



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – INTRODUCTION TO COSTUME

Course Prefix and Number – DRAM 1342

Department – VISUAL & PERFORMING ARTS

Division - CFA

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:2:3

Equated Pay hours for course – 3.5

Course Catalog Description – Principals and techniques of costume design and construction for theatrical productions.

Prerequisites/Co requisites – DRAM 1310 or concurrent enrollment in DRAM 1310 recommended.

List Lab/ Other Hours
Lab Hours 3
Clinical Hours 0
Practicum Hours 0
Other (list) 0

Prepared by Greg McLarty

Date 6/22/11

Reviewed by department head Dr. Pam Speights

Date 7/21/2011

Accuracy verified by Division Chair Dr. Pam Speights

Date 7/21/2011

Approved by Dean of Vocational Instruction or Vice President of Instruction Lac

Date 11-9-12



I. Topical Outline – Each offering of this course must include the following topics:

Teamwork and collaboration, History of Costumes, Figure Drawing, Thumbnail Sketch, Color Media, Pattern Usage, Basic sewing technique, Design technique, Display and Presentation

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
<ol style="list-style-type: none"> 1. Recognize costume styles from various historical periods. 2. Practice a design process. 3. Gain proficiency in figure drawing and thumbnails 4. Gain proficiency in color media. 5. Use patterns to build specific costumes. 6. Gain proficiency with costume construction. 7. Create a costume design for a play. 	<ol style="list-style-type: none"> 1. Students draw costumes from a variety of periods and keep the work in drawing portfolios. 2. Students design one show from concept to finished thumbnails. Designs are assessed based on a four part rubric to include; appropriateness and originality of concept; proficiency in design presentation; unity and clarity of design; fidelity to the production. 3. Students keep and maintain a design portfolio which is subject to systematic review. Sketches are assessed in regard to the individual assignments. 4. Students utilize colored pencils and watercolor in achieving designs. 5. Students use basic and advanced patterns for costume construction. 6. Students are assigned to the costume construction crew for at least one show. Students work are assessed via a 4 part rubric which includes: use of time, proficiency in construction, ability to follow instructions, and final outcome of the work. 7. Students create a design for one of the upcoming shows. Students work are assessed using the four part design rubric stated above

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Theatrical Design and Production: An Introduction to Scene Design and Construction, Lighting, Sound, Costume, and Makeup, by J Michael Gillette, McGraw-Hill, Current Edition, Sketch pad and pencils.

IV. Suggested Course Maximum - 20

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Sewing shop to include cutting table, sewing machines, sewing tools, and drawing space.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Design Project 30%; Class Projects 30%; Lab 30%; participation 10%. A= 90-100, B=80-89, C=70-79, D=60-69 F= 59 and below.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**

Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**

If needed, revise the Program SCANS Matrix & Competencies Checklist.