

TH 465.01

Costume and Fashion Drawing

Spring 2002 MW 10-12:50 MC124 (3 credit hours)

Scott R. Robinson Office **MC 103** Phone **963-1273**

Office Hours: MTWR 9 - 10 am and Afternoons by appointment

Email: robinsos@cwu.edu

Required Texts: *Figure Drawing and Costume Rendering* Course Pack. University Store, 2002

Required Supplies

- 12x16 Sketch Pad
- Drawing Pencils (2H, HB, 2B)
- Red and White Conte Crayon
- Vine Charcoal
- Markers
- Quill pen
- Black India Ink
- Grey Charcoal Paper
- Graphite Paper
- Black cover stock
- Watercolor Paper
- Watercolor set

Course Objectives:

Assessments:

<ul style="list-style-type: none"> • Develop skills and techniques in costume and fashion rendering. 	<ul style="list-style-type: none"> • Several projects will be completed by the students, designed to work explore technique and strengthen skill and processes. These will be discussed in a seminar format and graded both by peers and the instructor.
<ul style="list-style-type: none"> • Critically comment on the strengths and weakness of their own work as well as the work of their peers. 	<ul style="list-style-type: none"> • Oral discussions of projects will be discussed in seminar format enabling critical thought and discussion, allowing students to defend and support varying styles.

Students With Disabilities

If you have a disability that may prevent you from meeting course requirements, contact CWU Disability Support Services immediately, develop an Accommodation Plan; then, meet with the instructor to work out arrangements of the 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.

Course Requirements

Assignments and Percentage

- 20% Attendance/Participation including cleanup
- 80% Projects and Exercises

Grading Scale

Due to the subjective nature of projects, grades will be assigned based on a comparative scale. i.e. average work will receive an average grade. Over the years your instructor has seen a lot of average or below average work.

- 90 - 100 = A Superior
- 80 - 89 = B Above Average
- 70 - 79 = C Average
- 60 - 69 = D Below Average
- Less than 50 = F Unacceptable

Attendance Policy:

Students must attend class regularly in order to do well in this course. Students are allowed two unexcused absences. For each absence over two, however, two percentage points will be deducted from the student's final **average**. Finally, if at all possible, students should notify the instructor of any excused absences prior to the day to be missed.

Students who have unexcused absences on project days will receive a zero for the particular project. In addition, students who are not prepared to give assigned presentations when called on in class or who have unexcused absences on presentation days will receive a zero for the presentation. Unfinished projects will be graded accordingly.

Habitual tardiness needs to be avoided as it disrupts the learning environment. If you walk in after the instructor has called role you will be counted absent.

TENTATIVE SCHEDULE

<p>Week 1 3/26 Introductions 3/28 Negative Space/Shape</p> <p>Week 2 - (4/1 last day to add) 4/2 Seven vs. Eight Head figure 4/4 LAB</p> <p>Week 3 4/9 Light and Shadow Sketch book Due: Exercise 3 and 4 4/11 LAB</p> <p>Week 4 4/16 Ink Sketch book Due: Exercise 10 and 11 4/18 LAB</p> <p>Week 5 4/23 Charcoal Sketch book Due: Exercise 12 and 13 4/25 LAB</p> <p>Week 6 4/30 Conte Sketch book Due: Exercise 18 and 19 5/2 LAB</p>	<p>Week 6 5/7 Markers Sketch book Due: Exercise 20 5/9 LAB</p> <p>Week 7 5/14 Pastel Sketch book Due: Exercise 22 and 23 5/16 LAB</p> <p>Week 8 5/21 Prisma Sketch book Due: Exercise 24 and 25 5/23 LAB</p> <p>Week 9 5/28 Final Project 5/30 Final Project</p> <p>Week 10 Finals Week - Department Finals Tuesday 6:30 pm Final project and Portfolio of the Quarters work due!</p>
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Theatre Arts Mission Statements and Teaching Philosophies

Mission Statements:

University Mission;

“Docendo Discimus” (By Teaching We Learn)

Department Mission;

“The Theatre Arts Department provides an interactive program of academic and production experiences in preparing students for advanced training in graduate school, careers in education, professional theatre, and related fields. The theatre as a uniquely collaborative art form integrates curriculum and production elements in preparing students through study and participation; students are therefore expected to participate in academic research and investigation as applied through the department’s performance schedule. The theatre season presented by the department is the core of this learning philosophy. It provides the catalyst and the laboratory for the application of principles established through a thorough yet diverse academic program.”

Center for Teaching and Learning Theme; “facilitators of learning in a diverse world”

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.