



**Educational
Theatre
Association***

Grade Levels: 9-12

The Painted Mask: Non-Prosthetic Makeup Effects and Design

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DESCRIPTION

In a vast variety of ways, theatrical makeup can be used to create almost any illusion for the stage. This lesson will also cover designing fantasy makeup for Cyborgs, Fairies, and Mythical Creatures. Using the same techniques as are in the tutorials, you can make any design come to life!

LEARNING OUTCOMES

- Students will learn the basic principles of creating effects with cream based makeup, water activated body paint, and common eyeshadows.
- Students will learn the proper method of safe and sterile work with makeup.
- Students will learn techniques of painting effects on faces with proper materials

Students will be able to:

- Create a myriad of designs using the methods highlighted in the tutorials
- Accomplish stage effects with makeup for various size stages
- Determine what colors work for what effects
- Create characters using makeup to accentuate an actor's performance

2014 NATIONAL CORE THEATRE STANDARDS

- TH:Cr2.1.1.b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.
- TH:Pr4.1.1.a Examine how character relationships assist in telling the story of a drama/theatre work.
- TH:Cn11.2.1.a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

STEP 1: GET INSPIRED

Masks come in all shapes and sizes and since the Greek theatre have been used to define character. One of the methods we use now is painting our masks directly onto our faces. It allows for the expression of the actor to shine through rather than be hidden behind a structure.

[Check out this example](#) that makes use of UV paint to glow in blacklight.

STEP 2: SKETCHING MAKEUP DESIGNS

Watch the following video tutorials. Take active and thorough notes on the design lessons.

[Creature Makeup Design Tutorials](#)

[Cyborg Makeup Sketch](#)

[Fairy Makeup](#)

STEP 3: SAFETY

Watch and take notes on the [following video on safety](#).

STEP 4: MAKEUP TUTORIALS

Watch and take notes on at least two of the following videos on basic cuts, bruises, and aging for different complexions.

For a more in-depth look at applying make up for darker skin tones, check out this workshop with make up artist Destinee Steele available right here on EdTA's Learning Center.

[Cuts & Scars](#)

[Bruises](#)

[Old Age Stage Makeup](#)

STEP 5: DESIGN & GET FEEDBACK

Design

Students will individually design on paper two to three faces to try on themselves or someone in their household. (You can utilize any script, but I have found *A Midsummer Night's Dream* to have a wide scope of possibilities for this exercise).

Share

Students will post pictures and a list of procedures (or a video) on how the look was accomplished to the Learning Management System your school uses (Google Classroom, Canvas, etc.).

Feedback

Students should give peer feedback in writing using the following guidelines: Comment on your peers' work and always use constructive criticism. Constructive criticism answers WHY you like something or think it needs work. It is a way for us as artists to see things from another viewpoint.

"I like it, because..."

"Why did you make the decision to..."

"This portion/piece doesn't work for me because..."

"This portion/piece is outstanding because..."

etc.

STEP 6: APPLICATION

Revise

Students are invited to make revisions to their designs based on any feedback received. Next, students should apply the makeup following the safety protocols to themselves or a member of their household.

Share

Post pictures and a list of procedures (or a video) on how the look was accomplished to the Learning Management System your school uses (Google Classroom, Canvas, etc.).

Feedback

Give peer feedback in writing using the constructive criticism guidelines in Step 5.

STEP 7: PRESENTATION

Students will create a slide presentation on the final product reflecting in the slides on the following questions:

- What was the process you used to accomplish this design and application?
- What were some of the successes you had along the way? Cite peer feedback.
- What were some challenges you had along the way? Cite peer feedback
- Do you feel that the design portrayed the character? Why?

DIVING DEEPER

Want to know more about a makeup designer's work? [Watch the following video](#) to learn about the experiences of two professional makeup designers.

MEASURING LEARNING

	Exceeded Expectations 10	Meets Expectations 9	Approaching Expectations 7-8	Needs Improvement 5-6
1	<p>All types of makeup included within instruction (live or video tutorial) have been created and documented with the student adding artistic interpretation.</p> <p>Each stage of the work has been recorded, photographed, and/or otherwise documented orderly and succinctly. The documentation was handed in on or before the deadline.</p>	<p>All types of makeup included within instruction (live or video tutorial) have been created and documented.</p> <p>Each stage of the work has been recorded, photographed, and/or otherwise documented. The documentation was handed in on or before the deadline.</p>	<p>Most types of makeup included within instruction (live or video tutorial) have been created and documented.</p> <p>Most stages of the work have been recorded, photographed, and/or otherwise documented. The documentation was handed in on or before the deadline.</p>	<p>Few types of makeup included within instruction (live or video tutorial) have been created and documented.</p> <p>Very few stages of the work have been recorded, photographed, and/or otherwise documented and/or the documentation was handed in after the deadline.</p>
2	<p>The craft level, documentation, and safety guidelines performed in the final product are neat, tidy, and presented in a professional manner in line with the project.</p>	<p>The craft level and safety guidelines performed are neat, tidy, and presented in a professional manner in line with the project.</p>	<p>The craft level and safety guidelines performed are in need of some touch-up, and were presented in a manner in line with the project.</p>	<p>The craft level or sanitation procedures of the final product need much more consideration, and were presented in a way not in line with the project.</p>
3	<p>Final project exceeds assignment expectations and creatively individualizes the finished product.</p> <p>Changes and alterations through creative problem-solving and peer/instructor input are present.</p>	<p>Final product meets assignment expectations.</p> <p>Changes and alterations through peer/instructor input are present.</p>	<p>Final product vaguely fits the context of the assignment and/or script for which it was made.</p> <p>Changes and alterations through peer/instructor input are somewhat present.</p>	<p>Final product needs work to fit into the context of the assignment and/or script for which it was made.</p> <p>Changes and alterations through peer/instructor input are not clearly present.</p>