

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **BA (Hons) Costume with Performance Design** course, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in your Course Handbook.

<u>Key Course Information</u>	
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Final Award	BA Honours
Course Title	Costume with Performance Design
Teaching institution	The Arts University College at Bournemouth
Awarding Institution	The Arts University College at Bournemouth
Professional accreditation	None
Length of course / mode of study	3 years full-time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement(s)	Art and Design
UCAS code	W451
Language of study	English
Date of Validation	1996
Date of most recent review	2009
Date programme specification written/revised	June 2003 Revised September 2009

Course Philosophy

The BA (Hons) Costume with Performance Design intends to provide an education concerned with the processes of costume design, performance and set design, production supervisory skills and costume interpretation within the specialist nature of this area of study. The course is informed by the application of research, and directly references the subject benchmark statements.

Through its educative processes students are facilitated to learn to function as cognizant individuals within all areas of the subject, by the integration of contextual debate, creativity, applied practical and technological techniques, and with due consideration of commercial constraints. The course provides an understanding of Film, Television and Theatre Production, and how the design process fits into this structure.

The aim of the course is to develop aware, creative designers and interpreters with high aesthetic standards with strong technical ability, together with a series of transferable skills including those of problem solving, communication, and an excellent work ethic that will enable graduates to be desirable employees able to respond to the shifting performance industry constraints and opportunities.

As a consequence of engagement with industry, and as a result of continuous monitoring and review of our course, the decision has been made to continue to offer a broad course of Costume with Performance Design education, studied within a broad dramatic, cultural, historical and thematic framework. This incorporates specialist skills of Costume and Performance Design, which include costume design rendering using traditional methods and Computer Aided Design, technical set design, scale model box construction and costume cutting and making.

Course outcomes are achieved through a mixed series of thematic study from which students are able to understand the fundamental importance of the developmental and evolutionary nature of their specialist subject. This is achieved through study units which build in depth and complexity, and demonstrate, through a range of learning opportunities, the creative, dramatic and contextual base of the subject area. The sequence of study units undertaken will show how increasingly sophisticated technological developments affect production and manufacture within the performance industry.

Contextual and critical study is woven throughout the studio units with the aim of encouraging and deepening students' knowledge and understanding of the social, cultural and economic context in which the work of the artist and designer, both contemporary and historical, can be placed. Students are facilitated in developing skills in research, analysis, criticism and communication and are encouraged to develop creative and technical abilities alongside personal research interests through the exploration of new primary source material, and objectively questioning and testing sourced evidence in a quest for independent judgement and critical self-awareness.

The course emphasises personal, professional, creative and critical development, initially through design exploration and the acquisition of fundamental knowledge and skills. Students are encouraged to develop a critical understanding of text and styles of interpretation through exploration of innovative design solutions to extend manipulative and representational abilities, and to explore personal strengths and subject preferences.

As well as individual study, a significant amount of collaboration between students will take place, in order to extend conceptual and creative ability, contextual knowledge, technical understanding and practical expertise. In this way students acquire the confidence and ability required for the investigation of potential outcomes and the communication of ideas which provides the necessary foundation for a professional career. Creative practice is an essential part of the course as is our collaborative work with other departments within the college. Of particular value is the work we do with the BA (Hons) Film Production Course, BA (Hons) Acting Course as well as ongoing collaboration with University College photography courses, model making, animation and arts and event management students.

Course Aims

- A1 develop a comprehensive understanding and knowledge of costume and/or set design through the acquisition of specific discipline skills and abilities
- A2 develop an understanding of the development of key performance issues, their place within a social, historical and dramatic context, and appreciation of the inter relationship of research, theory and practice
- A3 develop creative, craft and aesthetic skills together with the ability to communicate design and interpretation solutions through a variety of methods
- A4 develop your professional competence and understanding and promote your business and professional potential
- A5 provide opportunities for you to participate in working situations which will develop your interpersonal and practical skills
- A6 demonstrate strategies for identifying personal strengths and needs through self reflection and self management

Course Outcomes

By the end of the course you will be able to:

- LO1 demonstrate a comprehensive understanding and knowledge of costume and/or set design through the acquisition of specific discipline skills and abilities
- LO2 recognise the development of key performance issues, their place within social, historical and dramatic contexts, and appreciate the interrelationships of research, theory and practice
- LO3 illustrate creative, practical craft and aesthetic skills together with the ability to communicate design and interpretation solutions through a variety of methods
- LO4 operate to professional standards and be able promote your business and professional potential
- LO5 participate in working situations which will develop your skills and the ability to work with others
- LO6 demonstrate personal strengths and needs through self reflection and self management.

Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Art and Design
- Framework for Higher Education Qualifications (FHEQ)
- QAA Code of Practice

AUCB Undergraduate Curriculum Framework

University College Learning and Teaching Strategy

Learning, Teaching and Assessment

Learning and Teaching Strategies

The course objectives are met by deploying a wide variety of teaching and learning methods including projects, lectures, seminars, group critiques and tutorials. In consultation with the Course Leader, staff are responsible for co-ordinating individual units of study, and for selecting appropriate methods of delivery according to subject matter and student experience.

The methods employed induct you to the disciplines required of a creative practitioner and promote the development of transferable skills.

The study time allocated to each unit in the course incorporates a balance of formal teaching, tutorial support and independent learning. The course is structured progressively to provide increased opportunities for independent learning as you reach the later stages of the course.

The progressive promotion of independent learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals. The teaching in Level 4 is directed at providing you with the knowledge, concepts and skills to take increasing responsibility for the management of your own learning.

Teaching is directed at supporting individual engagement in learning although there will be opportunities for you to work in teams to enable you to learn the value of peer co-operation.

The integration of theory and practice is promoted and reinforced through a team teaching approach. Lectures, seminars and tutorials may be delivered by team members, as appropriate, in the creative environment of the studio.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

For every unit of your course you will be provided with a Unit Handbook, which will state what you are expected to learn within the unit; the work that you have to submit; and how it will be assessed. The Unit Handbook will also give the deadline for presenting your work for assessment.

You will receive a final mark for each unit in the form of a percentage, which will be recorded on your formal record of achievement (transcript). The HE Grading Matrix will help you to understand the marking process, and this can be found as an Appendix to this Handbook.

On successful completion of your Honours degree course, you will be awarded a degree classification based on your unit marks. The final classification is determined using all unit marks at Levels 5 and 6 in a ratio 1:3. For further information on progression, awards and classifications, please visit <http://intranet.aucb.ac.uk/academicregulations>

Course Structure

All students are registered for the award of BA (Hons); however exit awards are available if you leave the course early, having successfully completed one or two stages. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave the University College following successful completion of the first year of your course. (Note that part-time students do not complete Level 4 until part-way through their second year of study.)

For the award of a Diploma of Higher Education (DipHE), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if you leave the University College following successful completion of the second year of your course. (Note that part-time students do not complete Level 5 until part-way through the fourth year of study.)

For the award of a BA (Hons) you must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of your course.

A BA without Honours may be awarded if you have achieved 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Course Content

The course is structured in a way that builds systematically in a logical sequence. The course consists of three levels, each one lasting one academic year with each level building in complexity and demands.

In the introductory stages of the course the students undertake a series of basic skill gathering that informs the learning throughout the course. These consist of basic pattern drafting and manipulation, costume construction, textile workshops, figure drawing and design skills together with an introduction to research and writing skills through text evaluation and analysis.

As the course progresses, artistic and intellectual enquiry deepen to adapt to individual needs and career aspirations within costume design, set design and costume making.

Course Units

Level 4	Unit Code	Credit
Fundamental Studies: Design	CSS416	15
Fundamental Studies: Construction	CSS417	15
Performance Studies	CSS414	15
Visual Narrative: Design	CSS418	30
Visual Narrative: Construction	CSS419	30
Diagnostic Studies	CSS420	15

Level 5

Defining Practice	CSS515	30
The Professional Environment	CSS516	15
Concepts in Context	CSS517	30
Self Directed Project	CSS518	30
Perceptions of Performance	CSS514	15

Level 6 – Option 1

Specialist Practice	CSS610	30
Investigative Study	CSS600	15
Extended Major Project	CSS603	60
Professional Planning and Promotion	CSS611	15

Level 6 – Option 2

Specialist Practice	CSS610	30
Extended Investigative Study	CSS601	30
Major Project	CSS602	45
Professional Planning and Promotion	CSS611	15

Level 6 study options

The University College offers two options of study at Level 6:

Option 1

An Extended Major Project of 60 credits and an Investigative Study weighted 15 credits (4000 words^{*})

Option 2

A Major Project of 45 credits, and an Extended Investigative Study of 30 credits (8000 words^{*}).

If you are following Option 1, you are expected to spend approximately 600 hours on your Extended Major Project and 150 hours on your Investigative Study. Your creative practice is therefore the focus of the year, and you should ensure that you develop a Learning Agreement which reflects the scope of project which is required.

If you are following Option 2, you are expected to spend approximately 450 hours on your Major Project and 300 hours on your Extended Investigative Study. Obviously this is a more balanced pattern of study, and you should ensure that your proposed area of research will provide the necessary breadth and depth to sustain a coherent academic argument which demonstrates critical analysis and understanding.

The different options are designed to permit a degree of flexibility in how you demonstrate Honours level outcomes in your discipline. However, both offer the opportunity to work at an advanced level within the discipline, and to show your appreciation of the context of your work. The outcomes below

^{*} Please note that all word counts should be considered as a norm, but +/- 10% is acceptable.

apply to the composite 75 credits; you should ensure that your two projects enable you to achieve these, as well as the specific unit outcomes.

Outcomes for project work at Level 6:

- Demonstrate the ability rigorously to apply specialist knowledge, understanding and creativity
- Demonstrate an enhanced level of discipline and ability in time-management and organisation.
- Demonstrate your awareness of the ethical, social and cultural issues appropriate to the concept of a responsible professional practitioner
- Demonstrate an awareness of the principles of sustainability, especially as they pertain to the discipline
- Demonstrate independent judgement in analysis and investigation and the ability to draw together ideas within a particular area of study
- Demonstrate the ability to plan, research, formulate and deliver sophisticated work which interprets, analyses and re-presents ideas to a specific audience
- Demonstrate the ability to reference appropriate historical, cultural, critical and contextual concepts through your work
- Demonstrate advanced visual communication skills
- Demonstrate advanced written communication skills
- Demonstrate advanced problem-solving, and an ability to apply knowledge to new situations
- Identify and adopt research methodologies appropriate to your research, and be able to evaluate the integrity of sources
- Demonstrate professional autonomy in the development of your ideas, and their realisation.

Course Diagram

This schematic diagram shows the proposed start/end dates for each unit with assessment periods. Further information on the structure of each unit will be included in unit handbooks.

Level 4

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Induction week	CSS416 Fundamental Studies: Design (15 Credits)									Assessment	CSS418 Visual Narrative: Design (30 Credits)									Assessment	CSS419 Visual Narrative: Construction (30 Credits)									Assessment	Assessment	HE Exam Boards
	CSS417 Fundamental Studies: Construction (15 Credits)										CSS420 Diagnostic Studies (15 Credits)																					
	CSS414 Performance Studies (15 Credits)														Assessment																	

Level 5

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Induction week	CSS515 Defining Practice (30 Credits)									Assessment	CSS518 Self directed Project (30 Credits)																		Assessment	Assessment	HE Exam Boards
	CSS517 Concepts in Context (30 Credits)										CSS514 Perceptions of Performance (15 Credits)																				
	CSS516 The Professional Environment (15 Credits)														Assessment																

Level 6 option 1

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Induction week	CSS603 Extended Major Project (60 Credits)										Assessment																	Assessment	HE Exam Boards		
	CSS610 Specialist Practice (30 Credits)																														
	CSS600 Investigative Study (15 Credits)											Assessment					CSS611 Professional Planning and Promotion (15 Credits)						Assessment								

Level 6 option 2

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Induction week	CSS610 Specialist Practice (30 Credits)										Assessment																	Assessment	HE Exam Boards		
	CSS601 Extended Investigative Study (30 Credits)											Assessment					CSS602 Major Project (45 Credits)						Assessment								
	CSS601 Extended Investigative Study (30 Credits)											Assessment					CSS611 Professional Planning and Promotion (15 Credits)						Assessment								

Resources

University College Resources:

Library

The course is supported by a Subject Librarian who liaises closely with the team to ensure that the Library resources are relevant and meet student and staff research needs. The Subject Librarian provides sessions on researching and using information, as well as individual support for students in the use of Library resources.

The Library holds an excellent range of specialist learning materials including journals, books, CDs, DVDs, newspapers. It has subscriptions to a wide range of specialist electronic resources focusing on art, design, media and performance, including 37,000 e-books and 3,000 e-journals.

Colour and black and white photocopying facilities are available as well as viewing rooms for watching DVDs, videos and off air recordings from television. Students have access to iMacs and PCs and the Library is wi-fi enabled. The open plan design and high quality resources make the Library a popular space for work and study. The Library scores consistently high in both the in-house and national student surveys which are carried out annually.

Information technology

The University College provides a comprehensive range of IT resources, utilising Apple Macintosh, Windows Personal Computers and specialist resources for its art, design, media and performance disciplines. The University College uses Industry standard software from Microsoft, Adobe, Macromedia, Apple, Quark and leading software suppliers, and is continually investing in its technology and resources.

IT resources are also available to you via the Library, plus through a number of bookable IT suites and dedicated base room provision. To enable access to learning resources, wireless internet access is also available.

The ITCS section (Information Technology and Communication Services) provides a helpdesk facility for IT enquiries and fault notification. The Helpdesk is open from 8.30am until 5pm from Monday to Friday Email: itcshelpdesk@aucb.ac.uk

Museum of Design in Plastic (MoDiP)

MoDiP is a registered museum of 20th and 21st century design and popular culture with a focus on plastics. Its collection is unique within the UK and has been developed to support teaching and learning at the Arts University College at Bournemouth.

There are many ways in which MoDiP can play a part in your studies:

- as a source of inspiration – large numbers of items may be viewed, handled and explored in depth, drawn, photographed and filmed
- as the focus of a brief for products and projects relating to course work
- as an exhibition venue – your work can be displayed in relation to the collections and exhibitions and events may be mounted in the museum space

The Museum is in a purpose built space within the Library, designed with wheelchair access in mind, and has the same opening hours as the rest of the University College for the viewing of exhibitions. Objects not on display can be borrowed and taken to the studio. To see what is available, go to the [Plastics Network](http://www.plasticsnetwork.org) website (www.plasticsnetwork.org).

The Gallery

The gallery is a major resource for contemporary visual art at the Arts University College at Bournemouth and has received regional and national recognition. There are regular gallery events,

including collections on loan from galleries and museums, as well as individual exhibitions by some of today's leading artists, photographers, designers and critical writers. It also functions as a learning resource and is integrated into the teaching, learning, and research practice undertaken at the University College.

text + work is the ethos which underpins the exhibition programme at the Arts University College at Bournemouth. The **text + work** concept promotes and provides a forum for challenging dialogue between innovative contemporary art, design, and media practice and its theoretical context.

There are **text + work** gallery events, critical texts, shared and networked exhibitions and a **text + work** website.

Student Support

Academic Guidance

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the course. This is provided through "critiques" and written feedback, as well as guidance on practical work and informal discussion about your concerns. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to discuss in depth matters relating to creative or theoretical work, or the course in general. You will be entitled to at least one formal recorded academic tutorial per term with a nominated member of the course team.

Support and advice is also provided on an informal basis throughout the course, through discussions between staff and students.

Career Education, Information and Guidance

You will be prepared for employment, and given the opportunity to learn about the various career options available to you, through a wide range of projects which may include live briefs or external competitions. Academic staff remain very familiar with the discipline, and will often still work in the field, and are also able to advise on specific opportunities.

The Careers Service within the University College offers impartial, confidential advice, support and guidance, to help you explore and develop your career ideas and manage your future career successfully. The Service offers individual career guidance interviews, as well as advice on job seeking strategies, CVs and interview skills, self-employment / freelancing, and further study opportunities.

The Senior Careers Adviser holds regular lunchtime lectures, which cover a range of popular careers topics, including Postgraduate study and funding, Career planning, Networking and self-marketing, and Teaching as a career. Full details and dates of forthcoming lectures are available on the Careers intranet pages and on the Student Services notice boards.

The Careers Service also offers specialist events, working in partnership with local employers, AUCB alumni, and external agencies to bring together a range of art, design, media and performance expertise.

Learning Support

Support for students with disabilities (including dyslexia)

The Arts University College at Bournemouth is firmly committed to a policy of equal opportunities for all students and positively welcomes applications from people with disabilities and/or additional needs. Throughout all aspects of University College life, we actively encourage and support the participation of students with disabilities. We aim to support disabled students by offering needs assessments and support plans which enable you to achieve your personal goals.

The Learning Support team provides academic support for students with specific learning difficulties including dyslexia. We ask all new Home students to complete a 'Quicksan' screening programme

when they join the University College. This screening is designed to check your learning style (the way you learn best) and whether you might have signs of dyslexia. If appropriate, you will be referred to an educational psychologist for a full assessment.

Students with a specific learning difficulty such as dyslexia are able to access individual tutorials aimed at improving your independent study skills, and are supported in applying for the Disabled Students' Allowance, which can provide specialist equipment and, if appropriate, personal support. The Senior Disability Officer and Wellbeing Officer provide ongoing support and advice for students with all other types of disability, including mental health difficulties, physical disabilities, medical conditions and sensory impairments.

Support for students for whom English is a second language

If English is not your first language you will be invited to complete a brief written exercise during the initial weeks of your course, so that your current academic language skills can be assessed. Our English for Academic Purposes (EAP) tutor, who is part of the Learning Support team, will review the exercise and contact you if your work indicates that you would benefit from additional support. The EAP tutor will work with you to draw up an Individual Learning Plan, which will set out a structured approach to developing your independent academic and study skills. This may include helping you to develop strategies for interpreting assignment briefs, working on the structure of your written work, or developing your proof-reading skills, for example. The plan will be reviewed each term and will be shared with your course tutor so that they are aware of the work you are doing to improve your study skills. If necessary, the EAP tutor will refer you to a local language school so that you can improve your generic English language levels.

Pastoral support and guidance

Support and advice on non-academic matters is provided through trained and qualified professional staff within Student Services. We have a team of professionally qualified male and female counsellors, with appointments available during weekdays and evenings. Students accessing the service are offered various levels of support ranging from regular weekly sessions, occasional support or just a "one off" consultation. In most cases, you can expect to be seen for a session within two days of making initial contact with the service. If the situation is very urgent and you are very emotionally distressed, we also have a crisis support service and you will be seen by one of our counsellors almost immediately.

Pastoral support is also available from the AUCB Chaplaincy. The Chaplaincy at the Arts University College at Bournemouth is shared with Bournemouth University and is an inclusive Chaplaincy, which welcomes people of all faiths and none. The Quiet Room and the Islamic Prayer Room are in regular use by staff and students, and meetings with ministers of any faith can be arranged.

Advice and support with practical issues such as funding, accommodation or childcare is available from the Student Advice, Funds and Accommodation Office within Student Services.

Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

The course is subject to the University College's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the national Subject Benchmarks and references the Framework for Higher Education Qualifications.

In addition all courses undertake an Annual Course Review which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey
- Results of the in-house Student Perception Survey
- Feedback from Student Representatives
- Feedback from relevant employer groups, including the course Industry Liaison Group

All courses develop an action plan arising out of this exercise which is monitored by the Course and Faculty Boards of Study.

Staff development priorities for the course team as a whole are identified through the Annual Course Review process, and for individuals through the Staff Performance Review process.

Indicators of Quality and Standards

The Arts University College at Bournemouth was granted taught degree awarding powers by the Privy Council in 2008 following an intensive period of scrutiny by experienced academics from across the higher education sector.

The University College was audited by the QAA in May 2011 and received a judgement of 'Confidence' in the management of the academic standards of its awards, and its management of the quality of learning opportunities. This is the best available outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of course outcomes, and the quality of the educational experience we deliver.

Please note that this specification provides a concise summary of the main features of the course.

More detailed information is available in the following documents:

- Online course information
- Unit Handbooks
- HE Student Regulations – <http://intranet.aucb.ac.uk/academicregulations>
- AUCB Student Guide

Generic Book List

The books listed here are essential for any student of Costume with Performance Design. They are relevant to many units, rather than specific units. For further guidance on resources please speak to your Unit Leader or Subject Librarian.

We expect all students to engage with these titles during the course of their studies.

Study skills books

Bailey, S. (2003). *Academic writing: a handbook for international students*. 2nd ed. Abingdon: Routledge.

Brink-Budgen, Roy van den (2000). *Critical thinking for students - learn the skills of critical assessment and effective argument*. Oxford: How to books.

Chambers, E. and Northedge, A. (2008). *The arts good study guide*. 2nd ed. Milton Keynes: Open University Press

Cottrell, S. (2003). *The study skills handbook*. Basingstoke: Palgrave Macmillan.

Crème, P and Lea, M. (1997). *Writing at university: a guide for students*. Milton Keynes: Open University Press.

Gash, S. (1999). *Effective literature searching for research*. (2nd ed.) Aldershot: Gower Press.

Greetham, B. (2001). *How to write better essays*. Basingstoke: Palgrave.

Peck, J and Coyle, M. (2005). *The student's guide to writing: grammar, punctuation and spelling*. Basingstoke: Palgrave Macmillan.

Van Emden, J and Becker, L, (2004). *Presentation skills for students*, Basingstoke: Palgrave Macmillan.

General costume books: theatre

- Aldrich, W. (1979). *Metric pattern cutting*. Bell & Hyman.
- Aldrich, W. (1990). *Metric pattern cutting for menswear*. Blackwell Scientific.
- Arnold, J. (1977). *Patterns of fashion - Englishwomen's dresses & their construction; 1- c.1660-1860*. London: Macmillan.
- Arnold, J. (1966). *Patterns of fashion – Englishwomen's dresses and their construction; 2 - c1860-1940*. London: Macmillan.
- Arnold, J. (1985). *Patterns of fashion - cut and construction of clothes for men and women c1560-1660*. London: Macmillan.
- Berger. J. (1990) *Ways of seeing*. London: Penguin Books. To order
- Boucher, F.A. (1996). *History of costume in the West*. London: Thames & Hudson.
- Brook. P. (1990) *The Empty space*. New Ed. London: Penguin Books Ltd.
- Brown, J.R.(ed). (1995). *The Oxford illustrated history of theatre*. Oxford: Oxford University Press.
- Burnett. K. (2007) *Collaborators*. London: The Society of British Theatre Designers.
- Cunningham, R, (1994). *The Magic garment*. Waveland Press Inc.
- Goodwin, J. (1989). *British theatre design, London: George Weidenfeld and Nicolson*.
- Howard, P. (2002). *What is scenography?* London: Routledge.
- Huixiang, T. (2004) *Character Costume Figure Drawing. 'Step by Step Drawing Methods for Theatre Costume Design'*. London. Focal Press
- Hunnisett, J. (1996). *Period costume for stage and screen: Patterns for Women's Dress, Medieval - 1500*. USA. Players Press.
- Hunnisett, J. (1991). *Period costume for stage and screen: Patterns for Women's Dress 1800-1909*. USA. Players Press.
- Hunnisett, J. (1991). *Period costume for stage and screen: Patterns for Women's Dress 1500-1800*. USA. Players Press.
- Hunnisett, J. (2000). *Period costume for stage and screen: Patterns for Outer Garments Book 1*. USA. Players Press.
- Hunnisett, J. (2003). *Period costume for stage and screen: Patterns for Outer Garments Book 2*. USA. Players Press.
- Ingham. R. (1998) *From Page to stage: how theatre designers make connections between scripts and images*. Portsmouth: Heinemann Educational.
- Kyoto Costume Institute. (2002). *Fashion – a history from the 18th to the 20th century – the collection of the Kyoto Costume Institute*. Koln: Benedikt Taschen.
- Ruthen, P. and Burnett, K., ed. (1999). *Timespace: design for performance 1995 -1999*. London: The Society of British Theatre Designers.
- Ruthen, P. and Burnett, K., ed. (2002). *2D/3D: Design for theatre and performance*. London: The Society of British Theatre Designers.
- Smith, R. (1991) *American set design 2*. New York: Theatre Communications Group.

- Waugh, N. (1968). *The cut of women's clothes 1600-1930*. London. Faber.
- Waugh, N. (1991). *The cut of men's clothes 1600-1900*. USA: Routledge.
- Waugh, N. (1996). *Corsets and crinolines*. London: Routledge.
- White, A. (1949). *The modern tailor, outfitter and clothier*. 3vols. London: Caxton
- Winslow, C. (2006) *Handbook of set design*. Crowood Sports Guide.

General costume books: film

- Cook. P. (1996) *Fashioning the nation: costume and identity in British cinema*. BFI Publishing.
- Hill. J. and Gibson. P. C. (1998) *The Oxford guide to film studies*. Oxford: Oxford University Press.
- Monaco. J. (2000) *How to read a film: the world of movies, media, multimedia – language, history, theory*. 3rd rev ed. USA. Oxford: Oxford University Press.
- Monaco. J. (1981) *How to read a film: theatre, technology, language, history and theory of film and media*. USA. Oxford: Oxford University Press.
- Stam. R. (1999) *Film theory: an introduction*. Malden, MA: Oxford: Blackwell.

Other resources

Journals

- Journal of the Costume Society
- Scenographer: international journal of production & costume design
- The Stage
- Theatre Record

Web resources: databases

- International Index to the Performing Arts Full Text
- Project Muse
- Times Digital online

Web resources: images

- Bridgeman Education
- Education Image Bank
- New York Public Library online
- ArenaPal