

Course Description

Creating costumes, both realistic and classic, from old clothes and unusual materials with a minimal budget.

This course is specifically tailored to the needs and circumstances of the high school drama teacher, whose construction support staff is presumably limited.

Basic sewing skills will be an asset to this course. Projects will include use of sewing machines.

Required Texts:

Rogers, Barb. *Instant Period Costumes: How to Make Classic Costumes From Cast-off Clothing*. Colorado Springs, CO: Meriwether Publishing, 2001.

Suggested Readings:

Robinson, Scott R. *Costume Resource*. 2002. [www.cwu.edu/~robinsos/ppages/resources/Costume_History/
www.cwu.edu/~robinsos/ppages/resources/costxt/costxt_index.htm](http://www.cwu.edu/~robinsos/ppages/resources/Costume_History/www.cwu.edu/~robinsos/ppages/resources/costxt/costxt_index.htm)

Additional Resources:

Barton, Lucy. *Historic Costume for the Stage*. Boston: Walter H. Baker Company, 1963.

Bicât, Tina. *Making Stage Costumes: A Practical Guide*. Ramsbury, UK: The Crowood Press Ltd., 2001.

Cunningham, Rebecca. *The Magic Garment: Principles of Costume Design*. Prospect Hieghts, IL: Waveland Press, 1994.

Russell, Douglas A. *Costume History and Style*. Englewood Cliffs, NJ: Prentice-Hall, 1983.

Dearing, Shirley. *Elegant Frugal Costumes: The Poor Man's Do-it-Yourself Costume Maker's Guide*. Colorado Springs, CO: Meriwether Publishing, 1992.

Objectives	Assessment
Students will learn the application various costume techniques and processes using a variety of materials.	Through assigned projects students will demonstrate knowledge of the use of specific materials.
Develop a working knowledge of fashion periods used in theatre productions.	Through assigned projects student will demonstrate knowledge of various periods.
Critically analyze personal work and the work of peers as it relates to individual students local situations.	Through open discussion and evaluation students will evaluate their own work and the work of their peers. Work will also be evaluated by the instructor.

Evaluation/Grading: Grading for this course is project based and graded on the following criteria:

1. Stage worthiness,
2. Craftsman-like work habits and methods,
3. Evident understanding of the materials and techniques presented.

A=Superior B=Above Average C=Average D=Below Average F=Unacceptable

Students With Disabilities

If you have a disability that may prevent you from meeting course requirements, contact the instructor immediately to file a Student Disability Statement and to develop an Accommodation Plan. Course requirements will not be waived but reasonable accommodations will be developed to help you meet the requirements. You are expected to work with the instructor and the CWU Disability Support Specialist to develop and implement a reasonable Accommodation Plan.

There will be a final presentation of the projects completed in the course, during which time projects will be evaluated.
There is no written examination.

Teacher Certification Standards met in this course can be found at

http://www.cwu.edu/~theatre/program/undergrad/ed_standards.html

Theatre Arts Mission Statements

University Mission

“Docendo Discimus” (By Teaching We Learn)

Department Mission

The Department of Theatre Arts is an ensemble of artists, scholars, educators, and practitioners located in the heart of the Pacific Northwest who:

- prepare students for advanced study and professional careers in theatre;
- promote creativity and excellence in a diverse educational environment;
- cultivate, educate, challenge and enrich audiences; and
- train and prepare students from diverse backgrounds to link art and life through experiential learning;

in order to nurture skilled, thoughtful, and courageous citizens who will promote a peaceful and tolerant global community .

Teaching Philosophy:

The Theatre Arts Department supports and practices constructivism as a teaching philosophy. Indeed, it may be argued that it has used this philosophy in almost all of the diverse areas within the discipline since the art of theatre was created by human beings. Teachers of Theatre Arts practice tenets from the three forms of constructivism exhaustively covered in the Conceptual Framework; Developmental, Social, and Socio-cultural. As a result, we apply the views commonly and generally held by constructivist teachers;

- Learning opportunities are best when accompanied by high levels of active engagement with tasks that characterize them.
- Formal knowledge is valued and made available to the learner, but the learner is encouraged to reflect on it and be skeptical about it, rather than simply accept it.
- Multiple examples and a variety of representations of content enable learners to derive meaning.
- Critical thinking, reflection, and problem solving are prized and encouraged.
- Interaction and conversation with others in the learning environment can improve the learner’s ability to state her case, can widen perspective, and can motivate learning.
- Multiple and authentic measures of assessment provide richer insight into the learner’s construction of knowledge.
- Verbal explanations can and should be supplemented by experiential learning.

It should be noted that each teacher applies these precepts in diverse ways, according to their particular area within the discipline.