DRACULA Project requirements are on Blackboard</p> <hr/> <p>The Assignment Calendar and directions can be found on Blackboard</p> <hr/> <p>This will be our ongoing Design project throughout the semester. You will have specific deadlines for each segment. We will discuss Concept and specifics in class.</p>	<p>You will design 1 costume... Your choice From the DRACULA project, to use as your 'silhouette' for this project.</p> <p>Create 5 new 'looks' using the same basic garment silhouette. Explore how altering and manipulating color, texture, pattern, line, balance and harmony, can influence the perception of the same garment/silhouette and support a characters' story arc.</p> <p>Without adding any other clothing pieces or accessories, ie: using the same 'garment', you must transform the original costume to create these 5 character studies:</p> <ol style="list-style-type: none"> 1. Innocent/youthful 2. Sinister 3. Aged/poor/distressed 4. Wealthy with status 5. Quirky/hip <p>PRESENT these 5 studies in class next week and be prepared to analyze and discuss how the changes highlight the various traits.</p> <hr/> <p>PURPOSE: To introduce the impact Fabric treatments and design elements have on character development and perception.</p>

	<u>IN CLASS ACTIVITIES</u>	<u>READING/HOMEWORK/PREP</u>	<u>ASSIGNMENT DELIVERABLES</u>
WEEK 5 9-23	<p>Present homework studies of Design element manipulations.</p> <p>We will discuss Clothing terminology and fabric properties and uses.</p> <hr/> <p>Explore Fabric Manipulation techniques: Aging, dying, paint and printing.</p> <hr/> <p>BURN TESTS for fiber content</p> <hr/>	<p>CONT: READ TEXT: PG 60-103</p> <p>Balance, harmony, contrast</p>	<p>1.Begin a Research sketchbook of 1896 Victorian era fabrics Patterns, jewelry, design elements and motifs. Reference artists and influences of the era: as well as design elements from Romanian & Turkish cultures of 1450.</p> <p>2. Create an Inspiration board to support your design concept for the Dracula project</p> <hr/> <p>3. You will receive 8 fabric property terms to research.</p> <p>You will present the research in class next session and supply swatch samples of each of your fabric/texture or patterns to your classmates to create swatchboards.</p> <p>You will present: <u>Properties:</u> crisp, sheer soft, thickness, weight, water resistant, breathability, prone to wrinkles etc. <u>Origin of fiber:</u> Country, plant, animal, manmade etc <u>Use:</u> evening wear, outer wear, swimsuits, tailoring, summer wear, etc.</p> <hr/> <p><u>PURPOSE:</u> Hands on experience with fibers and properties to consider proper Usability.</p>

	<u>IN CLASS ACTIVITIES</u>	<u>READING/HOMEWORK/PREP</u>	<u>ASSIGNMENT</u>
WEEK 6 9/30	<p>PRESENT your assigned fabric types</p> <hr/> <p>Introduce and discuss production forms: call sheets, schedules, calendars, continuity books, costume tracking procedures & SET ETIQUETTE</p>	<p>TEXT: PART 8 / "SHOOT": pgs. 374-418</p> <hr/> <p>You will begin designing 2 costume changes for each of the following 5 Characters:</p> <p style="text-align: center;">MINA HARKER DRACULA LUCY VAN HELSING</p> <p>The Changes should reflect Character transitions and support their story arc.</p> <p>You may choose which changes you'd prefer to design.</p>	<p>Using your research begin designing your 2 costume changes for each of the 5 DRACULA characters listed.</p> <hr/> <p>Continue your research for DRACULA project. See posted Blackboard "Dracula Project requirements" for specific instructions and deadlines.</p> <hr/> <p>*Prepare for MIDTERM based on "SHOOT" Text Readings, Fabric and clothing vocabulary</p> <hr/> <p>PURPOSE: To familiarize you with design process and procedures of a working production.</p>
WEEK 7 10/07	<p>MIDTERM: "SHOOT" Chapter & FABRIC STUDIES & CLOTHING VOCAB</p> <hr/>	<p>CONTINUE WORKING ON DRACULA costume changes/designs and</p> <p>Sync on Set Breakdowns</p>	<p>ASSIGNMENT, CONTINUE:</p> <ol style="list-style-type: none"> 1. Researching for "DRACULA" paper 2. Breakdowns via Sync on Set 3. Thumbnail sketches and Image boards <hr/> <p>PURPOSE: To familiarize the student with the sequential process of designing and running a costume dept in production</p>

	IN CLASS ACTIVIITES	READING/HOMEWORK/PREP	ASSIGNMENT
WEEK 8 10/14	NO CLASS : FALL RECESS Continue working On Fabric design for CADFAB workshop	.Continue working on your DRACULA Research Paper, costume designs and Breakdowns.	Sync on Set Breakdowns due next week: COMPLETED <hr/> Continue working on your Dracula Research Paper and Costume plate renderings
WEEK 9 10/21	Present Completed Breakdowns for Dracula <hr/> Discuss various platforms Designing for Commercials, Music Videos, Styling Review requirements for Final Project. All requirements are posted on Blackboard . IN CLASS REVIEW AND DISCUSSION OF Illustration Design techniques and history	Preview Commercials & Music Videos <hr/> READ TEXT: 476-480 1.Design costumes and create Kids DRACULA Concept Toothpaste Commercial Create the story and characters using any format you'd like to "SELL" this product.: animation/freeze frame/live action/puppets/ any combination Characters: Dracula & ?? your choice 2.DRACULA themed Music Video Your choice of music/band: create a slideshow or video to accompany presentation of costume design. Play the music and be prepared to defend your concept	ASSIGNMENT: 1.Continue Dracula Research Paper & Costume renderings Consider creating a slideshow of relevant visuals as you present your research <hr/> 2. Complete your design to workshop at CADFAB next session We will meet in Culver City at the CADFAB Studio. Prepare to pay \$20-30 to print your design. We will observe the fabric printing process <u>PURPOSE of IN CLASS DISCUSSION:</u> To become familiar with other Platforms and media protocols for Costume Design
WEEK 10 10/28	CADFAB WORKSHOP 6023 WASHINGTON BLVD CULVER CITY 90232		ASSIGNMENT: DRACULA RESEARCH PAPER due next week.

	IN CLASS ACTIVITIES	READING/HOMEWORK/PREP	ASSIGNMENTS
WEEK 11 11/04	PRESENTATION: of the Dracula RESEARCH paper in class And email to Instructor		ASSIGNMENT: Continue working on Dracula Costume designs: Prepare to present a completed costume rendering and mood board for one character to be critiqued by GUEST DESIGNER TBA
WEEK 12 11/11	GUEST DESIGNER: TBD		ASSIGNMENT: Continue working on Dracula Costume Designs. Complete project is DUE NEXT WEEK
WEEK 13 11/18	Present "DRACULA" Design Project In Class: all designs and completed finished renderings IF TIME PERMITS: In class watch videos and film clips of a wide variety of Dracula productions throughout cinematic history. We will critique/analyze and discuss in class.		ASSIGNMENT: This WILL BE your final and will be presented during your final session 12/09/21 Continue designing and Prepping the Commercial and Music Video. Create image boards and costumes: 1.Design costumes and create Kids Toothpaste Dracula Commercial. the Format is your choice Characters: Dracula & 1 character of your choice 2.Dracula themed Music Video Your choice of music: create a slideshow or video for presentation of costume
WEEK 14 11/25	THANKSGIVING		NO CLASS/THANKSGIVING

WEEK 15 12/02	Review and wrap up Continuing work on commercial and Music video, editorial and styling discussion		Last Class
FINAL 12/09		PRESENT COMMERCIAL AND MUSIC VIDEO PROJECTS	

Winter Recess 12/16-1/9

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.