



## National Unit specification

### General information

**Unit title:** Make-up Artistry: Character Theatrical Make-up  
(SCQF level 5)

**Unit code:** H95W 45

**Superclass:** LE

**Publication date:** June 2015

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit has been designed as an optional Unit in the National Certificate Group Award (NCGA) in Beauty Care and Make-up level 5 and can also be taken as a free-standing Unit.

Learners will identify a variety of theatrical, comedy and sinister character make-up, and develop skills in research, which will enable them to design plans to create an overall concept for each make-up. They will develop skills in the use of a variety of make-up products and applications techniques required to create comedy and sinister character make-up including soap eyebrows, making a crepe beard on latex, fitting a synthetic wig and creating special effects make-up.

This Unit is suitable for learners with no prior knowledge in this area. Previous hairdressing and/or beauty skills would be an advantage.

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Research and produce design plans for comedy and sinister characters for theatre production.
- 2 Prepare, perform and remove character make-up to include basic special effects for theatre make-up as detailed in the design plan.
- 3 Prepare, fit and remove a synthetic wig.
- 4 Evaluate the research, planning and implementation of character make-up produced.

## **National Unit specification: General information (cont)**

**Unit title:** Make-up Artistry: Character Theatrical Make-up  
(SCQF level 5)

### **Credit points and level**

2 National Unit credits at SCQF level 5: (12 SCQF credit points at SCQF level 5)

### **Recommended entry to the Unit**

Entry is at the discretion of the centre.

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Learners will have an opportunity to develop new skills and/or use existing skills to research, plan, apply and remove comedy and villain character make-up. They will take responsibility for their own performance and take feedback from teacher/lecturer.

The Unit will develop the learner's practical skills and knowledge in a range of areas — Make-up application in creating realistic character for theatre and special effect make-up.

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit specification: Statement of standards**

**Unit title:** Make-up Artistry: Character Theatrical Make-up  
(SCQF level 5)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### **Outcome 1**

Research and produce design plans for comedy and sinister characters for theatre production.

#### **Performance Criteria**

- (a) Identify comedy and sinister characters to include special effects from theatre production.
- (b) Research chosen make-up from a variety of sources.
- (c) Produce a design plan for each make-up.

### **Outcome 2**

Prepare, perform and remove character make-up to include basic special effects for theatre make-up as detailed in the design plan.

#### **Performance Criteria**

- (a) Prepare all necessary resources as in each design plan.
- (b) Demonstrate correct skin preparation for all make-up.
- (c) Create comedy and sinister character make-up for theatre to include, basic special effects make-up (eg bruise, graze...).
- (d) Perform correct application and removal of soap to block out natural brows.
- (e) Perform crepe hair beard on latex base.
- (f) Demonstrate correct removal of soap, adhesive and latex based beard and make-up products.
- (g) Comply with relevant health and safety legislation.

### **Outcome 3**

Prepare, fit and remove a synthetic wig.

#### **Performance Criteria**

- (a) Prepare all necessary resources.
- (b) Demonstrate correct application, fitting, removal and storage of a synthetic wig within character make-up.
- (c) Comply with relevant health and safety legislation.

## **National Unit specification: Statement of standards (cont)**

**Unit title:** Make-up Artistry: Character Theatrical Make-up  
(SCQF level 5)

### **Outcome 4**

Evaluate the research, planning and implementation of character make-up produced.

#### **Performance Criteria**

- (a) Evaluate the research.
- (b) Evaluate the design plan.
- (c) Evaluate completed character make-up.

#### **Evidence Requirements for this Unit**

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Performance Evidence and Product evidence which covers all the Outcomes and Performance Criteria for this Unit.

#### **Product Evidence**

##### **Outcome 1 — Folio**

Learners must produce a folio in open- book conditions identify and research four characters, two comedy and two sinister to include special effects make-up.

Produce design plans which identify the steps, skills resources required to prepare, create and remove each character make-up. The plans must include all aspects required to create each character, eg block eyebrows, crepe latex beard, synthetic wig, specialist make-up using grease paint.

The research and plans will be in a format appropriate to the needs of the learner.

An assessor checklist must be used to support product evidence.

This Outcome must be completed prior to Outcomes 2, 3 and 4.

##### **Outcome 2 — Practical Activity**

Learners will be required on four occasions to prepare, perform and remove character make-up to include basic special effect make-up for theatre.

Paper/Digital evidence is required for each make-up produced.

An assessor's checklist must be used to support performance evidence.

## **National Unit specification: Statement of standards (cont)**

**Unit title:** Make-up Artistry: Character Theatrical Make-up  
(SCQF level 5)

### **Outcome 3 — Practical Activity**

Learners will be required to prepare, fit, remove and store a synthetic wig as detailed in design plan.

- ◆ Prepare all necessary resources.
- ◆ Demonstrate correct application, fitting, removal and storage of a synthetic wig within character make-up.
- ◆ Comply with relevant health and safety legislation.

An assessor's checklist must be used to support performance evidence.

### **Outcome 4 — Practical Activity**

Learners are required to evaluate the research, planning and implementation of each character make-up produced.

The evaluation will be in a format appropriate to the needs of the learner.

An assessor checklist must be used to support product evidence.



## Higher National Unit Support Notes

**Unit title:** Make-up Artistry: Character Theatrical Make-up  
(SCQF level 5)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

### Guidance on the content and context for this Unit

Learners will have the opportunity to develop new skills and/or use existing skills to research, plan, apply and remove comedy and sinister theatrical character make-up. They will take responsibility for their own performance and take feedback from teacher/lecturer.

The Unit will develop the Learner's practical skills and knowledge in a range of areas — make-up application and special effect make-up for theatre.

### Guidance on approaches to delivery of this Unit

The requirements of the Unit should be discussed with learners as part of the induction to the Unit.

It is important to ensure that learners are provided with advice and guidance on what is expected of them when they are undertaking this Unit.

Learners should receive support and feedback from the teacher/lecturer on their progress throughout.

Discussion with both peers and teacher/lecturer could take place as a means of encouragement, confidence building and focusing Learners on the task being undertaken.

Demonstrations given by the lecturer/teacher in the initial phase, and possibly throughout the delivery of the Unit should ensure that adequate coverage of the different application techniques is delivered to the learner.

The learner will gain knowledge and understanding of techniques and equipment through practical experience and this will give them the ability to apply techniques suitable to the character being produced.

Initial practice may be given on peers and when the learner reaches a satisfactory standard he/she should progress to models.

## Higher National Unit Support Notes (cont)

**Unit title:** Make-up Artistry: Character Theatrical Make-up  
(SCQF level 5)

### Outcome 1

Outcome 1 should be delivered prior to practical activity in Outcomes 2, 3 and 4.

Learners will be required to research and identify a range of comedy and sinister characters, including make-ups and the factors involved in creating these. This should include all aspects required to create the character, eg block eyebrows, crepe latex beard, synthetic wig, specialist make-up using grease paint.

Learners should be then supported and directed to carry out research from a variety of sources, books, magazines, journals, photographs and Internet. Demonstration and discussion will encourage and support Learners in the identification of relevant research and how this should be presented.

Advice given by the lecturer/teacher in the initial phase in how to produce a design plan to prepare Learners produce the four researched characters complete make-up design plans. The plan must also describe all stages of preparation application and removal. Learner should receive feedback from the teacher/lecturer on the draft design plans before producing their final plans.

### Outcome 2

Demonstrations given by the lecturer/teacher on how to prepare, perform and remove theatrical make-ups.

Identify and explain all resources and techniques required and how and when to use each, and factors involved in creating these. This should include all aspects required to create each character, eg block eyebrows, crepe latex beard, synthetic wig, specialist make-up using grease paint.

Relevant health and safety legislation should be contextualised and reinforced throughout the process and identified and discussed at the appropriate points.

Learners should practice on models to develop practical skills, gain confidence and competence before attempting assessment.

### Outcomes 3

Demonstrations given by the lecturer/teacher on preparing, fitting and storing of a synthetic wig.

Identify and explain all resources and techniques required and how and when to use them. Relevant health and safety legislation should be contextualised and reinforced throughout the process and identified and discussed at the appropriate points.

## Higher National Unit Support Notes (cont)

**Unit title:** Make-up Artistry: Character Theatrical Make-up  
(SCQF level 5)

### Outcome 4

Advice given by the lecturer/teacher on how to produce an evaluation report of performance. Learners should receive feedback from the teacher/lecturer on their evaluation before producing their final report.

### Guidelines on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

This Unit is likely to form part of a NPA Award designed to provide candidates with skills and knowledge relating to the Make-up Artist Industry.

Candidates will produce folio evidence as well as design plans and/or sketches, which reflects their competencies in this subject.

The candidate will be observed under supervised conditions carrying out Theatrical/Character make-up to include special effects, fitting storing and maintenance of wigs.

The Evidence Requirements are fully expressed in the mandatory section of this Unit specification.

Evidence should be gathered at appropriate points throughout the Unit.

An integrated approach to the assessment should be use where applicable.

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use E-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of E-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).



## Higher National Unit Support Notes (cont)

**Unit title:** Make-up Artistry: Character Theatrical Make-up  
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### **Opportunities for developing Core and other essential skills**

In this Unit, learners will demonstrate research and planning skills and will be encouraged to take responsibility for their own progress; this will give the opportunity to develop aspects of Core Skill Units.

Learners may use the Internet while carrying out research giving the opportunity to develop aspects the Core Skill Unit *Information and Communication Technology (ICT)*.

## History of changes to Unit

Version	Description of change	Date

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## **General information for learners**

### **Unit title:     Make-up Artistry: Character Theatrical Make-up                       (SCQF level 5)**

The requirements of the Unit should be discussed with you as part of the induction to the Unit.

You will be provided with advice and guidance on what is expected of you when you are undertaking this Unit.

You should receive support and feedback from the teacher/lecturer on your progress throughout.

Discussion with both peers and teacher/lecturer could take place as a means of encouragement, confidence building and focusing on the task being undertaken.

Demonstrations given by the lecturer/teacher in the initial phase, and possibly throughout the delivery of the Unit should ensure that adequate coverage of the different application techniques is delivered to the learner.

You will gain knowledge and understanding of techniques and equipment through practical experience and this will give you the ability to apply techniques suitable to the character being produced.

Initial practice may be given on peers and when you reach a satisfactory standard you should progress to models.

#### **Outcome 1**

This Outcome should be delivered prior to practical activity in Outcomes 2, 3 and 4.

You will be required to research and identify a range of comedy and sinister characters, including make-ups and the factors involved in creating these. This should include all aspects required to create each character, eg block eyebrows, crepe latex beard, synthetic wig, specialist make-up using grease paint.

You will then be then supported and directed to carry out research from a variety of sources, books, magazines, journals, photographs and Internet. Demonstration and discussion will encourage and support you in the identification of relevant research and how this should be presented.

Demonstrations given by the lecturer/teacher in the initial phase in how to produce a design plan to prepare you produce the four researched characters complete make-up design plans. Identify all the skills and resources required to create each character make-up. The plan must also describe all stages of preparation application and removal sequence. You should receive feedback from the teacher/lecturer on the draft design plans before producing your final plans.

## **General information for learners (cont)**

**Unit title:** Make-up Artistry: Character Theatrical Make-up  
(SCQF level 5)

### **Outcome 2**

Demonstrations given by the lecturer/teacher on how to plan perform and remove theatrical make-ups.

Your lecturer/teacher will identify and explain of all resources and techniques required and how and when to use them, and the factors involved in creating these make-ups will be given by your lecturer/teacher. This should include all aspects required to create each character, eg block eyebrows, crepe latex beard, synthetic wig, specialist make-up using grease paint.

Relevant health and safety legislation should be contextualised and reinforced throughout the process and identified and discussed at the appropriate points.

You should practice on models to develop practical skills, gain confidence and competence before attempting assessment.

### **Outcomes 3**

Your lecturer/teacher will give demonstrations on how to prepare, fit and store a synthetic wig.

Identify and explain all resources and techniques required and how and when to use them. Relevant health and safety legislation should be contextualised and reinforced throughout the process and identified and discussed at the appropriate points.

### **Outcome 4**

Your lecturer/teacher will give examples and support on how to produce an evaluation report of performance. You will be given feedback from the teacher/lecturer on your draft evaluation before producing your final report.

## **Opportunities for further learning and employment**

Successful completion of this Unit will develop the skills and knowledge required to progress to further study of related make-up Units such as *Character Make-up* and /or *Special Effects*.

You could gain employment within industry creating basic character make-ups incorporating special effects.