



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN **PERFORMING ARTS**

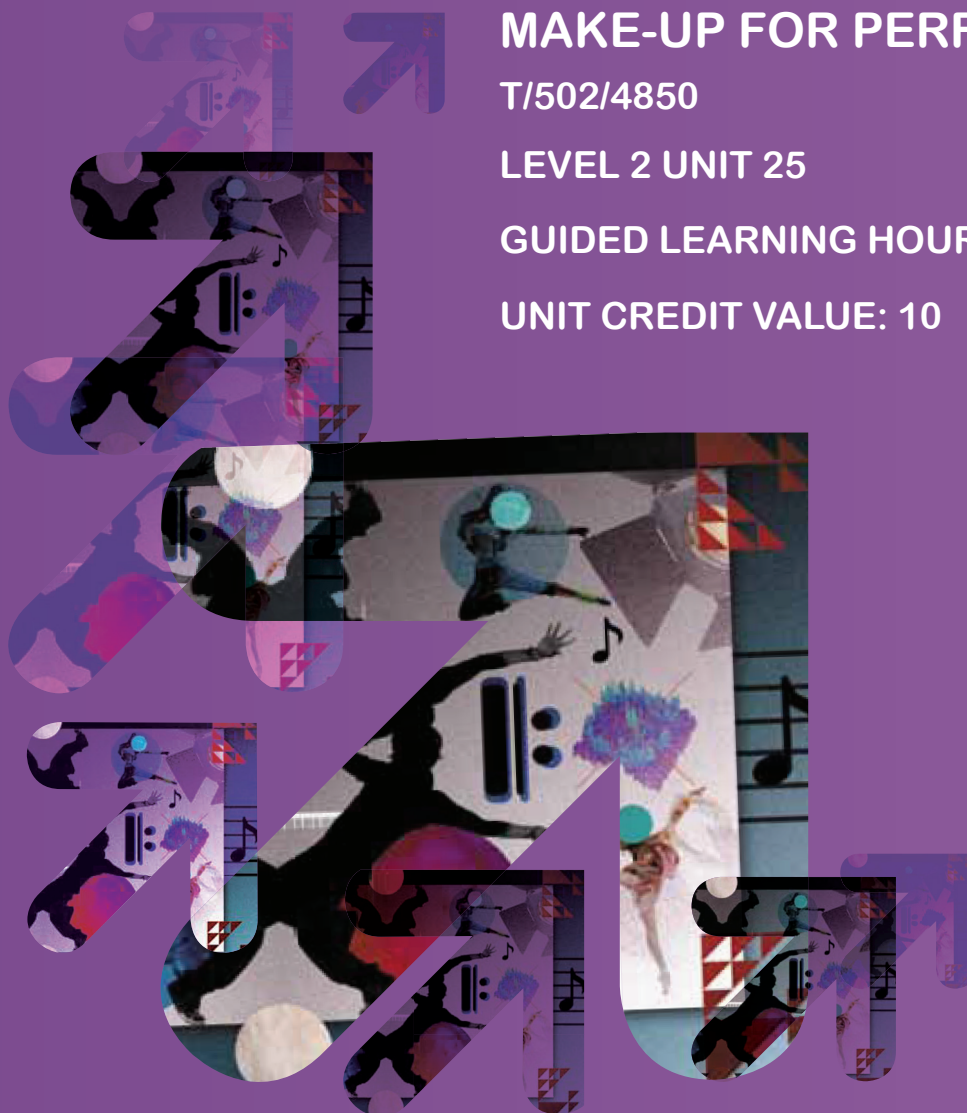
MAKE-UP FOR PERFORMERS

T/502/4850

LEVEL 2 UNIT 25

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



MAKE-UP FOR PERFORMERS

T/502/4850

LEVEL 2 UNIT 25

AIM OF UNIT

up for theatrical, TV and film applications.

Make-up is a process that focuses on the design and safe application of a range of media in a variety of forums. The make-up artist must be familiar with a considerable range of skills and applications within the performance, entertainment and events industries. The range of applications is as wide as that of the materials available to the make-up artist. Since the field of operation includes the theatre, TV and film industries (not to mention niche spin-off areas such as casualty simulation) the would-be make-up artist will need to be familiar with an array of specialist materials appropriate to the medium and will adapt these appropriately.

Learners will become aware of the variety of practices within the overall discipline of make-up design and application and they will learn how to respond to and interpret a given brief within parameters dictated by the nature of the production project. In the case of smaller scale productions and touring productions, make-up is almost always executed on a personal basis and therefore learners will become comfortable with self-administered make-up, as well as assisting others.

The concept of 'fit for purpose' (see below) is paramount. It doesn't matter how good something looks if it doesn't stand up to the rigours of a performance or if it makes parts of the performer's anatomy sore. This unit investigates the various skills and techniques required to design and apply a make-up that is creative but appropriate, practical, effective and safe.

NB. It is important for the learner to appreciate that all industry make-up is specially formulated. Under no circumstances should learners be allowed to use 'street' make-

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The learner can:		
1	Know the basic range of stage make-up and techniques	P1 identify different types of make-up and their application		
2	Be able to prepare designs for stage make-up	P2 create designs for self make-up for performance	M1 produce a range of make-up designs for a specified production in a nominated performance medium	D1 evaluate the effectiveness of the design archive
		P3 design character make-up for a performer (other than self) with guidance		
3	Be able to interpret make-up designs and apply to themselves and others	P4 create make-up for self safely using basic make-up techniques	M2 apply a range of make-up designs for a specified production in a nominated performance medium	
		P5 apply character make-up safely to a performer (other than self)		
4	Be able to apply and remove make-up with attention to the safe use of equipment	P6 prepare, use and remove make-up with care and safety at all times		

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Know the basic range of stage make-up and techniques

Materials: e.g. foundation, pancake, cream pigments, greasepaint, removers, powders, blood, silicone-based products, hair dressings

Tools: e.g. brushes, blenders, pencils, spatulas, brushes, stipple sponges, make-up sponges, cotton buds, baby wipes, make-up remover, brush cleaner, mirrors etc.

Techniques: e.g. cleansing, foundation, highlights, shading, emphasis, sculpting, lining, powdering, prosthetics.

Be able to prepare designs for stage make-up

- collate and maintain a make-up archive with examples e.g. youth, middle age, old age, illness, wounds and scars, animals, fantasy and historical periods etc.
- using the archive, produce schematics on paper or in electronic format
- label the schematic to indicate appropriate products and shades
- produce full colour designs on paper.

Be able to interpret make-up designs and apply to themselves and others

- read and understand a design brief
- select appropriate products to achieve the design objective
- apply products to own person using correct techniques and in the appropriate order.

Be able to apply and remove make-up with attention to the safe use of equipment

- apply and remove products in relation to others using correct techniques and in the appropriate order
- observe health and safety regulations, prevention and precautions, e.g. allergies, skin diseases and reactions, sharps injuries etc.).

DELIVERY GUIDANCE

Know the basic range of stage make-up and techniques

It is recognised that learners will not have the time to learn about and become adept in the use of the full range of techniques and materials available.

It is necessary, however, for them to have ample opportunity to become familiar with the most commonly used methods in make-up. The best way to achieve this is to augment practical workshop sessions at home with opportunities to visit commercial make-up departments that are engaged in the business of make-up for use in the theatre, film and TV and re-enactment industries. Alternatively, a workshop conducted by a visiting professional artist is of invaluable assistance. Such visits should be augmented wherever possible by a chance for learners to experience 'hands on' opportunities. It may well prove beneficial to talk to small-scale touring companies to get their perspective on make-up since almost without exception this process is self-administered.

Be able to prepare designs for stage make-up

Learners should be encouraged from the very start to begin work on a make-up design archive (called a make-up morgue in the U.S). They should be issued with a loose-leaf file, which they can divide into categories and which allows regular updating. The categories should be representative of age types, skin colour, ethnic types and other types such as animals or casualties. The source material for these may be obtained from magazines or artwork but it should be stressed that the archive is not just a scrap book; each illustration should be annotated and given an accompanying gloss containing additional information and references to available products. The archive is in fact a reference tool which the make-up artist will add to and which will provide a continual source of reference material.

Learners should be supported in making a gradual progression involving the selection of design source material, and means of transferring it to paper or to an electronic drawing medium. It may prove helpful in the first instance for learners to work to pre-prepared facial templates which may be provided.

Teachers are encouraged to set progressive design briefs with clearly defined criteria; these may be based on specific facial characteristics or types or perhaps more pertinently based on a specified text from an established repertoire.

Learners should be able to review their work under performance/demonstration conditions and produce an evaluation of the effectiveness of their portfolio from the perspective of both design and application perspectives.

Be able to interpret make-up designs and apply to themselves and others

Learners should be encouraged to experiment with the application of different design types and, as they progress, make an assessment of the implications of the choices made. Teachers should give feedback as each stage in the application process is completed and learners should be given guidance on how each stage of the process enables the one that follows. Learners should maintain a way of working that reflects professional methodology as closely as is practicable; how this is undertaken will of course be dependant largely upon the design process being followed.

At this level it is not expected that learners will achieve 'professional' results. What is important is that they have endeavoured to adopt Professional Practice. It will be useful at this stage for learners to review their practical achievement in the context of its being 'fit for purpose', i.e. Does it fulfil the brief? Does it do the job it is designed to do? Teachers would be advised to facilitate this within the context of a review of make-up criteria studied earlier in the process, perhaps revisiting key designs which learners have experienced first hand and which they have recognised as 'successful' examples. A check list of what makes a 'successful' application of design would prove a useful comparator against which learners may evaluate their own work.

For attainment at higher levels, it is essential that learners are able to respond to a clearly specified design based on a brief, or based on a text from established repertoire. This may be in the form of a reinterpretation of an existing design or it may be wholly original work and should be conducted under real-time production deadlines thereby creating a sense of the pressure experienced in the real world. The important thing however is that learners are able to demonstrate practical application based on an underlying understanding of the creative demands of the project before them.

Be able to apply and remove make-up with attention to the safe use of equipment

Having identified a make-up design for execution, the learner will need to gain mastery of the fundamental techniques when self-administering and applying or removing make-up for others. In the case of the latter, it is also important for the artist to adopt a professional, sensitive approach and to take the utmost care not to inflict discomfort or pain. They should also be made aware of current health and Safety Guidance. One way of doing this would be to run a session using the resources websites given below. These sites contain photographs and video clips dealing the key health and safety issues readily applied to the theatrical make-up process.

SUGGESTED ASSESSMENT SCENARIOS AND GUIDANCE ON ASSESSMENT

Note on assessment evidence

At this level it is not expected that the learner will necessarily achieve any degree of finesse in application standards; the accent here is on process rather than aesthetics. However, it is imperative that the make-up produced is 'fit for purpose'; in other words, it has to withstand the kind of use which might be expected of it during a performance and it has to actually do the job for which it was intended.

Assessment and Grading Criteria P1

Learners should, from a range of options presented to them

- identify by name a minimum of five items from a range of products typically used in make-up application
- identify by name a minimum of five items from a range of tools and equipment typically used in make-up application
- the above evidence may be gathered in the form of a viva or a recorded interview/demonstration.

Assessment and Grading Criteria P2, P3

Learners will:

Create a design archive containing a minimum of three categories (e.g. age types, skin colour, ethnic types and other types such as animals or casualties). These will be in response to a series of given practical mini-briefs, from which learners will

- create appropriate design templates
- interpret a given set of design criteria
- create a range of no less than three designs for self
- create a range of no less than three designs for other performers.

Assessment and Grading Criteria M1

Using the design archive from P2 and P3, learners must produce a range of detailed make-up designs for a specified production within a nominated performance medium. Evidence should include:

- research into appropriate sources
- three contrasting eye studies
- three contrasting age studies
- three contrasting skin tone or ethnicity studies. (The above three criteria may be combined and incorporated into three single designs if desired)
- a technical gloss to each of the above indicating product references and techniques to be used.

Assessment and Grading Criteria D1

Given the range of designs described at M1 above, learners must give an illustrated class presentation which justifies and evaluates the choices made and the effectiveness of the design portfolio in performance/demonstration.**

**the performance/demonstration should take place under stage lighting and should be recorded onto video.

Assessment and Grading Criteria P4, P5

Using the design brief at P2 learners must:

- apply one selected make-up to self
- apply one selected make-up to another.

Assessment and Grading Criteria M2

Learners will apply a range of designs for a specified production within a nominated performance medium.

Learners must:

- realise designs for a minimum of two principal roles in a specified performance text or extract*
- use a variety of materials and methods to achieve this.

*the specified production or extract should offer sufficient contrast between characters to enable a range of techniques and approaches to be used

Assessment and Grading Criteria P6

Using the design brief at P2 learners must:

- apply and remove a different selected make-up to self
- apply and remove a different selected make-up to another
- carry out all operations in accordance with health and safety practices.

RESOURCES

Resources

Fully equipped make-up workshop:

A range of make-up products and materials including facial hair, prosthetics and materials used for special effects

Books:

Thudium, L (1999) *Stage Makeup: The Actor's Complete Guide to Today's Techniques and Materials* (.....Stage.....)

Websites

www.hse.gov.uk/skin/information.htm

<http://www.hse.gov.uk/healthservices/needlesticks/resources.htm>

www.youtube.com/watch?v=Yt6c95FRhoU

<http://www.makeupandbeautyblog.com/cosmetics/a-kryolan-makeover-aka-adventures-in-theater-makeup/>

http://www.ehow.com/how_2314310_create-makeup-morgue.html

<http://www.creative-choices.co.uk/industry-insight/article/make-up-artist-for-theatre>

<http://www.towson.edu/stagemakeup>

LINKS TO NOS

Suite	Ref	National Occupational Standard
Technical Theatre & Live Performance (Wardrobe, Hair & Makeup)	CCSWHM1	Apply makeup and special effects
	CCSWHM3	Interpret designs for hair and makeup
Hair and Make Up	SKSHM2	Create and agree original design
Beauty Therapy	SKABT32v2	within hair and/or makeup
	SKABT34v2 &	Prepare To Change The Performer's Appearance
	SKABT09B18	Apply makeup To Change The Performer's Appearance



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

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