

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**Hanover House  
24 Douglas Street  
GLASGOW G2 7NQ**

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**NATIONAL CERTIFICATE MODULE DESCRIPTOR**

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**-Module Number- 0061259 -Session- 1986-87**  
**-Superclass- LE**

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**-Title- STAGE MAKE-UP**

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**-DESCRIPTION-**

**Purpose** A Specialist Module which enables the student to acquire a basic knowledge of, and skills in, stage make-up. It will normally be taken as part of an integrated programme of Drama/Theatre Arts Modules.

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**Preferred Entry Level** Acting and/or theatre skills and motivation, to be assessed through audition and interview. Experience gained through General Modules in Drama/Theatre Arts (01284-01291) or equivalent would be useful.

This module will normally be taken as part of an integrated programme of Drama/Theatre Arts Modules. (See Programme Guidelines).

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**Learning Outcomes** The student should:

1. know the uses of stage make-up;
2. know and use different types of commonly available stage make-up;
3. know and use commonly available prosthetics and wigs;
4. know and carry out hygienic practices in using stage make-up.

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Content/  
Context

Corresponding to Learning Outcomes 1-4:

1. Examination of the structure of the face and skull and of the uses of stage make-up.
2. The student should be introduced to different types of stage make-up, ie greasepaint, water colour and remedial cosmetics, and their uses. Each student should assemble a basic make-up kit. The student should apply wet make-up; use greasepaint as a basis foundation; know about colours and colour mixing; distinguish between and use different brushes; apply shading and highlighting; carry out practical work on straight male, female and basic make-up; create special effects.
3. Selection and use of commonly available products; budgeting.
4. Basic care products. Appropriate containers for make-up. Skin care, cleanliness and dealing with irritations. Removal methods.

Suggested  
Learning and  
Teaching  
Approaches

The learning outcomes of this module should be achieved largely through practical work and observation, supplemented by audio-visual aids, discussion and assignments. Knowledge gained is less important than skills acquired and attitudes developed.

An appropriate room with adequate lighting, mirrors and cleaning facilities is essential.

Corresponding to Learning Outcomes 1-4:

1. An examination of the structure of the face and skull is required. Mainly tutor exposition supported by audio-visual aids.
2. Students should see examples of products and have an opportunity to apply or see various products demonstrated in order to reach conclusions as to uses, advantages and disadvantages. Students should cost and construct a basic kit.

The student should have an opportunity to work on his/her own face and those of other students, to experiment with colour mixing and to take part in critical discussion of his/her own work and the work of fellow students.

3. Students should be issued with information on products (other than greasepaint) which are in common use.

They should have the opportunity to examine relevant literature and a range of products and apply some of them.

4. This learning outcome should be developed and practised throughout the module. Students should be asked to provide and maintain a suitable make-up container.

Assessment  
Procedures

Formative assessment should operate as an integral part of learning and teaching in the module. It may include self-assessment, assessment by peers and assessment by the tutor.

The performance criteria which follow provide tutors and students with a statement of the minimum performance which is judged to be acceptable in the key aspects of each learning outcome. Many students, given the opportunity and encouragement, may go well beyond the minimum performance. A decision on whether or not a student has achieved the criteria should be taken only after she/he has had the benefit of additional teaching support in areas of weakness and the opportunity to revise, redraft or rework unsatisfactory efforts.

Learning Outcome 1

Assessment Procedure

short answer questions

Performance Criteria

The student describes to an acceptable standard how stage make-up is used to highlight and alter the appearance of the face.

Learning Outcome 2

Assessment Procedure

short written report and practical exercises

Performance Criteria

The student:

1. identifies correctly the main uses of greasepaint, water colours and remedial cosmetics;

2. applies stage make-up to achieve required effects.

learning Outcome 3

Assessment Procedure

practical exercises and assignment based on product literature

Performance Criteria

The student:

1. uses wigs and prosthetics to create desired effects;
2. describes acceptably how wigs and prosthetics can be used to create desired effects.

Learning Outcome 4

Assessment Procedure

tutor observation of student's work throughout the module

Performance Criteria

The student carries out hygienic practices to an acceptable standard.