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 Theatre Educator who has been teaching theatre students AND theatre teachers for almost 30 years. A former tenured professor of Theatre Education, Matt holds both an MA in Theatre Education and an MFA in Theatre for Youth and has taught at universities, public schools and professional theatre companies around the country. Currently Matt is the Education Consultant for the Drama Teacher Academy, and an adjunct professor at Winthrop University.

In addition, Matt is a director, actor and educator who has worked with both children and adults for professional and community theatre companies from coast to coast, including Honolulu Theatre for Youth, Seattle Children's Theatre, the Silver Bear Theatre in Albuquerque, Actors Theatre of Charlotte, Theatre Charlotte, Davidson Community Players, Mooresville Community Children's Theatre, Matthews Playhouse and Children's Theatre of Charlotte.

Matt is also the author of the book Methods of Teaching Theatre - A Teacher Toolkit, and is an award-winning, published playwright.

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 2024
Beginning High School Create
B.CR.1.3 - Incorporate introductory technical elements using available facilities, technology, and tools to enhance theatrical works.

Intermediate High School Present
I.PR.2.3 - Implement technical elements to enhance theatrical works.

Accomplished High School Create
AC.CR.1.3 - Implement original technical designs reflecting specific situations, styles, or genres incorporating available facilities, technology, and tools.

Accomplished High School Present
AC.PR.2.3 - Implement technical designs to tailor theatrical works for a range of audiences, spaces, or budgets.

Advanced High School Present
AD.PR.2.3 - Implement technical elements effectively from design through actualization to enhance theatrical works.

North Carolina Essential Standards 2010
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 LIII - 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 LIII - 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)