

Dyeing for Entertainment TH301



From *Mary Poppins Returns* 2018

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Tues/Thurs 3-4:40.

Dye/Craft Room in Costume Shop 229A

I. Course Description

Dyeing for entertainment encompasses a wide array of skills that will create a technically savvy artisan while broadening their creative mind with exposure to the world of fabric modification and textile design. Students will practice these skills during lab time to experiment with mediums and execute projects.

When projects are completed, students will present their processes, successes and failures, and overall critique of the specific art form used in each project.

II. Course Aims, Objectives, and Outcomes:

Aims

To demonstrate and share skills with you, that I have distilled over many years of professional theater. I do this in hopes that you will inspired by these techniques and take them to strange and exciting places in your future designs. I hope this will empower you reach for new tools in an entirely new toolbox.

Course Objectives:

1. To examine the art and science of textile modification and its affect on the inherent quality of fabrics.

2. To introduce the processes of painting and dyeing not as they relate to commercial garments but to the industry of entertainment.
3. To gain fluency in the world of dyes, mordants, tools, and techniques..
4. To showcase a variety dye/paint projects in the student portfolio.
5. To understand how to make costumes more interesting, exciting, and engaging to an audience using surface design.

Specific Learning Outcomes

1. You will have created a book of dye samples.
2. You will have a knowledge of safety around toxic dye and materials.
3. You will have the basic knowledge to color match a variety of fabrics.
4. You will have dyed fabrics using several classes of dyes.
5. You will be prepared to enter the workforce as an intern or novice paint-dye assistant.

Program Outcomes For Theatre as Satisfied by Dyeing for Entertainment (1-4)

1. IMAGINATION & EXPRESSION
Cultivate and articulate a unique artistic vision, focus, and craft
Sharpen written, verbal, visual, embodied and intellectual analysis and expression of creative ideas
2. CONTEXT & SOCIAL RESPONSIBILITY
Understand "texts" within their "contexts," our place in history as contemporary artists, and the potential of art for social transformation
3. COLLABORATION & PROFESSIONALISM
Develop a holistic understanding of the theatre-making process through hands-on practice, telling compelling, relevant stories through the united labor of our distinct areas of expertise. Conduct ourselves professionally in attitude, approach, and vision to prepare for life after CSU.
4. PROBLEM-SOLVING
Solve abstract and material problems, draw on a variety of resources, strategies, and skills, and embrace productive failure.

III. Texts and Supplies

Texts

There are various sources I will use including video, readings, etc. If you would like to build your library with handy sources here are a few I strongly recommend. If an assignment is not in the required text it will be on our Canvas class site.

Recommended Texts:

Fabric Painting and Dyeing for the Theatre by Deborah Dryden.

Dyes and Paints: A Hands-On Guide to Dyeing and Coloring Fabric by Elin Noble.

Collect research books! It is great to have many sources to pull from when you do not understand how to do a technique.

Class Materials

This class has a course fee attached that I have used to buy dyes, materials, and tools that you will use to create your pieces! While the dye shop has many items, you may choose to provide your own that you are more comfortable using (optional items).

You will provide:

- A binder to hold your notes, handouts, and projects.
- Printer paper or recycled paper to take notes on, attach dye samples, etc.
- More permanent markers- I will give you a couple but when you lose them, you will need your own.
- Old sketchbook that you can draft some ideas and designs in.

Optional:

- Protective sheets to slide dye samples into to keep organized in your binder
- Apron. We have these, yours is nicer, trust me.
- Things to clamp and use as resists- when we get there we will talk about it- don't worry about this yet.

IV. Grading

Evaluation of preparation, research, and execution of class projects, coupled with attendance and participation, will be considered in assignment of the course grade. Grades are assigned on a traditional A through F scale using points to calculate percentages. *Great amounts of thoughtful participation can and will push a borderline grade up to the next letter.*

Total of all projects in class and out, plus quizzes are 1140 Points. Your points will be divided by this number unless a project is cut.

Grading Scale (pluses and minuses will be used):

A: 95-100, A-:90-94

B +:87-89, B: 83-86, B-:80-82

C: 70-79

D: 60-69

F: < 60

Assessment Points:

Students will earn points for each activity and project based on the level of effort in meeting each activity and project criteria as assigned on paper or verbally, in class.

In class: Bowl Observation	20
SDS Sheet Quiz	15
Project 1: Project 1:Mixing, matching, and swatching dye.	65
In class: Mixing concentrates	20
Project 2: Resist!	100
In class: Resist work	20
Shibori Quiz	15
In class: Acid Dye Concentrates	20
Project 3 Introduced: Pole Wrapping!	100
In class: Pole Wrapping	20
In class: Silk Painting	20
Project 4: Silk painting.	100
In class: Stencil Creation	20
In class: Foiling	20
Project 5: Stencils.	75
In class: Airbrush	20
Project 6: Devore	100
Devore Quiz	15
In class: Batik/Ice Dyeing	20
In class: Coatings	20
Project 7: Coatings	100
Breakdown Quiz	15

In class: breakdown	20
In class: Socks	50
Final Project (8): Breakdown!	150
Total Points Possible:	1140
So, from the totals above each part of this class is worth:	
Quizzes	5%
In class work	25%
Projects	56%
Final	13%

V. Tentative Course Schedule

(May change to accommodate guest presenters & student needs)

Dye Class Schedule

Week	Date	Topic/Demo/Activity	Outside of class- DO this tonight!
Week 1	8/24	<ul style="list-style-type: none"> ➤ Introductions, Dye Room Safety, the Space, Overview of the Syllabus and semester. ➤ Look at SDS sheets in class. ➤ Write your name on tyvek tag and put a white swatch in a cup of water and leave it in a bowl inside the vent hood. Check back on it 9/2. Report what it looks like. 	Look at SDS sheet and answer short quiz on canvas.
	8/26	<ul style="list-style-type: none"> ➤ Introduce Project 1: Mixing, matching, and swatching dye. Start project 1 in class. 	
Week 2	8/31	<ul style="list-style-type: none"> ➤ Wrap up swatching in class today. 	Reading on dye classes and mordants.

Week	Date	Topic/Demo/Activity	Outside of class- DO this tonight!
	9/2	<ul style="list-style-type: none"> ➤ PROJECT 1 DUE. ➤ Discuss swatching and recipes. ➤ Quiz on Dye classes. ➤ Discuss fibers and dyes. How to use FR dyes. Mix concentrates in class. 	Reading on Shibori
Week 3	9/7	<ul style="list-style-type: none"> ➤ Project # 2 Introduced: Resist! Introduce low-water immersion, stitch shibori, clamping. ➤ Quiz on Shibori 	
	9/9	<ul style="list-style-type: none"> ➤ Work in class on resist project. 	If you did not do so in class- Make sure your piece has been rinsed well and boiled. Hang to dry. Complete the project paperwork.
Week 4	9/14	<ul style="list-style-type: none"> ➤ Present resist projects! Talk about your process! ➤ Introduce ACID Dyes. 	
	9/16	<ul style="list-style-type: none"> ➤ Team up and mix up acid dye concentrates. Dye that color with your team. ➤ Project 3 Introduced: Pole Wrapping! 	
Week 5	9/21	<ul style="list-style-type: none"> ➤ Pole wrapping in class. Make sure your piece is washed and hanging to dry by Friday! 	
	9/23	<ul style="list-style-type: none"> ➤ Present pole wrapping. ➤ Project 4 Introduced: Silk painting. 	Find a design and transfer it to a piece of silk.
Week 6	9/28	<ul style="list-style-type: none"> ➤ Demo: How to create resist lines on your silk painting; how to paint silk. Go! 	
	9/30	<ul style="list-style-type: none"> ➤ LAB Day: Finish up silk painting 	
Week 7	10/5	<ul style="list-style-type: none"> ➤ Present silk painting projects. ➤ Project 5 Introduced: Stencils. ➤ Demo: Creating a stencil with contact paper. Painting with the stencil. 	Design your stencil project!
	10/7	<ul style="list-style-type: none"> ➤ Demo foiling with stencil. ➤ Demo discharge paste. ➤ Work in class. 	
Week 8	10/12	<ul style="list-style-type: none"> ➤ Work in class on stencil for half of class. Introduce Project 6: Devore. Prep for devore. 	Keep working on stencil project.
	10/14	<ul style="list-style-type: none"> ➤ Demo- Airbrush for stencils and devore. 	

Week	Date	Topic/Demo/Activity	Outside of class- DO this tonight!
Week 9	10/19	➤ Lab Day: Stencils and Devore.	Work on project 6 paperwork.
	10/21	➤ Present Project 5.	
Week 10	10/26	➤ Present Project 6. Start introducing stamping and batik!	
	10/28	➤ LAB Day: Batik	
Week 11	11/2	➤ Lab Day: Batik. Wrap it up today.	
	11/4	➤ Present project 6. Introduce Project 7: Coatings. ➤ Introduce coatings: use on felt or other fabrics...flex glue, crystal gel, matte medium.	
Week 12	11/9	➤ More coatings. Using foil and other products on top of coatings. ➤ Puff paint and poison printing.	
	11/11	➤ LAB Day Coatings.	
Week 13	11/16	➤ TBD BATIK or Ice Dyeing???	
	11/18	➤ Present Coatings Project. ➤ Introduce Final Project (8): Breakdown!	
Week 14	11/22-26	➤ Fall Break	
Week 15	11/30	➤ Permanent Breakdown.	
	12/2	➤ Temporary breakdown techniques and blood recipes.	
Week 16	12/7	➤ More breakdown.	
	12/9	➤ SOCKS!!!!	
Week 17	12/15	➤ Present FINAL Breakdown Project	

VI. Class Rules, Attendance, Costume Shop Policies, University Policies

Class Rules

The Rules in this class that will apply to the rest of your life (adapted from Holly Poe-Durbin).

1. **You must show up to succeed.** Note Woody Allen's formula- 80 % of the work is showing up.
2. **You will be a success if...!** You arrive on time, are prepared, curious, excited, engaged, and ready to collaborate (see last sentence in grading policy).
3. **Cell phone policy:** there may be a need to research on technology at times, but if you are distracting yourself and others with technology I will consider you absent and ask you to leave. You may listen to music during **in-class work days** but must have one ear free at all times and volume must be quiet enough so that it doesn't disrupt your fellow students or instructor.
4. If you have a sick child, grandmother, or dog and are awaiting to be called away to go to the doctors, pull the plug, or help Fluffy cross over the rainbow bridge, talk to me BEFORE class so we can arrange an accommodation.
5. **Turn in your work on time!** We all have cars that break down, bad hair days, traffic, weather, kids, pets, or even stayed up too late "studying" the night before. Unless there are extreme circumstances (being whisked away by a tornado and landing in Oz might qualify, but I would want to see your ruby slippers and a flying monkey to be sure) I will **decrease your project grade 10% each class period it is late.**
6. **R-E-S-P-E-C-T!** As an adult, you are responsible to maintain a positive behavior that is considerate of others. That means- be respectful. Respect others by recognizing their personal space and needs equal to your own. Do not leave your work area a mess when you leave, keep personal conversations to a minimum and at an acceptable noise level (quiet). Be respectful of me, your instructor. Pay attention to my instruction and lectures, after all, you or your parents are paying for me to tell you this stuff. In turn I will respect you and your right to ideas and opinions. However, if I feel you are disrupting class, I will ask you to leave.

CSU Theatre Community Standards

Bring our best selves to everything we do

Nourish a culture of mutual respect

- o Treat each other – in word and deed – with respect and courtesy
- o Approach our work together with a spirit of professionalism, collegiality, curiosity, inquiry and openness
- o Remain open to learning from each other, from all of our disciplinary areas, in new ways, from new ideas, and in different modes and manners of working

Embrace & honor our differences and diversity

- o We each bring expertise, experience and personality to our work together
- o We will not, nor need not, always agree
- o Creative tension can be very fruitful, if it is framed by respect and courtesy

Practice a good professional work ethic

- o Respect one another by being on time and on deadline; follow through on what impacts other people; use your time and that of others well and effectively
- o Complete all assignments and meet deadlines on time
- o Respond to communications (email, verbal and other) and follow through in a timely and proactive manner
- o Demonstrate accountability by adhering to our departmental policies and procedures
- o Practice Teamwork
- o Remember the philosophy of ubuntu: “I am because we are”
- o If we all hold up the team, we don’t let the team down

Communicate effectively

- o Communicate constructively and not destructively
- o Don’t ASS-U-ME (if you assume, assume best intentions)
- o Avoid gossip; it’s unhealthy and is never useful
- o Seek solutions not grievances
- o Direct complaints to someone who can actually help or fix the problem
- o If you receive complaints, re-direct to the appropriate person(s)

Serve as role models in everything we do

Attendance:

Attendance in this class is mandatory. Please plan ahead for projects, stress, snow days, long nights, and working on productions- the rest of the Entertainment world does. Theatre production commitments, roles or responsibilities can never be used as an excuse to miss classes. Permission will not be granted to miss a class for appointments, interviews, auditions, costume fittings, rehearsals, outside employment. Students may miss a class only with the express permission in advance of their class

instructor. Students who are ill should communicate with their instructors as soon as possible after missing a class. Students who are ill and have to miss more than one class should seek medical care and provide documentation. Except in the case of illness, only your instructor can approve absence from class. Provisions to allow for religious holidays, emergencies, and University Sanctioned Absences will be made. Accommodation letters will be honored upon delivery to instructor.

Integrity Policy:

This course will adhere to the CSU Academic Integrity Policy as found on the Student' Responsibilities page of the [CSU General Catalog](#) and in the [Student Conduct Code](#).

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Student Resolution Center.

Title IX:

CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

- Emergency Response 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- Colorado State University Police Department (non-emergency) (970) 491-6425

For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>. And, the Sexual Assault Victim Assistance Team is a confidential student resource that does not have a reporting requirement and that can

be of great help to students who have experienced sexual assault. The web address is <http://www.wgac.colostate.edu/need-help-support>.

School of Music, Theatre, and Dance (SMTD) Protocol regarding Physical Contact

SMTD faculty, staff, and administration are committed to providing an outstanding performing arts education for every student enrolled. This includes the delivery of applied pedagogical concepts through a variety of delivery modes, including small studio classes, rehearsals, lecture courses, and one-on-one instruction. Some of these methods of instruction may require physical contact between teacher and student, or between students in order to properly present pedagogical topics such as fittings and alterations of costumes, etc.

With the understanding that each student responds differently to physical contact, it is the responsibility of each faculty member to communicate verbally prior to initiating physical contact of any kind, and receive permission from the student before proceeding. The faculty member must be very clear in the communication as to the specific pedagogical concept being addressed. If a student has a concern or question about physical contact between him/her/their and the teacher, the student should voice the concern to the teacher, or request another approach to the pedagogical concept.

Should the student feel uncomfortable speaking with the instructor, the concern or question could be put in writing via a note or email to that instructor or TA.

COVID

All students are required to follow public health guidelines in any university space, and are encouraged to continue these practices when off-campus(es). Students also are required to report any COVID-19 symptoms to the university immediately, as well as if they have potentially been exposed or have tested positive at a non-CSU testing location. If you suspect you have symptoms, please fill out the COVID Reporter (<https://covid.colostate.edu/reporter/>). If you have COVID symptoms or know or believe you have been exposed, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you; if you report to your instructor that you will not attend class due to symptoms or a potential exposure, you are required to also submit those concerns through the COVID Reporter. If you do not have access to the internet to fill out the online COVID-19 Reporter, please call (970)491-4600. If you report symptoms or a positive test, your report is submitted to CSU's Public Health Office. You will receive immediate, initial instructions on what to do and then

you will also be contacted by phone by a public health official. Based on your specific circumstances, the public health official may:

- choose to recommend that you be tested and help arrange for a test
- conduct contact tracing
- initiate any necessary public health requirements or recommendations and notify you if you need to take any steps

If you report a potential exposure, the public health official will help you determine if you are at risk of contracting COVID.

For the latest information about the University's COVID resources and information, please visit the **CSU COVID-19 site** (<https://covidrecovery.colostate.edu/>).

Mental Health and Wellness

CSU is a community that cares. You are not alone. CSU Health Network Counseling Services has trained professionals who can help. Your student fees provide access to a wide range of support services.

Call Counseling Services at (970) 491-6053, and they will work together with you to find out which services are right for you.

Visit <https://health.colostate.edu/about-counseling-services> to learn more and <https://health.colostate.edu/mental-health-resources/> for additional student mental health and well-being resources. An extensive set of mental health resources is available to CSU students: <https://health.colostate.edu/mental-health-resources/>

If you are concerned about a friend or peer, use **Tell Someone** by calling (970) 491-1350 or visiting <https://supportandsafety.colostate.edu/tell-someone/> to share your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams Take Care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.

Disclaimer

As the instructor, I reserve the right to alter the syllabus and schedule as deemed necessary. Any alterations will be presented in a fair manner and should not affect your performance in this course.