

Costume & Make-Up Design for Theatre

Instructor: Ms. Nordleaf

Preferred Contact Information

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Course TA: Micah Adams



COURSE DESCRIPTION

Costume Design and Make-Up Design is a semester long course. Students in this course will gain a deeper understanding of design principles, engineering, budgeting, research and analysis of scripts and costumes, and career opportunities in the world of costume design. Minor emphasis is placed on the application of design and engineering skills used to create, produce, and prepare a product for a production. This course will also expose you to the various aspects of theatrical makeup. You will learn about products, tools and techniques of makeup application for the stage including basic highlight and shadow, character make-up, old age make-up and injury. This class will not focus on beauty make-up or make-up for the camera although these themes will be addressed periodically during the course.

AIMS

- Explain factors that influence fashion.
- Understand terms and trends, garment and design details.
- Understand principles and elements of design.
- Design, plan, and budget for productions.
- Understand play script analysis and research.
- Understand and produce a Costume Plot and Action Chart.
- Understand technical construction and textiles.
- Understand prototypes and design.
- Understand apparel, costume, and textile career skills.

OBJECTIVES

Criterion A: Knowing and understanding

Students should be able to

- I. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- II. demonstrate understanding of the role of the art form in original or displaced contexts
- III. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Criterion B: Developing skills

Students should be able to:

- I. demonstrate the acquisition and development of the skills and techniques of the art form studied
- II. demonstrate the application of skills and techniques to create, perform and/or present art.

Criterion C: Thinking creatively

Students should be able to:

- I. develop a feasible, clear, imaginative and coherent artistic intention
- II. demonstrate a range and depth of creative-thinking behaviors
- III. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Criterion D: Responding

Students should be able to:

- I. construct meaning and transfer learning to new settings
- II. create an artistic response that intends to reflect or impact on the world around them
- III. critique the artwork of self and others.

APPROACHES TO LEARNING:

Throughout this course, we will be using various approaches to learning, these include:

Category	Skill indicator (an example)
Communication skills	Listen actively and endorse the views or opinions of others.
Social skills	Work collaboratively in a production team with assigned roles and responsibilities
Self-management skills	Plan the rehearsal schedule for a performance or plan the time needed to pre a scene.
Research skills	Create storyboards or sketches, which translate an idea into practice.
Thinking skills	Map the creative thought process in the arts process journal to generate new ideas and Questions.

CONCEPT BASED LEARNING THROUGH GLOBAL CONTEXTS:

Pre-IB Theatre inquiry recognizes the integrity of subject disciplines, but learning is richer and deeper when conceptually driven. Building a deep understanding requires meaningful reflection. Introduction to Theatre uses a fluid, differentiated model to encourage learning and uses the Global Contexts as a context to drive inquiry.

The global contexts and key/related concepts will be addressed in Introduction to Theatre by exploring the following Key Concepts: aesthetics, change, communication and identity. Other key concepts are important in the arts. Creativity, culture, form, perspective, relationships as well as time, place and space, are all key concepts applied in arts units of study.

Unit titles for intro to theatre include:

- Understanding what costuming can communicate
- Understanding HOW costuming communicates
- Picking a play/characters and doing an analysis
- Time to Share
- Character Makeup Design
- The basics of Highlight and Shadow
- Corrective/Manipulative
- Old Age – The stages of getting old
- 3-Dimensional Makeup
- Injury Makeup
- Fantasy Makeup
- Recreating a Portrait
- Some units are in development.

METHODS OF ASSESSMENT

Formative Assessment (40%) Students will have daily samples and explorations of key concepts. Students will be encouraged to discuss their thinking about the various topics covered in class. The information gained guides the next steps in instruction and helps consider the additional learning opportunities needed to ensure success

Summative Assessment (60%) At the end of each unit students will demonstrate their learning through performance and self and peer-reflection. Students will partake in individual and group projects. Students will be required to demonstrate their knowledge, their understanding, applications of skills and concepts in a manner that is clear and organized in all the aforementioned forms of summative assessment.

- Summative assessments provide information about the attainment of knowledge
- Results translate to an overall level of achievement.
- The goal is to evaluate student learning at the end of an instructional unit by comparing it to the Pre-IB Standards.

All grading will be based on Pre-IB assessment rubrics and Learning Outcomes that will be given to students with each unit.

ACCOMMODATIONS

Individual students may receive official accommodations from the school. The instructor will modify assignments for individual students according to the WSA accommodations letter signed by administration, faculty, student, and parents in the meeting.

DIFFERENTIATION AND MODIFICATION FOR THE ELL LEARNER

- Classroom content, processes and products are adjusted to reflect the unique needs of the ELL learner
- Instruction is scaffolded to enable ELL students to achieve grade-appropriate outcomes
- Teacher offers a variety of resources, grouping arrangements, assignments and tasks

- Teacher uses various strategies to build background knowledge, make connections and encourage communication
- Teacher embeds modified learning strategies into instruction
- Students can demonstrate understanding in alternative ways with teacher-applied modifications to assignment

Required Materials:

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|--|-----------------|
| • computer access | internet access |
| • pencils or pens (blue or black) | a notebook |
| • a folder or binder for keeping class materials | a sketchbook |

DUE Friday, September 6th, 2019

**Theatre for Social Action
Course Guidelines 2019-2020
Verification of Receipt**

After you have read these course guidelines, please sign below and have parents complete their portion before returning on the due date.

Student Signature **Date**

I have read and understand the expectations in the syllabus. I have looked over the homework assignments and understand what my son/daughter is responsible for to complete their homework.

Parent Signature **Date**

Parent Name (Please Print) _____

Parent Home Phone: _____ Parent Cell Phone: _____

Parent Work Phone: _____ Parent E-Mail: _____

Thank you,

Ms. Nordleaf