



■ OLD AGE MAKEUP TUTORIAL ■

Instructor

MATT WEBSTER

Materials

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

Course length

8 modules

1 hours, 10 minutes of video

2 credit hours

Course Description

Instructor Matt Webster guides this tutorial on Old Age Makeup. Old age is the number one special effect makeup you will do and it's a great process to teach in your class.

This video series takes you visually step by step through everything you need to know about creating old age makeup, from the subtle to the extreme. You can view each step individually so they can be practiced one at a time in the classroom.

The first part is the temple and the forehead. The second part are the cheeks and the jaw. Third will be lips, chin, and nose. Fourth is a section on the face called the nasolabial fold. Fifth, the eyes. And the sixth section will be looking at wrinkles, stippling and finishing the makeup look. These sections are designed to be seen one at a time and to teach within a 90-minute class between instruction, setup, practice, and cleanup. When you put them all together, you will have the parts and pieces to make a full old age makeup.

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 His play House of Mirrors was awarded the American Alliance for Theatre and Education Unpublished Play Reading Project, and was a semi-finalist in the prestigious Bonderman Playwriting for Youth National Competition.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 2:00

Module 1: Temple & Forehead 7:13

This module shows how to apply old age makeup techniques to the temple and forehead.

Module 2: Cheeks & Jaw 12:47

This module focuses on old age makeup techniques for the cheeks and jawline.

Module 3: Lips, Chin & Nose 10:51

This video focuses on old age makeup techniques for the lips, chin, and nose.

Module 4: Nasolabial Fold 7:59

This video focuses on old age makeup techniques for the nasolabial fold.

Module 5: Eyes 14:43

This video focuses on old age makeup techniques for the eyes.

Module 6: Wrinkles, Stippling, & Finishing 14:06

This video focuses on the finishing touches of the old age makeup: wrinkles, stippling, and finishing.

Module 7: Wrap Up 0:48

This module wraps up the old age makeup tutorial and brings it all together.

Standards Connections

Common Core

Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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.

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).

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.

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 117.212 LII - Creative Expression: production

B.3.B - create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances.

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.

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.

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
- 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
offer and accept constructive criticism, given specific guidelines, with a desire to improve

Junior Goal I Objectives

develop the ability to initiate, organize and present a project within a given set of guidelines

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

extend the ability to concentrate

Orientation Drama 10

make effective decisions or choices

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 6 - 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

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

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 - Exploring and creating

Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning

GRADE 10 - DRAMA - Explore and Create

Experiment with a range of props, processes, and technologies

GRADE 11 - DRAMA - Explore and Create

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

GRADE 12 - DRAMA - Explore and Create

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

C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

Grades 9 & 10 - Foundations - Concepts and Terminology

C.1.2 - demonstrate an understanding of and use correct terminology to refer to the forms, elements, conventions, and techniques of drama, with a focus on ensemble drama works (e.g., chorus, protagonist, ingénue, supporting role, act, scene, climax, resolution, improvisation, mask, freeze-frame image)

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)

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)