

Name Citizenship Project –

This year I was able to attend the regional Kennedy Center American College Theatre Festival (KCACTF) competition in Mesa, Arizona. I was a chaperone and faculty mentor for the competing design students. I hope to continue this assignment in the future. While there, I was trained as a KCACTF respondent for theatrical productions. Productions submitted for response may be selected to perform and compete at the regional level with an opportunity to advance to national competition in Washington D.C. As a respondent, I will be invited to view other university productions in Utah, Arizona, and/or Nevada to give feedback to those involved. Areas of feedback include direction, performance, and all technical elements including set, costume, and lighting design.


As my project, I would like to commit to attending at least two participating productions and giving responses during fall semester. This will give me an opportunity to expand my personal regional theatre involvement, as well as meet and get to know faculty from different area colleges or universities. It also gives me the opportunity to strengthen my involvement with KCACTF.

I look forward to gaining new contacts and building relationships with colleagues while increasing my own visibility within the regional Theatre community.

Brigham Young University

Syllabus – Fall 2017

Course Title:	Costume Design
Course Number:	TMA 362
Instructor Name:	Name
Instructor Email and Contact Information:	dmwright@byu.edu Phone: 801-422-7168
Credits:	3 Credit Hours
Course Length:	16 Weeks
Course Schedule:	Monday/ Wednesday/ Friday 11:00am – 12:50pm Room A470 HFAC
Prerequisites:	None
Course Description:	Comprehensive course in costume design for stage and screen; renderings; costume theory; script research; costume paperwork; collaboration techniques; preparation for work as assistant and/or full designer positions in departmental productions.
Learning Objectives:	Upon completion of this course, the student should be able to: <ul style="list-style-type: none">• Apply script analysis and the use of a director's concept in the creation of an effective costume design for a production.• Demonstrate collaborative communication, both orally in a production team and artistically through the costume rendering, as preparation for co-design and full costume design assignments for the Department of Theatre & Media Arts.• Demonstrate professional costume rendering and computer-aided graphic skills in figure proportions, stance and fabric manipulation.• Produce effective visual materials for personal portfolios and demonstrate an ability to constructively critique other designers' portfolios.

Course Website	Course materials are accessible via learning suite.
Required Textbook(s)	<p>The Costume Designer's Handbook: A Complete Guide for Amateur and Professional Costume Designers / Edition 2 Elizabeth Covey, Rosemary Ingham ISBN-10: 0435086073 ISBN-13: 9780435086077 Pub. Date: 11/02/1992 Publisher: Heinemann</p> 
Optional Textbook(s)	<p>Costume Design Graphics: A Workbook in Figure Drawing & Clothing Techniques Paperback – December 1, 2000 Rory Scanlon</p> <p>An Atlas of Anatomy for Artists Paperback Fritz Schider</p>
Additional Required Resources & Supplies:	Outside resource materials used during the course by students and instructors will include magazines, films, newspapers, or books that can be found in the BYU library as well as internet resources.

Assessment Criteria: Approximate	Assessment Exercise		Percentage of Total Grade	
	Projects			
Examinations / Quizzes				20%
Classroom Activities and Participation				10%
	TOTAL			100%
Grading Scale	Letter Code Description and Percentage Range			
	A	100 – 94	A-	93 - 90
	B+	89 – 87	B	86 – 83
			B-	82 - 80
	C+	79 – 77	C	76 – 73
			C-	72 - 70
D+	69 – 60	D	66 – 63	
		D-	62 - 60	
E	59 and below			

Classroom Behavior Policies:

- **Students are to be on time and stay through the end of class.** Failure to do so will be reflected in class participation points.
- **Class Assignments and Projects** are an important part of your education and your grade. Failure to attend class will hinder your ability to participate in projects and complete the required work.
- Unless otherwise stated, **Homework will be completed before class every week.** Failure to have homework completed each week will result in lost points.
- Students should be equipped with the necessary materials to make productive use of class time. Don't waste your time or mine by not being prepared.
- **No cell phones in class.** Please turn off your phone before coming to class. If you need text or take a call, please step out of the classroom. Take breaks only when they are given by the instructor, unless otherwise *necessary*.
- **No food in the classroom.** Only bottled drinks with a lid are allowed in class.
- Professionalism is expected and enforced. Meaning you come in on time, you turn in quality work, your projects are turned in when they are due, and you have proper time management skills.
- **Class Participation:** Participating and being an active member of the classroom is important for a successful learning environment. Please come to class on time, prepared, and inquisitive. Be prepared to critique others work and have your work critiqued. To obtain a high score in class participation, be prepared to complete in class assignments, ask questions, and participate in class discussions and group activities.

Late Work Policy:

- All projects and homework are due at the beginning of class on the due date unless otherwise stated.
- **Late work (turned in after class) will receive a 10% penalty if turned in by the end of the day it is due.**
- **Any work turned in after the due date will receive an additional 10% penalty for each day it is late.**
- If work is more than 5 days late, it **WILL NOT** be accepted.
- If you know in advance you will miss class, be sure to turn in homework prior to absence.
- Students are responsible for calling and/or emailing the instructor if they are absent.
- Students are responsible for getting the missed notes and/or work assignments from a classmate.

Course Development Grant Proposal

I have chosen TMA 362 – Costume Design as my fall course for development.

Catalog description: A comprehensive course in costume design for stage and screen; renderings; costume theory; script research; costume paperwork; collaboration techniques; preparation for work as assistant and/or full designer positions in departmental productions.

Upon completion of this course, the student should be able to:

- Apply script analysis and the use of a director's concept in the creation of an effective costume design for a production.
- Demonstrate collaborative communication, both orally in a production team and artistically through the costume rendering, as preparation for co-design and full costume design assignments for the Department of Theatre & Media Arts.
- Demonstrate professional costume rendering and computer-aided graphic skills in figure proportions, stance and fabric manipulation.
- Produce effective visual materials for personal portfolios and demonstrate an ability to constructively critique other designers' portfolios.

For ideal learning, there is a lot of drawing and rendering required in this course. Students do at least five projects that all require drawing and detailed rendering. Many of the students do not have the resources to purchase quality art supplies for this course.

I would like to request the offered \$300 grant money for art supplies for this course. These supplies will be monitored by me and kept in the classroom for all students to use. This will give the students exposure to a wider range, and better quality tools as they learn about costume design. It will also heighten the quality of work completed in class.

I plan to purchase – paper, pencils, markers, colored pencils, watercolor paint, brushes, and other supplies. I believe I can purchase these items in bulk to maximize the use of funds. I also hope to purchase a few items to demonstrate proper presentation techniques and finishing skills. This will enhance the finished work we hope to include in portfolios.

Faculty Development Plan

Name

Theatre and Media Arts Theatre Teacher/Artist

Personal Statement:

For many years, I have had a desire to teach at BYU. As an undergraduate student, I had a very rewarding experience in the Clothing & Textiles department, as well as strong involvement with both Dance and Theatre departments. I have watched the faculty change over the years and am thrilled that my opportunity has come to be a part of this wonderful institution.

I truly believe that my education and career experience have been guided by the Lord to uniquely prepare me for this position at this time. My experience in professional theater and entertainment gave me skills and connections that I can share with students. My work as an educator teaching fashion design gave me experience with students. In addition, my position as an administrator gave me knowledge in dealing with people and their specific needs. I look forward to working with and sharing my skills with the Theatre Design students at BYU.

During my interview process, the Academic Vice President asked me why I wanted to work for BYU. Without hesitation, I answered, "Why would I not want to work here?" To have the opportunity to teach what I love, in an atmosphere where I can talk about the things that matter most to me and share them in a way that inspires and motivates young people is a dream come true!" I feel richly blessed to be in an atmosphere where we have such strong and clear goals. I love the aims of BYU. I will always strive to be spiritually strengthening, intellectually enlarging, character building, and help students along the path that will lead to lifelong learning and service.

Teaching:

Self-assessment –

As a teacher, I pride myself on being personable, approachable, and relatable. I want my students to know I am deeply interested in their learning and development as artists in the theatrical discipline. I have high expectations and an attention to detail that pushes students to do their best work. I also believe in helping them feel good about the process they are going through as their skill level increases.

As designers, we are part of a collaborative effort that at its best tells a story and inspires audiences. I strive to help my students find and understand their place in this collaboration. I aim to assist them in becoming strong contributors within our art form.

Strengths:

- Personable and relatable
- Strong collaborative skills
- Theatrical training and professional experience
- Clear communication of design principles, ideas, and techniques
- Ability to motivate students and hold them accountable for quality work

Areas to develop:

- Refresh and expand exposure to theatrical literature and information in the theatre design fields
- Expand knowledge of makeup/ hair design
- More depth in lesson materials and activities
- Timely grading and return of student work

Short Term Goals (1-3 Years):

- Collaboratively develop the curriculum for TMA 259, 369R and 489R with other Design Tech faculty.
- Develop and strengthen curriculum materials for TMA 362-Costume Design, TMA 468R-Costume Crafts, TMA 462-Costume History

- Explore methods for experiential learning of costume crafts, including an invitation to a guest artist for a guest lecture or master class
- Develop a new class in Costume Rendering
- Expand my exposure to literature in the costume, hair, makeup design areas
- Attend conferences and workshops to stay current with costume design and other theatrical technologies and practices
- Use SCOT, midterm and end of term evaluations to review effectiveness of my teaching, and find ways to improve
- Find a venue in TMA or another department or college to share my costume design experience, potentially as a seminar topic or guest lecture

Long Term Goals (3-6 Years):

- Continue use of SCOT, midterm and end of term evaluations to review effectiveness of my teaching, and find ways to improve
- Successfully teach the costume design and technology courses
- Expand my exposure to the areas of theatrical hair and makeup design
- Expand my exposure to costume design for film/television
- Attend conferences and workshops to stay current with costume design area technologies and practices

Requested Resources:

- Funding to purchase new software and supplies for teaching students the latest techniques for costume design and rendering
- Funding to participate in conferences and workshops to stay current with theatrical costume design technologies and practices

Scholarship & Creative Work:

Self-assessment –

As a Theatre Teacher / Artist in costume design, I am expected to teach students the necessary skills within our discipline as well as contribute significant design work on a regional and/or national level within the area of costume design. This outside work will allow me to exercise my own abilities as well as make important connections within the theatre community.

I have significant experience as a regional and professional designer, but it has been some time since I have done a great deal of this type of work. I am currently striving to rebuild and strengthen my contacts, while expanding my network to gain opportunities to design throughout the country. I also hope that as I build and enhance my own network, I will be able to assist students with internship possibilities and potential job opportunities.

Strengths:

- Professional experience in costume design
- Connections to a number of professionals in the entertainment industry
- Experience designing costumes for dance, theatre, film, and theme park entertainment

Areas to develop:

- Build network for outside design opportunities
- Expanding experience as freelance costume designer
- Expand experience as makeup/ hair designer
- Find the appropriate quantity of creative and scholarly work that will allow my continued advancement, while balancing teaching, citizenship and family life

Short Term Goals (1-3 Years):

- One to two costume designs at the professional regional theater level
- Provide costume designs for two to three BYU TMA shows
- Research areas of interest for possible paper presentation or lecture at regional or national conference
- Develop skills in digital rendering for costume design

Long Term Goals (3-6 Years):

- One to two additional costume designs at the professional regional theater level
- Provide costume designs for two to three additional BYU TMA shows
- Provide a makeup design for a BYU TMA show
- Present research or topic of interest at a conference

Requested Resources:

- Time as needed away from BYU for outside design work
- Research and development time as needed
- Assistance in providing outside peer reviewers for my creative work

Citizenship:

Self-assessment –

I love working with people. Throughout my career, I have been privileged to meet and work with some wonderful individuals who share a vision of excellence and collaboration. I am part of several networks of creative people who willing share their ideas, experiences, and talents with each other to make us all better. These relationships help keep me current and give me resources to share with my students.

As a theatre artist and instructor, I believe it is my duty to share my knowledge and gifts with others to promote our art. I also believe it is my honor and responsibility to serve where needed. I look forward to serving on committees within my department & college where I may be of service to the University.

I also plan to take advantage of both local and national service opportunities such as high school guest lecturing and service within national organizations such as Costume Society of America, KCACTF, and USITT.

Strengths:

- Personable and relatable
- Strong collaborative skills
- Willingness to serve where needed

Areas to develop:

- Strengthen local, regional, and national costuming networks
- Build relationships with departmental colleagues

Short Term Goals (1-3 Years):

- Serve on Design Tech committee to promote cooperation between Arts Production and TMA and find ways to support student learning and growth through TMA productions
- Serve on TAS committee
- Serve on Fulton Student Fund distribution committee
- Continue relationship with Costume Society of America (CSA) as part of national outstanding costume design selection committee
- Support the development of the new design tech area curriculum

Long Term Goals (3-6 Years):

- Greater involvement with CSA at national level
- Serve on college and/or university committee(s)
- Submit for consideration as Chair of CSA national outstanding costume design selection committee
- Involvement with other university or national theatre and costuming organizations

Requested Resources:

- Time and funding sources to support travel and dues for involvement with CSA and other organizations as needed

Year by Year Map

Year 1 Planned:

- Acclimate to new position
- Teach assigned courses
- Build up curriculum material
- Complete BYU costume design assignment
- Get involved in the department and committees

Year 1 Accomplished:

Teaching

- Taught TMA 362-Costume Design, TMA 462-Costume History, TMA 468R-Costume Crafts (Rendering as well as Jewelry, Masks, & Armor)
- Team Taught TMA 259-Principles of Design, TMA 369R/489R--Design for Production
- Mentored design students – *Cyrano De Bergerac*, *Macbeth*, *Mill on the Floss*

Scholarship & Creative Work

- *Chariots of Fire* Costume Design (Peer Reviewed)
- Collaboration with BYU World Dance area on Chinese dance costumes

Citizenship

- Served on Student Fulton Fund distribution committee
- Served on Theatre Arts Studies committee
- Served as Faculty Advisor and chaperone for KCACTF Design Students
- Completed KCACTF respondent training

Year 2

- Outside costume design
- BYU costume design - *Into the Woods* (assigned)
- Enhance knowledge – Read *The Courage to Teach* - Palmer, and *The Art & Practice of Costume Design* - Merz
- Serve on department committee(s)
- Participate regularly as a KCACTF respondent
- Prepare materials for CFS 3rd year review
- Continue work in supporting role at CSA
- Continue to build and develop curriculum material

Year 3

- Outside costume design
- BYU costume Design
- BYU makeup design
- Greater involvement CSA – Regional level
- Participate regularly as a KCACTF respondent
- Serve on college committee
- Successfully complete third year review

Year 4

- Outside costume design
- BYU costume Design
- Present research or creative work at conference or in publication.
- Greater involvement CSA – Regional or National level
- Participate regularly as a KCACTF respondent

- Serve on college committee(s)

Year 5

- Outside costume design
- BYU costume design
- Present research at conference
- Hold National Level CSA office
- Serve on a university committee
- Participate regularly as a KCACTF respondent
- Prepare materials for CFS 6 year review
- Prepare materials for rank advancement to Associate Professor

Year 6

- Outside costume design
- BYU costume design
- Hold National Level CSA office
- Serve on a university committee
- Participate regularly as a KCACTF respondent
- Successfully complete materials for CFS 6 year review and rank advancement to Associate Professor

Name_____

DUE Date_____

Project 1 – Research & Inspiration

You will randomly select character types, setting and time period in class. Based on your selections research and present design inspiration for three characters.

1. Create a notebook, folder, or digital resource for your research materials. This can be hard copy or digital (Pinterest, PowerPoint etc.) You must have at least 25 images in this resource and either turn in the hardcopy with your completed assignment or turn in a link to the digital file.
2. Create an inspiration board for each character. You may utilize magazines, printed images from internet sources, or Photoshop. All boards must be printed in 14" X 11" format and mounted on Bristol board.

Inspiration should clearly show:

- Time & place
- Character attributes including a character name
- Personal direction you plan to take with inspiration
- Color choices
- Clothing styles
- Attention to presentation detail

Rubric

15 points_____	Completed on time & <u>according to instructions</u>
25 points_____	Organization of inspiration materials
20 points_____	Clarity of characters
20 points_____	Clarity of inspirational direction
20 points_____	Choice of color/ style/ fabric
<u>25 points</u> _____	Overall presentation skills & quality of work
125 points_____	Total

Name Scholarship Project –

The purpose of this project is stated “to encourage more structure, discipline, and focus on your scholarly work”. Keeping this in mind I would like to propose the following –

As a professor who teaches courses in Costume Design, Fashion History, and Costume Rendering, I use the visual art of drawing quite a bit. I work with students to increase their confidence and quality of drawing skill. Much of what we do is hands-on using traditional methods and mediums. Increasingly, digital tools are becoming more prevalent. I currently have limited experience with digital rendering and I would like to explore using this technique in my teaching methods and my own scholarly and creative work.

I will dedicate time each week during fall semester to the development of my own digital rendering skills and develop at least two student projects to be utilized in teaching this skill. I will use textbooks and our departments existing software programs to develop my own skill and teaching ability in the digital medium.

Resources –

Digital Costume Design & Rendering by Carrie Robbins

Rendering Fashion, Fabric, & Prints with Adobe Illustrator by M. Kathleen Colussy & Steve Greenberg

Cintiq Computer, Adobe Creative Cloud programs

Proposed schedule –

2 hours each Monday and Friday from 10:00am – 12:00am in room A470 HFAC

Strengthening my skills in the area of digital rendering has been something I have wanted to do for a long time. This structured project gives me the motivation and opportunity to do it. I truly believe that as I focus my efforts on strengthening this skill, it will be a great benefit to both my students and me.

TMA 362 - Costume Design 16 Week Schedule

dmwright@byu.edu

MWF 3-5 Room A470

Week	Topic	Reading	Deliverables	
<u>1</u> Sept. 6	Course Introduction & Syllabus Review In Class Activity – Personal Evaluation (figure drawing) <i>Assign Project 1</i>			
	Sept. 8			What is Costume Design?
<u>2</u> Sept. 11	Script Analysis			
Sept. 13	Creativity In Class Activity – Inspiration, Creative Process In Class Assignment			
Sept. 15	Vision/ Research/ Concept Boards			
<u>3</u> Sept. 18	Historical Periods		Project 1	
	Sept. 20			Contemporary Research/ Sourcing
	Sept. 22			Project 1 Presentations Research & Inspiration
<u>4</u> Sept. 25	Rendering Techniques <i>Assign Project 2</i>			
	Sept. 27			Rendering Techniques
	Sept. 29			Rendering Techniques In Class Assignment
<u>5</u> Oct. 2	Presentation Techniques			
	Oct. 4			Project 2 Check-in In Class Assignment
	Oct. 6			History & Period Design
<u>6</u> Oct. 9	Character Development		Project 2	
	Oct. 11			Work Day
	Oct. 13			Project 2 Presentations Period Piece
<u>7</u> Oct. 16	Build/ Fabric Selection <i>Assign Project 3</i>			
	Oct. 18			Budget/ Pulling/ Fittings
	Oct. 20			Shop Visit
<u>8</u> Oct. 23	Set Up/ Run of Show			
	Oct. 25			Rehearsal/ Dressing
	Oct. 27			Project 3 Check-in In Class Assignment

<u>9</u> Oct. 30	Shop Management		
Nov. 1	Work Day		
Nov. 3	Project 3 (Mid Term) Presentations – Contemporary Piece		Project 3
<u>10</u> Nov. 6	Costume Design types – Dance, Commercial, Etc		
Nov. 8	Costume Crafts <i>Assign Project 4</i>		
Nov. 10	Costume Crafts		
<u>11</u> Nov. 13	Accessories/ Details		
Nov. 15	Project 4 Check-in In Class Assignment		
Nov. 17	Work Day		
<u>12</u> Nov. 20	Project 4 presentations – Spectacle <i>Assign Final Project</i>		Project 4
Nov. 22	THANKSGIVING HOLIDAY - No Classes		
Nov. 24			
<u>13</u> Nov. 27	Hair & Makeup		
Nov. 29	Hair & Makeup In Class Assignment		
Dec. 1	Building a Portfolio		
<u>14</u> Dec. 4	Industry		
Dec. 6	Film/ TV Designers		
Dec. 8	Broadway Designers		
<u>15</u> Dec. 11	Final Project Check-in In Class Assignment		
Dec. 13	Work Day		
Dec. 15	Reading Day – No Class		
<u>16</u> Dec. 21	Final Presentations (Thursday, 3:00 – 6:00pm)		FINAL Project

Instructor reserves the right to change this schedule. Students will be given notice in the event changes are made and are responsible for all material.