



# INTRODUCTION TO STAGE MAKEUP

## **Instructor**

MATT WEBSTER

## **Materials**

Video modules, Handouts, Transcripts, MP3 Files, PDF of Powerpoint Slides, Completion Certificate

## **Course length**

9 modules

54 minutes of video

2 credit hours

## Course Description

This introductory course in Stage Makeup is brought to you by Matt Webster, and covers all the basics. You'll learn the tools you can use to build a makeup kit, how to match skin tone, what are the shapes of the face and how those shapes affect everything you do with makeup.

You'll learn about highlight and shadow, blending, basic corrective makeup, safety and hygiene, and lastly, tips for teaching makeup. And throughout, sample exercises are included so you have the information you need to bring stage makeup into the drama classroom.

## About the Instructor

Matt Webster is a former tenured Associate Professor of Theatre Education/Theatre for Youth. After teaching theatre teachers how to teach theatre for 14 years he transitioned to teaching high school theatre. Matt is currently the chair of the Fine Arts Department in a high school in North Carolina.

In addition to teaching, Matt is an actor and director who has worked for professional theatre companies such as the Silver Bear Theatre in Albuquerque, Honolulu Theatre for Youth, Seattle Children's Theatre and Children's Theatre of Charlotte.

Matt is also an award winning playwright. His play House of Mirrors was awarded the American Alliance for Theatre and Education Unpublished Play Reading Project, and was a semi-finalist in the prestigious Bonderman Playwriting for Youth National Competition.

## Course Curriculum

### Module 0: Introduction *1:03*

This module introduces the course and what will be covered in each lesson.

### Module 1: Makeup Manufacturers and Tools *9:26*

This module helps you understand the tools and manufacturers of stage makeup, and the basics you need to build a makeup kit.

### Module 2: Skin Tone *4:24*

This module discusses skin tone and how to match base colors to different skin tones.

### Module 3: Shapes of the Face *5:06*

This module shows the four shapes of the face, and why they are important in applying stage makeup.

### Module 4: Highlight and Shadow *5:12*

This module how to identify and create highlight and shadow.

### Module 5: Blending *5:00*

This module demonstrates how to blend soft and hard edges.

### Module 6: Basic Corrective Makeup *15:51*

This module focuses on correcting the skin tone, and unifying the makeup look.

### Module 7: Safety, Hygiene, and Working with Models *4:19*

This module covers the basic safety and hygiene tips as well as best practices in working with models.

### Module 8: Tips for Teaching Makeup *4:25*

This module includes tips for how to teach stage makeup techniques to your students.

# Standards Connections

## Common Core

### Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## Florida Sunshine State Standards

### Skills, Techniques & Processes

TH.912.S.2.2 - Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.

## Georgia Performance Standards - Theatre Arts

### Grade 6 - Performing

TA6.PR.2 - Execute artistic and technical elements of theatre., a. Incorporate technical elements in performance.

### Grade 7 - Performing

TA7.PR.2 - Execute artistic and technical elements of theatre., a. Select a variety of technical elements that can be applied to a theatrical work., b. Incorporate artistic and technical elements into a theatre performance.

### Grade 8 - Performing

TA8.PR.2 - Execute artistic and technical elements of theatre., a. Incorporate artistic and technical elements into a theatre production., b. Resolve conflicts in technical applications.

### Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Creating

TAHSTT.CR.1 - Create technical elements of theatre (e.g. sets, props, costumes, makeup, lighting, sound)., a. Explore and utilize the elements of design and principles of composition for a theatrical context., b. Create basic to advanced technical elements by choosing appropriate materials, tools, and techniques., c. Analyze and/or develop choices in technical elements (e.g. sets, lights, costumes, sound) of informal and formal productions and theatrical texts as a part of the design process, considering mood, tone, and symbolism., d. Create industry standard paperwork (e.g. budgets, cut lists, materials, cue sheets, lighting and costume plots, schedules, calendars) as it relates to completing design renderings and/or models., e. Conceptualize and/or generate design elements for a dramatic work (e.g. scene, one act, full-length, musical).

### Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Producing

TAHSTT.PR.1 - Produce technical elements in theatre., a. Identify, explain, and demonstrate standard safety guidelines and operating procedures for tools and equipment used in formal and informal theatre productions., b. Identify and interpret design and construction documentation, materials, techniques, and procedures for production., c. Differentiate between stock and non-standard material, scenic, or technical elements related to a production., d. Conduct initial research about design to inform further development of the production concept., e. Explore and/or produce an appropriate series of design documentation for a theatrical production (e.g. thumbnail sketches, swatches, first renderings, mixed media presentation).

## North Carolina Essential Standards

### Beginning High School Standards - Aesthetics

B.AE.1.1 - Understand the major technical elements, such as sound, lights, set, and costumes, and their interrelationships.

### Intermediate High School Standards - Aesthetics

I.AE.1.2 - Use the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.

### Proficient High School Standards - Aesthetics

P.AE.1.2 - Apply working knowledge to solve problems in the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.

### Advanced High School Standards - Aesthetics

A.AE.1.2 - Use the knowledge and skills associated with technical roles, such as lighting operator, prop master, or stage manager, in an appropriate and effective manner.

## Texas Essential Knowledge and Skills for Theatre Arts

### MS 117.211 LI - Creative Expression: production

C.3.D - use technology in theatrical applications such as live theatre, video, and film.

### MS 117.212 LII - Creative Expression: production

B.3.D - use technology in theatrical applications such as live theatre, video, and film.

### MS 117.213 LIIL - Creative Expression: production

B.3.B - create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity using the principles of design.

B.3.D - use technology in theatrical applications such as live theatre, video, and film.

### HS 117.315 LI - Creative Expression: production

C.3.A - develop and practice technical theatre skills.

C.3.B - apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity.

C.3.C - perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance.

C.3.D - demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

### HS 117.316 LII - Creative Expression: production

C.3.A - develop and practice safe and effective stagecraft skills.

C.3.E - develop responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

### HS 117.317 LIIL - Creative Expression: production

C.3.A - experiment with technical elements of theatre safely and effectively in improvisation or scripted scenes or plays.

C.3.E - perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving.

### HS 117.318 LIV - Creative Expression: production

C.3.A - experiment with the technical elements of theatre safely and effectively in improvisation or scripted scenes or plays.

## Alberta, Canada

### Technical Theatre/Design 10-20-30 - Makeup

- 1 - demonstrate understanding of the purpose of makeup
- 2 - recognize the importance of illusion in makeup design
- 3 - demonstrate understanding of the importance of artistic unity in makeup design
- 4 - show awareness of need for safety and cleanliness when working with makeup
- 5 - examine physical structure of the face
- 7 - identify basic makeup supplies: bases, highlights, shadows, liners, powders, cleansers, brushes, sponges, crepe hair, adhesives
- 8 - differentiate between abstract, straight and character makeups
- 9 - demonstrate understanding of symbolism and psychological implications of colour, texture, line and shape

### Junior Orientation

- focus concentration on one task at a time
- generate imaginative and creative solutions to problems
- listen effectively
- meet deadlines and follow through on individual and group commitments

### Junior Goal I Objectives

- develop a sense of responsibility and commitment
- develop the ability to initiate, organize and present a project within a given set of guidelines
- extend the ability to think imaginatively and creatively
- strengthen powers of concentration

### Technical Theatre - Application

- 12 - demonstrate understanding of and apply appropriate regulations, procedures and precautions to ensure safe working conditions
- 13 - determine and acquire necessary supplies or substitutes to construct the planned project
- 14 - use appropriate tools and skills to assemble or construct the planned project

### Senior Goal I Objectives

- apply imaginative and creative thought to problem-solving situations
- demonstrate a sense of responsibility and commitment, individually and to the group
- demonstrate the ability to considered decisions, act upon them and accept the results
- demonstrate the ability to initiate, organize and present a project within a given set of guidelines
- extend the ability to concentrate

### Orientation Drama 10

- concentrate on the task at hand
- demonstrate effective use and management of time
- listen to self and others
- make effective decisions or choices
- solve problems imaginatively and creatively

## British Columbia (2018)

### GRADE 9 - DRAMA - Exploring and creating

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama

### GRADE 9 - DRAMA - Reasoning and reflecting

Develop and refine ideas and technical skills to improve the quality of performance pieces

### GRADE 9 - DRAMA - Communicating and documenting

Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences

### GRADE 10 - DRAMA - Explore and Create

Experiment with a range of props, processes, and technologies

### GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

### GRADE 10 - DRAMA - Communicate and document

Compose, interpret, and expand ideas using symbolism and imagery

### GRADE 11 - DRAMA - Explore and Create

Experiment with a range of materials, props, processes, and technologies to create and refine performances

Purposefully select and combine dramatic elements and conventions

### GRADE 11 - DRAMA - Reason and reflect

Describe, analyze, and respond to ways in which props, technologies, and environments are used in drama, using discipline-specific language

### GRADE 12 - DRAMA - Explore and Create

Experiment with a range of props, processes, and technologies to create and refine innovative dramatic works

### GRADE 12 - DRAMA - Reason and reflect

Describe, analyze, and evaluate ways in which props, technologies, and environments are used in drama, using discipline-specific language

### GRADE 12 - DRAMA - Connect and expand

Explore educational, personal, and professional opportunities in the performing arts

## Ontario, Canada

### Grades 9 & 10 - Foundations - Responsible Practices

C.3.1 - identify and follow safe and ethical practices in drama activities (e.g., exhibit safe use of sound and lighting boards; follow procedures for the environmentally responsible use of materials and energy; prepare an individual or group seminar report on the nature and purpose of one or more of the following: copyright protection, royalties, public domain, intellectual property rights)

### Grades 9 & 10 - Foundations - Concepts and Terminology

C.1.1 - identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used, or can be used, to achieve specific effects, with a focus on ensemble drama works (e.g., how a comic drama form can be used to convey a serious message, how setting and time period can be used to sharpen the focus on a moral dilemma, how characters can be used to vary the mood within a drama)

C.1.3 - demonstrate an understanding of production roles,

practices, and terminology when planning and presenting drama works (e.g., set design, costume design, lighting plot, light cue sheet, sound cue sheet, prompt book, set sketch, set model)