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FREE PLAY MAKEUP

By JOSH HATT

This is a student centred mini-unit on makeup design. Makeup is useful in transporting an audience to a different world.

The purpose is for students to understand that makeup is a tool that theatre technicians can use in order to contribute to effective performance aesthetics; to understand basic makeup rules and care instruction; to understand how to complete a makeup design plot; to look at a project and figure out for themselves what they need to succeed.

1 - Introduction to Makeup

Students are introduced to makeup through video demonstration and discuss the impact of makeup in a performance. What is the role of makeup in an effective production? Resources are introduced along with the Makeup Code of Conduct. The lesson concludes with students conducting research on pictures for possible makeup designs.

2 - Makeup Techniques

Students explore basic makeup techniques through practical means, video demonstration, and online research.

3 - Liquid Latex Technique

This is a completely optional day as it requires a material (liquid latex) that you wouldn't normally have on hand. It gives you an opportunity to show students another facet of stage makeup, opening the door for ideas and projects that students can do within this mini unit. It also creates a great "buy-in" for students who have been reticent to the process thus far.

4 - Makeup Assignment

In this class period, students must decide what makeup application they are going to strive for and determine what skills they need to make it happen.

5 - Makeup Design Plot

Students work on their makeup design plot. They have this class period to complete their design on paper.

6 - Makeup Skill Practice

Students use this class to learn and practice any makeup skills they will require to complete their makeup design.

7 - Makeup Application

Students take everything they have learned, and complete their makeup designs on themselves.

8 - Reflection

Students discuss and reflect on the process. What went well? What didn't go so well?

Standards Connections

National Core Arts Standards

Generate and conceptualize artistic ideas and work - Grade 6

TH:Cr1.1.6.b - Identify solutions to design challenges in a drama/theatre work.

Generate and conceptualize artistic ideas and work - Grade 7

TH:Cr1.1.7.b - Explain and present solutions to design challenges in a drama/ theatre work.

Generate and conceptualize artistic ideas and work - Grade 8

TH:Cr1.1.8.b - Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

Generate and conceptualize artistic ideas and work - High School Proficient

TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.

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.

Generate and conceptualize artistic ideas and work - High School Advanced

TH:Cr1.1.HSIII.b - Create a complete design for a drama/theatre work that incorporates all elements of technology.

Develop and refine artistic techniques and work for presentation - Grade 6

TH:Pr5.1.6.b - Articulate how technical elements are integrated into a drama/ theatre work.

Develop and refine artistic techniques and work for presentation - Grade 7

TH:Pr5.1.7.b - Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

Develop and refine artistic techniques and work for presentation - Grade 8

TH:Pr5.1.8.b - Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.

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.

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

TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

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

TH:Pr5.1.HSIII.b - Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Apply criteria to evaluate artistic work - Grade 8

TH:Re9.1.8.b - Apply the production elements used in a drama/theatre work to assess aesthetic choices.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade HS Proficient

TH:Cr3.1.HSI.c - Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.

California VAPA Standards (2019)

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

6.TH:Cr1.c - Identify solutions to design challenges in a drama/theatre work.

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

7.TH:Cr1.c - Explain and present solutions to design challenges in a drama/ theatre work.

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

8.TH:Cr1.c - Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

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

Prof.TH:Cr1.c - Explore the impact of technical theatre elements on design choices in a drama/theatre work.

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.

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

Adv.TH:Cr1.c - Create a complete design for a drama/theatre work that incorporates all technical theatre elements.

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

6.TH:Pr5.b - Articulate how technical theatre elements are integrated into a drama/ theatre work.

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

7.TH:Pr5.b - Choose a variety of technical theatre elements that can be applied to a design in a drama/theatre work.

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

8.TH:Pr5.b - Use a variety of technical theatre elements to create a design for a rehearsal or drama/theatre production.

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.

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

Acc.TH:Pr5.b - Apply technical theatre elements and research to create a design that communicates the concept of a drama/theatre production.

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

Adv.TH:Pr5.b - Explain and justify the selection of technical theatre elements used to build a design that communicates the concept of a drama/theatre production.

8.TH:Re9 Apply criteria to evaluate artistic work.

8.TH.Re9.c - Differentiate the effect of technical theatre elements used in a drama/theatre work to assess aesthetic choices.

Prof.TH:Cr3 Refine and complete artistic work.

Prof.TH:Cr3.c - Refine design choices using technical theatre elements to support the story and emotional impact of a devised or scripted drama/theatre work.

Colorado Academic Standards - Drama and Theatre Arts

Sixth Grade

DT.6.1.1.b - Students Can: Identify possible solutions to design challenges in a drama/theatre work.

DT.6.2.2.b - Students Can: Articulate how technical elements are integrated into a drama/theatre work.

Seventh Grade

DT.7.1.1.b - Students Can: Explain and present possible solutions to design challenges in a drama/theatre work.

DT.7.2.2.b - Students Can: Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

Eighth Grade

DT.8.1.1.b - Students Can: Imagine and explore possible solutions to design challenges of a performance space in a drama/theatre work.

DT.8.2.2.b - Students Can: Implement a variety of technical elements to create a design for a rehearsal or drama/theatre production.

DT.8.3.4.b - Students Can: Analyze the production elements used in a drama/theatre work to assess aesthetic choices.

High School - Fundamental Pathway

DT.H1.1.1.b - Students Can: Explore the impact of technology on design choices in a drama/theatre work.

DT.H1.1.4.c - Students Can: Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

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.

DT.H2.2.2.b - Students Can: Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

High School - Professional Pathway

DT.H3.1.1.b - Students Can: Create a complete design for a drama/theatre work that incorporates all elements of technology.

DT.H3.2.2.b - Students Can: Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

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.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Language

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

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Reading: Literature

CCSS.ELA-LITERACY.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Language

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

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.68.C.1.4 - Create and present a design, production concept, or performance and defend artistic choices.

TH.68.C.1.5 - Describe how a theatrical activity can entertain or instruct an audience.

TH.68.C.2.2 - Keep a rehearsal journal to document individual performance progress.

TH.68.C.2.3 - Ask questions to understand a peer's artistic choices for a performance or design.

TH.68.C.2.4 - Defend personal responses to a theatre production.

TH.68.C.3.1 - Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.

TH.912.C.1.8 - Apply the components of aesthetics and criticism to a theatrical performance or design.

Historical & Global Connections

TH.68.H.1.1 - Explore potential differences when performing works set in a variety of historical and cultural contexts.

TH.68.H.1.5 - Describe one's own personal responses to a theatrical work and show respect for the responses of others.

TH.68.H.2.4 - Discuss the differences between presentational and representational theatre styles.

TH.68.H.2.5 - Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.

TH.68.H.2.6 - Describe historical and cultural influences leading to changes in theatre performance spaces and technology.

TH.68.H.2.8 - Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.

TH.68.H.3.3 - Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.

TH.68.H.3.6 - Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.

Innovation, Technology & the Future

TH.68.F.1.1 - Manipulate various design components to imagine the world of the character.

TH.68.F.1.4 - Survey an aspect of theatre to understand the ways in which technology has affected it over time.

TH.68.F.2.1 - Research careers in the global economy that are not directly related to the arts, but include skills that are arts based or derive part of their economic impact from the arts.

TH.68.F.2.2 - Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.

TH.68.F.3.2 - Develop a list of line items that would typically

be found in a production budget for a performance.

TH.912.F.2.4 - Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.

Organizational Structure

TH.68.O.1.2 - Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.

TH.68.O.1.3 - Explain the impact of choices made by directors, designers, and actors on audience understanding.

TH.68.O.1.4 - Discuss how the whole of a theatre performance is greater than the sum of its parts.

TH.68.O.2.1 - Diagram the major parts of a play and their relationships to each other.

TH.68.O.2.2 - Explain how a performance would change if depicted in a different location, time, or culture.

TH.68.O.2.5 - Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.

TH.68.O.3.1 - Compare theatre and its elements and vocabulary to other art forms.

TH.912.O.1.3 - Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

Skills, Techniques & Processes

TH.68.S.1.3 - Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.

TH.68.S.1.4 - Discuss the ways in which theatre experiences involve empathy and aesthetic distance.

TH.68.S.2.1 - Discuss the value of collaboration in theatre and work together to create a theatrical production.

TH.68.S.2.3 - Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.

TH.68.S.3.2 - Use the elements of dramatic form to stage a play.

TH.68.S.3.4 - Lead small groups to safely select and create elements of technical theatre to signify a character or setting.

TH.912.S.2.1 - Create one or more technical design documents for a theatrical production.

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

TH.912.S.3.4 - Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.

Georgia Performance Standards - Theatre Arts

Grade 6 - Creating

TA6.CR.1 - Organize, design, and refine theatrical work., a. Identify artistic choices, utilize theatre vocabulary, and demonstrate non-verbal communication skills in the rehearsal process., b. Interpret a character's motivation by understanding the relationship between their background and their behavior., c. Identify the variety of relationships between characters., d. Identify, define, and classify character traits., e. Recognize and demonstrate the roles, responsibilities, and skills associated with collaborative performance., f. Use resources to identify and create technical elements of theatre.

Grade 6 - Performing

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

Grade 7 - Creating

TA7.CR.1 - Organize, design, and refine theatrical work., a. Identify and rehearse effective communication skills., b. Compare and contrast character types and relationships by analyzing character motivations, objectives, and goals., c. Compare the physical, emotional, vocal, and social dimensions of a character., d. Investigate the role and responsibility of the cast and crew., e. Identify and model ensemble skills in the rehearsal process., f. Utilize staging and blocking choices to enhance the performance., g. Compare, contrast, and design elements of technical theatre., h. Utilize theatre vocabulary throughout the rehearsal process.

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 - Creating

TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (objectives, obstacles, strategy, action, stakes, outcome)., c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

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 - ADVANCED DRAMA LEVELS I-IV -Performing

TAHSAD.PR.2 - Execute artistic and technical elements of theatre., a. Engage as a creative team in script analysis to plan and create technical elements of a theatre production.

Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Performing

TAHSFT.PR.2 - Execute artistic and technical elements of theatre., a. Identify and define the various collaborative roles and relationships of technical production personnel (e.g. sound, lighting, set, scenic, costume, dramaturge, makeup, marketing, business aspects) in relation to the directors and performers., b. Identify and apply the various aspects of directing, staging, performance spaces, and rehearsal management., c. Recognize and apply the basic elements and procedures involved in the construction of props, scenery, and platforms., d. Formulate effective theatrical designs in order to support the text and directorial concept.

Grades 9-12 - MUSICAL THEATRE LEVELS I-IV - Performing

TAHSMT.PR.2 - Execute artistic and technical elements of theatre., a. Engage as a creative team in script analysis to plan and create technical elements of a theatre production, including sets, props, costumes, makeup, lighting, and sound.

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).

Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Responding

TAHSTT.RE.1 - Respond to technical elements of theatre using appropriate supporting evidence., a. Revise projects, plans, and/or procedures after peer criticism to improve development of technical elements., b. Identify and analyze the characteristics of different types of performance spaces and how they can influence production decisions (e.g. proscenium stage, studio/black box, thrust stage, classroom, arena, found space)., c. Evaluate design choices of professional designers., d. Evaluate design and technical elements in a post mortem following the completion of a theatre production.

Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Connecting

TAHSTT.CN.1 - Connect technical elements of theatre., a. Explore and understand the collaborations between designers and directors to develop design elements., b. Investigate the history of theatre architecture, stage technology, and other technical elements., c. Understand technical theatre career options and various industry unions (e.g. International Alliance of Theatrical Stage Employees, Actor's Equity, United Scenic Artists, Stage Directors and Choreographers Society, League of Resident Theatres)., d. Explore connections with other disciplines associated with technical theatre (e.g. scientific principles behind technical theatrical practices, physics of electricity and sound, basic structural engineering, load ratings, working load limits)., e. Connect design themes with historical and social relevance using dramaturgical research and an understanding of historical and cultural artistic movements (e.g. expressionism, realism, Kabuki, Sanskrit Drama).

North Carolina Essential Standards 2024

Sixth Grade Present

6.PR.2.3 - Identify simple technical theatre elements that enhance productions in various spaces.

Sixth Grade Respond

6.RE.2.1 - Identify appealing qualities and effective elements of theatrical works.

Seventh Grade Present

7.PR.2.3 - Present a variety of simple technical elements to reflect dramatic styles and choices in theatrical productions.

Eighth Grade Connect

8.CN.1.2 - Explain how theatrical skills and processes can be applied to solve a variety of problems.

Eighth Grade Respond

8.RE.2.2 - Evaluate theatrical work of others with a specific plan for improvement.

Beginning High School Create

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

Beginning High School Present

B.PR.2.3 - Implement technical elements to support scripted or devised presentations.

Intermediate High School Create

I.CR.1.3 - Implement original technical designs into theatrical works using available facilities, technology, and tools.

Intermediate High School Present

I.PR.2.3 - Implement technical elements to enhance theatrical works.

Accomplished High School Connect

AC.CN.2.2 - Analyze how technical elements 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 Create

AD.CR.1.3 - Implement original technical designs reflecting various time periods or cultures incorporating available facilities, technology, and tools.

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.

B.AE.1.2 - Explain how the major technical elements, such as sound, lights, set, and costumes, are used to enhance formal or informal productions.

Intermediate High School Standards - Aesthetics

I.AE.1.1 - Use technical knowledge and design skills to formulate designs.

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.1.1 - Analyze design concepts for aesthetic impact of

technical elements.

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.1.1 - Use technical knowledge and design skills to formulate designs for a specific audience.

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

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

MS 117.213 LIII - Creative Expression: production

B.3.A - recognize and select specific technical elements to suggest environment, establish mood, and support character and actions for performance.

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.

MS 117.213 LIII - Critical evaluation and response

B.5.C - demonstrate knowledge of production elements in theatre, film, television, and other media.

HS 117.315 LI - Foundations: Inquiry and Understanding

C.1.H - define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience.

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.D - perform a role such as actor, director, designer, technician, or editor in production decision making and

collaborate with others to tell a story through live theatre or media performance.

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

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

Alberta, Canada

Technical Theatre/Design 10-20-30 - Makeup

1 - demonstrate understanding of the purpose of makeup

10 - prepare a makeup chart for a specific character

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

6 - compile a makeup morgue

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

demonstrate a willingness to take calculated and reasonable risks

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

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

share ideas confidently with others

support positivity the work of others

work cooperatively and productively with all members of the class in pairs, small groups and large groups

Junior Goal I Objectives

develop a sense of responsibility and commitment

develop self-discipline

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

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

extend the ability to explore meaning through abstract concepts

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 - Levels I, II, III - Readiness

- 10 - demonstrate understanding of and use appropriate methods and tools for designing the project; e.g., makeup charts, cue sheets, working drawing
- 11 - arrange and sequence time, ideas, information, materials and/or personnel for achievement of the project
- 6 - demonstrate understanding of the importance of planning and organization
- 7 - select a project appropriate to the component being studied
- 8 - demonstrate understanding of the use of colour, shape and texture to achieve a desired effect
- 9 - use sketching to explore ideas for the project

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
- 15 - use the project
- 16 - demonstrate the integration of technical theatre with other disciplines in order to enhance dramatic communication

Senior Goal I Objectives

- develop a positive and realistic self-image
- extend physical and vocal capabilities
- increase self-confidence

Senior Goal III Objectives

- develop an awareness of aesthetics in visual and performing arts

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
- recognize that values are expressed through the arts
- share ideas confidently
- solve problems imaginatively and creatively

British Columbia (2018)

GRADE 9 - DRAMA - Exploring and creating

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

GRADE 9 - DRAMA - Reasoning and reflecting

Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas

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

GRADE 9 - DRAMA - Communicating and documenting

Compose, interpret, and expand ideas using symbolism, imagery, and elements

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

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

Intentionally select and combine dramatic elements and conventions

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

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.1.3 - 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 - Reflecting, Responding and Analyzing - The Critical Analysis Process

B.1.3 - identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes (e.g., write theatre or film reviews assessing whether the lighting, sound, set design, and costumes of a drama are used effectively to illustrate the intended message)

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

Virginia Standards Of Learning (2020)

Technical Theatre

TT.1 - The student will create design elements that demonstrate personal voice and vision.

TT.2 - The student will apply the creative process for technical theatre.

Technical Theatre

TT.3 - The student will analyze, interpret, and evaluate aspects of technical theatre.

TT.4 - The student will explain and justify personal preferences for theatre design using appropriate vocabulary.

Technical Theatre

TT.12 - The student will identify and apply safety guidelines for all aspects of technical theatre work.

TT.22 - The student will demonstrate hair and makeup design.