

# TTHA M27A: COSTUME DESIGN I

**Originator**

jloprieno

**Co-Contributor(s)**
**Name(s)**

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**College**

Moorpark College

**Discipline (CB01A)**

TTHA - Technical Theatre

**Course Number (CB01B)**

M27A

**Course Title (CB02)**

Costume Design I

**Banner/Short Title**

Costume Design I

**Credit Type**

Credit

**Start Term**

Fall 2023

**Formerly**

THA M27A - Costume Design I

**Catalog Course Description**

Explores costume history, styles, design, and basic construction techniques from diverse cultures, peoples, backgrounds and styles as an introduction to theatrical costuming. Includes the use of appropriate fabrics and materials for costume design.

**Taxonomy of Programs (TOP) Code (CB03)**

1006.00 - \*Technical Theater

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

C - Clearly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

Theatre in DTLA, Ventura County, etc...

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

35

**Maximum Contact/In-Class Lecture Hours**

35

**Activity****Laboratory****Minimum Contact/In-Class Laboratory Hours**

52.5

**Maximum Contact/In-Class Laboratory Hours**

52.5

**Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

87.5

**Total Maximum Contact/In-Class Hours**

87.5

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

70

**Maximum Outside-of-Class Hours**

70

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | demonstrate the ability to sew basic costumes utilizing patterns and various fabrics.  |
| 2 | utilize script analysis and basic research skills to explain the artistic concepts for costume choices that support the theme, style and period of a play. |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | demonstrate an introductory-level of ability to identify historical dress from diverse cultures, peoples, backgrounds and styles. . |
| 2 | demonstrate a basic knowledge of standard costume vocabulary.   |
| 3 | demonstrate a basic understanding of costume construction.  |

- |   |  |
|---|--|
| 4 | analyze a play to create a basic costume design concept that is specific to one or more characters from diverse cultures and styles. |
| 5 | analyze the effective use of costumes in a play in production.   |
| 6 | communicate basic design concepts using original costume sketches and renderings.  |
| 7 | select appropriate fabrics for renderings and/or construction of garments based on research and the interpretation of a play.        |

## Course Content

### Lecture/Course Content

#### 25% Introduction to stage costuming

- Problems of costume design
- Methods of historical research
- Selection of fabrics and color

#### 25% Elements of Design

- Design concepts
- Renderings
- Garment construction techniques

#### 25% Research, Material Selection

- Material selection, determine yardage needed
- Determine if a commercial pattern can be adapted or if a pattern must be created
- Possible field trips to museums, industry costume facilities, or fabric stores

#### 25% Script Analysis

- Research historical setting of the play from diverse cultures, peoples, backgrounds and lifestyles.
- Character
- Adaptation of commercial patterns and fabric choices

### Laboratory or Activity Content

#### 30% Adapt a commercial pattern or create a pattern for the construction of a costume

- Cut fabrics and/or materials to the specifications of the pattern

#### 50% Construct garment

- Mark and sew garment
- Fit garment
- Alter garment
- Present completed garment

#### 20% Practice rendering techniques with in-class supervision/instruction

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression  
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams  
Individual projects  
Laboratory activities  
Laboratory practical examinations  
Objective exams  
Portfolios  
Problem-solving exams  
Quizzes  
Reports/papers  
Research papers  
Skills demonstrations  
Written analyses  
Written creation (poem, screenplay, song)  
Written homework  
Other (specify)  
Classroom Discussion  
Projects

Participation  
Reports/Papers/Journals

#### **Other**

Observations of techniques utilized in garment construction and materials

### **Instructional Methodology**

#### **Specify the methods of instruction that may be employed in this course**

Distance Education  
Laboratory activities  
Other (specify)

#### **Specify other method of instruction**

Hands-on lab work  
Video conferencing  
Written material  
Graphics

#### **Describe specific examples of the methods the instructor will use:**

The instructor will demonstrate how to analyze a script from a costumer's point of view.

The instructor will utilize a variety of mediums including fabric and figure templates to design costumes rendering from.

### **Representative Course Assignments**

#### **Writing Assignments**

create costume plots and breakdowns.

write research papers on the historic periods in which plays are set and specifically discuss the period dress and costume by diverse cultures, peoples, backgrounds and styles.

create costume concepts based on analysis of a play.

#### **Critical Thinking Assignments**

determine appropriate attire for a character from a play based on the character's socio-economic condition and circumstances.

create costume designs for stylized or abstract characters.

adapt commercial patterns and determine cost, amount of materials, and other resources required for construction.

#### **Reading Assignments**

provide lessons on how to read a play for research topics.

demonstrate how to utilize the symbolism and words in commercial patterns.

#### **Skills Demonstrations**

demonstrate an understanding of costume construction.

utilize tools and materials effectively.

#### **Problem-Solving and Other Assignments (if applicable)**

analyze a live performance for costume design.

solve problems that exist inherently when using various fabrics and materials.

### **Outside Assignments**

#### **Representative Outside Assignments**

observe costume designs and accessories used in film.

attend a performance of a play set in a historical period and make special note of costume design.

research current wardrobe trends.

### **Articulation**

#### **C-ID Descriptor Number**

THTR 174

**Status**

Approved

**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
UC Irvine	DRAMA 50A	Introduction to Costume Design	4
CSU Fullerton	THTR 277	Introduction to Costume Design	3
UC Santa Barbara	THTR 25	Costume Design	4

**Comparable Courses within the VCCCD**

THA V20 - Costume Design and History  
 THA V22A - Costume Technology I

**Equivalent Courses at other CCCs**

College	Course ID	Course Title	Units
Cypress College	THEA 145 C	Fundamentals of Costume Designs	3

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

**CSU Baccalaureate List effective term:**

F2005

**CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA**

UC TCA

Approved

## IGETC

### Area 1: English Communication

### Area 2A: Mathematical Concepts & Quantitative Reasoning

### Area 3: Arts and Humanities

### Area 4: Social and Behavioral Sciences

### Area 5: Physical and Biological Sciences

### Area 6: Languages Other than English (LOTE)

## Textbooks and Lab Manuals

### Resource Type

Textbook

### Classic Textbook

Yes

### Description

Cunningham, Rebecca. *Basic Sewing for Costume Construction: A Handbook*. 2nd ed., Waveland, 2011.

### Resource Type

Textbook

### Description

Pride, Rebecca. *The Costume Supervisor's Toolkit: Supervising Theatre Costume Production From First Meeting to Final Performance*. Routledge, 2018.

### Resource Type

Textbook

### Description

Huaixiang, Tan. *Character Costume Figure Drawing; Step-by-Step Drawing Methods for Theatre Costume Designers*. 3rd ed., Routledge, 2018.

### Resource Type

Software

### Description

Adobe Photoshop, 2023.

### Resource Type

Textbook

### Description

Malloy, Kaoime. *The Art of Theatrical Design: Elements of Visual Composition, Methods and Practice*. 2nd ed., Routledge, 2022.

### Resource Type

Textbook

### Description

McConnell, Larissa. *Foundations of Flat Patterning and Draping for the Female Form*. Routledge, 2022.

## Library Resources

### Assignments requiring library resources

Research using the library's print and online resources.

### Sufficient Library Resources exist

Yes

### Example of Assignments Requiring Library Resources

Research plays from diverse styles, cultures and peoples using the Library's print and online resources on such topics appropriate as costume design for the period in which a play is set. Locate plays through the Library's special Theatre Arts collection of scripts and online theatre database.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (1%–50% online)  
Hybrid (51%–99% online)  
100% online

### Faculty Certifications

**Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.**

Yes

**Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.**

Yes

### Regular Effective/Substantive Contact

#### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Welcome! Who Are You Discussion Theatre of the People Discussion Discovering Theatre Around You Discussion Play Discussion Theatre History Project Discussion Final Project Discussion
E-mail	Email, class announcements and tools such as "Message Students Who" and "Assignment Comments" in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.



Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: * Recorded Lectures, Narrated Slides, Screencasts * Instructor created content * MC Online Library Resources * Canvas Student Groups (Assignments, Discussions) * Websites and Blogs * Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat) Video Conferencing	Online office hours & Online group discussions Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

**Hybrid (51%–99% online) Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Welcome! Who Are You Discussion Theatre of the People Discussion Discovering Theatre Around You Discussion Play Discussion Theatre History Project Discussion Final Project Discussion
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: * Recorded Lectures, Narrated Slides, Screencasts * Instructor created content * MC Online Library Resources * Canvas Student Groups (Assignments, Discussions) * Websites and Blogs * Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat) Video Conferencing	Online office hours & Online group discussions Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Welcome! Who Are You Discussion Theatre of the People Discussion Discovering Theatre Around You Discussion Play Discussion Theatre History Project Discussion Final Project Discussion

E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: <ul style="list-style-type: none"> <li>* Recorded Lectures, Narrated Slides, Screencasts</li> <li>* Instructor created content</li> <li>* MC Online Library Resources</li> <li>* Canvas Student Groups (Assignments, Discussions)</li> <li>* Websites and Blogs</li> <li>* Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)</li> </ul>
Synchronous Dialog (e.g., online chat) Video Conferencing	Online office hours & Online group discussions  Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

## Examinations

### Hybrid (1%–50% online) Modality

On campus  
Online

### Hybrid (51%–99% online) Modality

On campus  
Online

## Primary Minimum Qualification

STAGECRAFT

## Additional Minimum Qualifications

### Minimum Qualifications

Drama/Theater Arts

## Review and Approval Dates

### Department Chair

10/24/2022

### Dean

10/25/2022

### Technical Review

01/19/2023

### Curriculum Committee

2/7/2023

### DTRW-I

MM/DD/YYYY

### Curriculum Committee

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000544676

**DOE/accreditation approval date**

MM/DD/YYYY