



[Click Here to Access this Course](#)

MAKING BLOOD AND GORE TUTORIAL

Instructor

LINDA VENERIS

Materials

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

Course length

7 modules
33 minutes of video
2 credit hours

Course Description

This tutorial, led by Linda Veneris, shows teachers and students how to make blood and gore with easy to find, everyday ingredients.

Included are recipes, video demonstrations, and top 10 tips for working with students on blood and gore. This tutorial can be part of a stage makeup unit in your classroom as well as for productions.

About the Instructor

Linda Veneris is the lead Theatre teacher for Guilford County Schools. She is experienced in Writing Curriculum, and leads regular Professional Development sessions with 21 theatre teachers in the county. She teaches High school theatre and directs 3-4 shows per year, as well as being a Board member of NC Theatre Arts Educators and board member of NC Educational Theatre Association.

Linda was the 2014 Recipient of Greensboro, NC's Police Chief award for her work with Greensboro's MSG 2 DIE 4 campaign creating crash simulations with emergency personnel. She also helped co-found Greensboro's Shakespeare in the Park, where she has directed and is often found creating makeup effects.

Course Curriculum

Lesson 1: Introduction 2:36

This lesson introduces the tutorial and the instructor. It includes handouts for blood recipes, a stage makeup lesson plan, and handout on making bruises, broken skin, and blood.

Lesson 2: Top Ten Tips 2:25

Follow the top ten tips for making blood with students to ensure that it is a safe and relative mess-free activity.

Video 1: Base Blood Recipe 9:22

This module includes the recipe for base blood and a demonstration.

Video 2: Fixed Blood 5:11

This module covers three ways to make fixed or fix blood.

Video 3: Gore 5:52

This module demonstrates how to make gore.

Video 4: Abrasions 2:49

This module covers stage makeup techniques for abrasions.

Video 5: Bruising 5:16

This module covers stage makeup techniques for bruising.

Standards Connections

National Core Arts Standards

Generate and conceptualize artistic ideas and work - High School Accomplished

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

Develop and refine artistic techniques and work for presentation - Grade HS Proficient

TH:Pr5.1.HSI.b - Use researched technical elements to increase the impact of design for a drama/theatre production.

California VAPA Standards (2019)

Acc.TH:Cr1 Generate and conceptualize artistic ideas and work.

Acc.TH:Cr1.c - Understand and apply technical theatre elements to design solutions for a drama/theatre work.

Prof.TH:Pr5 Develop and refine artistic techniques and work for presentation.

Prof.TH:Pr5.b - Use researched technical theatre elements to increase the impact of design for a drama/theatre production.

Colorado Academic Standards - Drama and Theatre Arts

High School - Fundamental Pathway

DT.H1.2.2.b - Students Can: Use research and script analysis to discover the impact design has for a drama/theatre production.

High School - Advanced Pathway

DT.H2.1.1.b - Students Can: Understand and apply technology to design solutions for a drama/theatre work.

Common Core

Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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 - 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.

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.

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.A - create character, environment, action, and theme collaboratively through the safe use of props, costumes, and visual elements.

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

HS 117.315 LI - Foundations: Inquiry and Understanding

C.1.K - identify and recognize the importance of safe theatre practices.

HS 117.315 LI - Creative Expression: production

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

HS 117.316 LII - Creative Expression: production

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

Alberta, Canada

Junior Orientation

generate imaginative and creative solutions to problems

Junior Goal I Objectives

develop the willingness to make a decision, act upon it and accept the results

extend the ability to think imaginatively and creatively

Technical Theatre - Levels I, II, III - Awareness

1 - recognize the basic terminology associated with the component being studied

2 - demonstrate understanding of the basic functions of the component being studied.

3 - show awareness of the importance of research

4 - show awareness of available resources pertaining to the component being studied; e.g., supplies, libraries and theatre companies

5 - demonstrate understanding of the various conventions of the components being studied

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

Orientation Drama 10

concentrate on the task at hand

demonstrate effective use and management of time

British Columbia (2018)

GRADE 6 - ARTS - Exploring and creating

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

GRADE 7 - ARTS - Exploring and creating

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and

principles in art making

GRADE 7 - ARTS - Reasoning and reflecting

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

GRADE 8 - ARTS - Exploring and creating

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

GRADE 9 - DRAMA - Connecting and expanding

Demonstrate respect for themselves, others, and the audience

GRADE 10 - DRAMA - Explore and Create

Experiment with a range of props, processes, and technologies

GRADE 10 - DRAMA - Connect and expand

Demonstrate respect for self, others, and the audience

GRADE 11 - DRAMA - Explore and Create

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

GRADE 11 - DRAMA - Reason and reflect

Demonstrate awareness of self, others, and audience

Receive and apply constructive feedback to develop and refine ideas

GRADE 11 - DRAMA - Connect and expand

Demonstrate awareness of self, others, and audience

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 - Connect and expand

Demonstrate respect for self, others, and audience

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.1.3 - 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)

Grades 9 & 10 - Creating and Presenting - Presentation Techniques & Technologies

A.3.3 - use a variety of technological tools (e.g., light, sound, set design, props, models) to enhance the impact of drama works