

THEATER PRODUCTION AND PRACTICE
(72)
Syllabus
Syllabus - 2024

June 23rd-July 12th

Faculty: Shoshana Rubin, Lynn Bathke

Academic Staff: TBD

Course Description:

UCLA Summer Costume Institute provides each student with the rare opportunity to examine the process of costume design.

Goals and objectives:

In this class students will learn the basics of costume design, what a costume designer does, and how they do it. The course teaches students how to read and analyze a play, break down the script for costume changes and budget, collaborate with the director and actors, research, create mood boards, explore color palettes, and sketch the costumes. They will also engage in other creative activities that will enhance their design skills such as simple sewing, dying fabric, aging costumes, and the creation of a costume out of garbage bags.

This workshop will include visits from Costume Designers and other special guests, as well as a visit to a Hollywood studio costume shop, a costume-related museum visit and a look into the costume designer's shopping experience.

The students will leave this workshop with new knowledge of the basic techniques of costume design for theater, film and television, career preparation and portfolio presentation.

Required Materials:

- Computer &/or tablet
- Sketchbook (11x14)
- No.2 pencils or drawing pencil set with a variety (Amazon)
- Watercolor Paper Pad (11 x 15) (Yellow Strathmore pads)
- Tracing Paper Pad (11 x 15)
- Watercolor Paint Brushes – (synthetic is fine) 4 brushes – round, flat, large brush, chisel brush
- Watercolors – 10 Tube Set / Reeves watercolors
- Drafting Tape

Coursework:

Each student will be expected to participate in class and complete all of the creative tasks.

Class requirements:

- Arrive on-time and ready to participate

- Partake in discussions
- Work both collaboratively & independently
- Complete all projects
- Upload necessary work to the Google Drive
- Students must adhere to the current campus directives related to COVID-19 mitigation, and refusal to do so may result in the student being asked to leave the classroom or referred to Student Conduct. If you feel sick please attend class virtually, DO NOT COME IN PERSON.

Grade Breakdown:

Course promptness and participation (20%)

Garbage Bag Costume, Tote Bag, & Zombie Shirt (30%)

Final project – Costume Boards & Illustrations (50%)

Hair and Make-up

Course Description:

The course is a focus study on the techniques used in the fabrication of specialty costume pieces. The curriculum is designed to aid the student with a greater understanding of the unique processes involved in crafting accessories and non-garment costume articles.

The course will explore the process of traditional footwear and wig-making for theater, film and television. In addition, the course will explore the creation of accessories that are often excluded from costume-making courses. These investigations will explore the interpretation of design, materials, specialized patterning, paper manipulation, assembly requirements and fitting techniques.

The workload of the class is to provide a knowledgeable understanding and hands-on construction experience. Each student will be assigned 2 projects over the course. The first assignment will be the creation of a pair of shoes utilizing techniques in paper pattern and fabrication. The second assignment will focus on creation of a wig using paper and fabric manipulation.

Goals & Objectives:

- Understand the basic principles of footwear design and construction
- Understand the basic techniques used in hair design and wig making
- Collaboration with classmates
- Storytelling

Coursework:

Each student will be expected to participate in class and complete all of the creative tasks.

Class requirements:

- Arrive on-time and ready to participate
- Partake in discussions
- Work both collaboratively & independently
- Complete all projects
- Upload necessary work to the Google Drive
- Students must adhere to the current campus directives related to COVID-19 mitigation, and refusal to do so may result in the student being asked to leave the classroom or referred to Student Conduct. If you feel sick please attend class virtually, DO NOT COME IN PERSON.

Grade Breakdown:

Course promptness and participation (20%)

Footwear design and construction (40%) Wig design and construction (40%)

Student's final grade will be based on participation and class projects. Final Grade will be by letter grade:

A = Execution of the assignment with extra detail or component

B = Clear execution of the assignment

C = Adequate attempt at execution of the assignment

D = Limited attempt at execution of the assignment

F = Failure to attempt execution of the assignment

** Please contact the instructor directly if you feel that you require an extension on an assignment or an excuse for an absence.

Recommended Reading:

Fashioning Fashion: European Dress in Detail 1700-1915 by Sharon Sadako Takeda, Kay Durland Spilker, Kimberly Chrisman Campbell, Clarissa M. Esguerra, and Nicole LaBouff

Shoes: Pleasure and Pain by Helen Persson

The World at Your Feet: Bata Shoe Museum by Elizabeth Semmelhack

100 Shoes by Harold Koda

Shoes, Hats and Fashion Accessories: A Pictorial Archive, 1850-1940 by Carol Belanger Grafton

Useful Websites:

General Costume and Textile Information:

The MET Costume Institute collection search:

<https://www.metmuseum.org/art/collection/search>

LACMA costume collection search: <https://collections.lacma.org>

V&A exhibition website: Shoes: Pleasure & Pain

American Duchess: Historical reproduction shoes

Bata Shoe Museum in Toronto: Collection

Umbrellas & Their history by William Sangster

Parasol-making studio in Paris: Heurtault

Bata Shoe Museum in Toronto: Collection

From The Neck Up - <http://www.hatbook.com>

The Costumer's Manifesto - <http://thecostumersmanifesto.com>

Millinerytechniques.com - <http://www.millinerytechniques.com>

Timely Tresses - <http://www.timelytresses.com>

Costumes By Lynn McMasters - <http://www.lynnmcmasters.com>

Baron Hats - <http://www.baronhats.com>

Academic Integrity

Plagiarism and other forms of academic dishonesty will not be tolerated in this class and may constitute grounds for failing the course. For questions, see:

<http://www.deanofstudents.ucla.edu/Academic-Integrity>

Students with disabilities

Students needing academic accommodations based on a disability should contact:

The Center for Accessible Education (CAE)

(310) 825-1501
Murphy Hall A255

When possible, students should contact the CAE within one week of the start of the summer session institute start date, as reasonable notice is needed to coordinate accommodations.

www.cae.ucla.edu.

If you are already registered with the Center for Accessible Education (CAE), please request your Letter of Accommodation on the Student Portal. If you are seeking registration with the CAE, please submit your request for accommodations via the CAE website. Please note that the CAE does not send accommodations letters to instructors--you must request that your instructor view the letter in the online Faculty Portal. *Once you have requested your accommodations via the Student Portal, please notify me immediately so I can view your letter.*

Title IX

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at:

CARE Advocacy Office for Sexual and Gender-Based Violence

1st Floor Wooden Center West

CAREadvocate@careprogram.ucla.edu

(310) 206-2465

In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7:

Counseling and Psychological Services (CAPS) (310) 825-0768.

You can also report sexual violence or sexual harassment directly to:

University's Title IX Coordinator

2241 Murphy Hall

titleix@conet.ucla.edu

(310) 206-3417

Reports to law enforcement can be made to UCPD at (310) 825-1491

Faculty and TAs are required under the [UC Policy on Sexual Violence and Sexual Harassment](#) to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment.

Inclusivity Statement

I strive to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors all identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this, please share the set of pronouns that you prefer. If you feel like your performance in the class is being impacted by your experience outside of class, please don't hesitate to come and talk with me. I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Anonymous feedback is always an option.)