

THA 3358  
Costume Design  
M/W/F 11 :00 – 12 :40

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**Fall 2017 Office Hours**

Monday, Wednesday & Friday 9:00 – 10:30  
Or by arrangement

Note ~ due to various committees I am on, I may have a meeting during my office hours. I will gladly arrange an alternate meeting time.

Texts:

COSTUME DESIGN, By Barbara & Cletus Anderson  
20,000 YEARS OF FASHION, By Francois Bucher  
TWELVE PLAYS FOR THEATRE, By Robert Cohen  
DRAWING THE HEAD & FIGURE, By Jack Hamm

Catalog Description:

THA 3358 - Costume Design. (3-3-3) The costume designer's procedure from script analysis and concept to completed renderings. Exploration of design in terms of aesthetics, genre, production modes, and historical periods and styles, as well as various rendering techniques, will be explored. 3.000 Credit hours

Course Objective:

Theatre Arts THA 3358 is a course designed to meet the following objectives:

- ❖ Develop research skills, drawing and design skills as well as work on communication skills.
- ❖ Design period pieces with a basic understanding of the time period, the design process and rendering techniques.
- ❖ Gain a working knowledge of costume history through researching various time periods.
- ❖ Explore a variety of genres throughout the course ranging from (but not limited to) historical plays, youth theatre, fantasy, and nonwestern.
- ❖ Develop a well-rounded rendering and design background gaining a variety of techniques that will help students in the future.

Attendance Policy:

Since this is primarily a hands-on course, you will be allowed 2 absences, EVERY UN-EXCUSED ABSENCE BEYOND THIS WILL RESULT IN A 20 POINT LOSS FROM YOUR FINAL GRADE IN THIS SECTION. Also note, being late not only disrupts the class you miss my wonderful opening words of wisdom. Please keep in mind that TWO TARDIES WILL EQUAL ONE ABSENCE. If you are ill or have another excused absence (see college catalog), see me as soon as possible and I will not deduct the 20 points from your grade. IF YOU ATTEND EVERY CLASS, YOU WILL HAVE 20 POINTS ADDED TO YOUR FINAL GRADE. \*If you are more than 15 minutes late, you will be considered absent however I encourage you to come to class so you do not miss information.

Cell Phone Policy:

Cell phones are not allowed to be on in this class. I will not allow them to be answered in class and I will not allow texting in this class. If you have a situation where you must be available to be contacted by phone please let me know so appropriate arrangements can be made.

Additional information to note~

Academic integrity ~ Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>)

Students with disabilities ~ If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2005, or call 217-581-6583 to make an appointment.

The Student Success Center ~ Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9<sup>th</sup> Street Hall, Room 1302.

<b>Theatre Arts Production Schedule Fall 2017</b>
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## **Next to Normal**

November 8, 9, 10, 11 7:30

November 12 2:00

A contemporary American family copes with the unpredictability of a mother's ongoing struggle with mental health issues in this intimate, surprising musical filled with humor. Winner of the 2010 Pulitzer Prize for Drama and eleven time Tony Award nominee. There will be an audience talkback immediately following the Friday November 10 performance.

**Next to Normal contains adult themes and language.**

Ticket Prices  
General | \$13.00  
Senior | \$11.00  
Students | \$5.00

**To purchase by phone call 581-3110 or e-mail [doudnatix@eiu.edu](mailto:doudnatix@eiu.edu)**

**To Purchase online go to: [www.doudnatix.com](http://www.doudnatix.com)**

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**Assignment Policy:**

Assignments are to be handed in **at the beginning** of the class period they are due. If this is not possible, they are to be put in my mailbox (or given to me in the Costume Shop DFAC 1020) no later than 5:00 **that same day**. However, if they are in my mailbox (or given to me in the Costume Shop), they will be considered late and 5 points will be deducted from the final grade. I will not accept any project after the day they are due unless other arrangements have been made well before the due date.

**Note: You will only be allowed to make up a test if you have an excused absence and you have contacted me before the class period the test is given.**

**Note: During examinations, the following are not permitted: cell phones, laptops or any other electronic computing device.**

\*\*\*Please note: If you have an excused absence, the work may be handed in late with no penalty but please see me (well before the due date) to discuss the reason it is late and a potential new due date. I am not an OGRE; if you have a problem with an assignment, please see me. I MAY have a solution.

\*Note ~ the assignments do overlap. The purpose for this is to allow for multitasking within the class. For example, once we cover how to read a script, take notes etc. you could start on the preparation for projects that need this. This will allow you to work in a timely manner and not have the projects be as overwhelming. This practice also allows people to work ahead if they wish. To that end everyone must meet the established deadlines. You may turn projects in early however, you will present them to the group when everyone else is presenting.

ALL EXAMS & PROJECTS NOT PICKED UP BY STUDENTS WILL BE RETAINED IN MY OFFICE FOR ONE YEAR. AFTER THAT TIME THESE RECORDS WILL BE DESTROYED.

### Grade Breakdown

#### Grading:

Project 1.....	75	points
Project 2.....	100	points
Project 3.....	75	points
Project 4.....	75	points
Project 5.....	100	points
Project 6.....	75	points
Project 7.....	150	points
Project 8.....	75	points
Project 9.....	150	points
Final project .....	200	points
Test 1.....	100	points
Test 2.....	100	points
Sketch pad.....	100	points
Total		-----
		1375 points

#### Grading Scale:

a = 1375 – 1238      b = 1237-1100      c = 1099-963      d = 962-825      f = 824-0

Note: Projects will be graded on the following:

- \*Improvements in skills throughout the semester
- \*Ability to follow directions
- \*Ability to meet deadlines
- \*Attitude and willingness to work
- \*Overall ability and dedication

**Please do not throw out any paperwork you do in this class. I want to see all rough drafts and sketches you do. Also, please do not throw out any projects, papers, quizzes or tests. If there is a discrepancy in the grades, this will be a means for us to double check numbers and addition.**

### **Projects for THA 3358 \***

**\*A more detailed assignment outline/instruction will be given with each assignment**

#### **PROJECT DESCRIPTIONS\*\*\***

This is a basic outline, for each project a more detailed guideline will be given. Note: for each assignment a different time frame of history should be researched.

- IE.      Project 1 will be in the Byzantine time  
            Project 2 could be set in 1930  
            Project 3 could be set in 1880, etc.

HOWEVER, NOTE, each time frame can be used only once this will ensure that various time periods are explored.

NOTE: with every assignment I would like a paper explaining your costume choices typed and double-spaced.

#### **PROJECT 1: Connecting the pieces will turn my world upside down!**

You will take the puzzle that is in front of you and transfer the images block by block. You will locate piece '1' and draw that shape into the first block of the grid. Then locate shape 2 and repeat until you have successfully transferred all of the grid pieces. At the end, you will unlock what the object is that you are drawing. With this exercise, you will gain a better hand-eye coordination, be able to see shapes in a more objective fashion and train your brain to truly look at what you are drawing vs. skipping ahead and filling in information that is not there.

#### **PROJECT 2: The bodies we work from...**

You will create 4 croquis. Be sure to find people in different poses. This project is to see how weight is distributed along the body when different stances are taken. This project will help you find the axis points in a figure and from there you will be able to determine body structure and will be able to transfer your figure from a magazine page to drawing paper, free hand. You may have one with hands that are hidden but the others must have visible hands. I encourage you to find dynamic poses. You want to look at a variety of body types and you want to consider looking at both men and women. Keep in mind that these croquis can serve as a basis for your future designs. You may use them time and again but also add new forms as the various designs dictate.

#### **PROJECT 3: Colors have feelings too.....**

You will select 1 of the visuals given to you. Using the original make 3 copies. Using your colored pencils, you will select 3 different color combinations discussed in class and color the picture using these combination. Example ~ picture 1 monochromatic (you will use one colored pencil, color the picture being sure to have a clear example of what a monochromatic color scale looks like), Picture 2 complementary colors, Picture 3 analogous colors and so on. This will allow you to work with your colored pencils while seeing how the same image 'changes' with a variety of color palettes. This theory can then be applied to future designs.

#### **PROJECT 4: Costumes ~ More than clothes!**

Taking into the account the design elements we have discussed, I would like you find a movie that you feel has costumes that demonstrate a strong example of these elements. You should focus on at least 3 of the design elements. For example, you may take sections of the movie to show a progression of a character and how the costume, hair and makeup support this change, you may take sections of a movie and show how color connections evolve and/or how color is used for a statement, you may compare 2 or more movies to support your observations of the design elements. Please be sure to have these samples ready so we can view them in class. We will have the projector and the computer available for your use. Note that the above are strictly examples, you may use these but I would like to see you explore the design elements on your own as well.

**PROJECT 5: Scarecrows R Us!**

Design a scarecrow. A scarecrow's purpose is to ward off something else. The traditional scarecrow is designed to scare birds away from a crop. For this project, I want you to use the various design elements we have discussed in class, line, shape, form, color etc. and design your own scarecrow. I do not want you to create a traditional scarecrow however. Instead, I want you to think of something (or someone) to scare off and create a scarecrow that will do this. I want you to make this a 3-dimensional object using found objects. Try not to discuss this with your classmates; we want to try to guess what you are scaring off!

**PROJECT 6: X "Markers" the spot.....or the fold as the case may be!**

You will make a photocopy of image given to you. Transfer the image and using the markers, you will render the image. Think about how the application of the marker will create the folds in the garments. The overlapping of the ink will create shadow etc. Plan your direction with the marker application to create a dimension in your rendering.

**PROJECT 7: EVERYMAN ~ every pencil...**

For this project, you will work with the Medieval play EVERYMAN. You will develop a concept paper, render 6 of the characters & create a support paper. You will use colored pencils to render. You may set this in any time frame you wish. Since there are many fantasy figures, you may create a time period of your own, however it should have an influence from a distinct period(s). You will then write your costume choices for each character and discuss the period(s) you selected as an influence.

**PROJECT 8: How shady can your paint be?**

You will be given a drawing that you will transfer on to watercolor paper. Then using just one color you will create all of the highlights and shadows in the drawing by using washes. This will help you in working with your paints using washes as well as serving as a review on grey scale and painting techniques. This is also an exercise in using your acrylics as if they are watercolor. You will then use the same picture and create the highlights and shadows mixing tints and shades, using your acrylics as if they were oils. You will then apply a grey scale first then use a wash to see what happens.

**PROJECT 9: Salad Anyone?**

You will explore stylization in costumes during this assignment. In this assignment, you will create a story that involves at least 5 characters. Once this story is created (keep in mind you must select a new period in history) design costumes for each character. The stylization comes in that the costume must not only reflect a specific time period, they will also fit into the concept of "VEGGIES". For example, you could have a woman going to an elegant party, her evening gown is sleek and fitted and her hat has many fluffy plumes coming directly off the top (echoes of a carrot....) Let your mind go wild, and have fun.

You will render using your paints. You may use them as if they are watercolors or acrylics or a combination thereof. You may use your pencils to enhance the details but the predominant medium is your paint.

**FINAL: A "tail" to learn from...**

A selection of Aesop fables will be given to you, treat them as if they are being produced for children's theatre. You are to design the animals giving them human traits if the turtle has a suit or the rabbit wears a vest etc. Again, be sure there is a historical background to the costumes, and you design the make up as well for this production. You may work with any of the mediums we have experimented with so far, or experiment with other. I would like to see you work with composition of plates so you should have 2-3 characters on 1 costume plate or work a detail of the makeup etc....be creative. As always I would like a paper justifying your choices.

OR

You will explore a nonwestern folktale/myth. You will then design costumes for at least 5 characters in the story be sure you have at least 2 animals in your story. Again, a different historical time should be represented. You may select any rendering style you feel comfortable with to execute this design.

**For 25 points, extra credit in this project ~**

You may select an artist (Erete, Escher or a style of art cubism, pointillism etc.) and echo this in your rendering style.

**PORTFOLIO PRESENTATION:**

I would like you to create a portfolio that you can display your projects you have done throughout the semester. If need be, it could be a three-ring binder or whatever you can afford at the given time. I am interested in seeing your presentation quality/organization.

**SKETCH PAD:**

I would like you to keep a sketchpad and sketch at least 10-15 minutes a day. You will also use this sketchpad to do various drawing exercises during class. This sketchpad is intended to help you develop your drawing skills. Please do not leave all of your sketching to the last minute as this defeats the purpose of exploring, learning, and growing in your drawing abilities.

**EXTRA CREDIT PROJECT: WORTH 75 POINTS. (Earn 1 of 3 ways but you may only select 1 option)**

1. You may select one of the ACTF shows and design the show. You will prepare the project as if you would present this at ACTF. You will do a full costume plot for the play and write a design concept paper. You will then do research on the time period, and you will render these character on good paper. I want to see your progress through this project so hand in all rough sketches, body forms etc. labeled appropriately. You may select any rendering style and plate presentation you feel best suits the script. Again, support your ideas and keep a concept.

I will provide a list soon so you can read & explore the various scripts.

If you are interested in looking into how to submit materials, and specific requirements, please explore the following site: <http://www.kcactf3.org>

2. You may work in the costume shop for 35 hours. You will be expected to be a leader in the shop, assist with pulling & building of the shows. You will be graded on attitude, productivity and reliability. You will be expected to sign up for hours (be sure to commit to a minimal of 2 hour blocks). You would be allowed to come in other times than you signed up for however, you MUST come for your committed time. IF you have a conflict contact me BEFORE you miss your hours and we will discuss an alternative time.

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Note: If you have a documented disability and wish to receive academic accommodations, please contact the coordinator of the office of disability services (581-6583) as soon as possible.  
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## TENTATIVE COURSE SCHEDULE SUBJECT TO CHANGE

### Tentative course schedule ~ subject to change

Aug.	21	Introduction to the course/review syllabus/class expectations
	23	Fad vs. Fashion vs. Costume Design
	25	Design process
	28	Design process
	30	Face proportions <b>Assign connect the pieces</b>
Sept.	1	Body proportions <b>Assign the bodies we work from</b>
	4	Labor Day ~ No Class
	6	<b>Test 1</b>
	8	Color theory ~ you got it, we review the color wheel and all the color chords! ☺ <b>Assign colors have feelings too!</b> <b>Due ~ Connect the pieces</b> <b>Sketchpad 1</b>
	11	Design elements <b>Assign Costumes ~ more than just clothes</b>
	13	Design elements
	15	Design elements <b>Due ~ Bodies we work from</b>
	18	Design elements <b>Assign Scarecrow</b>
	20	Design elements <b>Due ~ Colors have feelings too</b>
	22	<b>Test 2</b>
	25	Demo/lecture how to draw clothing on the croquis
	27	Continue demo/lecture highlight and shadows
	29	<b>Present Scarecrows</b>
Oct.	2	Finish highlight and shadow
	4	<b>Due ~ Costumes ~ more than just clothes</b>
	6	Demo ~ How to transfer sketches to render <b>Assign 'X markers the spot'</b> <b>Due ~ sketchpad 2</b>
	9	Rendering techniques Pencil & Marker *Reminder to read Everyman, take notes and start a tracker. (Note, you may start this right after our lecture on how to read a script to get a jumpstart on this project)
	11	Rendering/drawing techniques continued
	13	Fall Break ~ No Class
	16	Discuss <u>Everyman</u> Assign Everyman ~ every pencil <b>Due 'X markers the spot'</b>
	18	Finish discussion <u>Everyman</u> answer any questions on the assignment
	20	Drawing exercises Work in class "I have a bone to pick with you"

	23	Drawing exercises 'gotta hand it to ya...getting another foot up the ladder'!
	25	Pre production responsibilities
	27	Pre production responsibilities
		<b>Due sketchpad 3</b>
	30	
Nov.	1	In class work day for <u>Everyman</u>
	3	<b>Present Everyman</b>
	6	Demo paints
		<b>Assign How shady can your paint be?</b>
	8	Continue Paint Demo
	10	Demo working on colored paper
	13	Look at plates (review) discuss/demo backgrounds
	15	Discuss/demo rendering plates and composition multiple figures to a plate
	17	Work day on Salad anyone?
		<b>Due How shady can your paint be?</b>
	20	NO CLASS ~ THANKSGIVING BREAK
	22	NO CLASS ~ THANKSGIVING BREAK
	24	NO CLASS ~ THANKSGIVING BREAK
	27	<b>Present "Salad Anyone?"</b>
	29	Work Final In class
Dec.	1	Work final in class
		<b>Due sketchpad 4</b>
	4	Final work day
	6	Final work day
	8	Final work day

**YOUR FINAL IS WEDNESDAY DECEMBER 13, 2017 FROM 10:15 – 12:15**

**We will present your final projects as you have been doing in class**

Thank you for your hard work, have a safe break.
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