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# ■ 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 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 *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 2024

### Beginning High School Create

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

### 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.

### 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

## **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)

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)