



National Unit Specification: general information

UNIT Theatrical Make-up (SCQF level 6)

CODE F5LD 12

SUMMARY

This Unit introduces candidates to the principles of make-up design and the practical aspects of make-up application for performance. Candidates will have the opportunity to learn about materials, techniques and safe application/ removal of stage make-up.

This is an optional Unit within the National Certificate in Technical Theatre (SCQF level 6), but may also be taken as a free standing Unit.

This Unit is suitable for candidates who have previous experience in and/or an interest in developing skills in make-up for theatre. This Unit may be taken as part of a wider programme of study, for vocational reasons or as a leisure interest.

OUTCOMES

- 1 Describe a range of tools and products used in theatrical make-up.
- 2 Apply make-up to and remove make-up from a performer.
- 3 Create make-up designs and apply to performers in accordance with the requirements of a production.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at SCQF level 6 (6 SCQF credit points at SCQF level 6*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates*

Administrative Information

Superclass: LE

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National Unit Specification: general information (cont)

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CORE SKILLS

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

This Unit provides opportunities for candidate to develop aspects of the Core Skills in:

- ◆ Communication
- ◆ Working with Others

These opportunities are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

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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 the Scottish Qualifications Authority.

OUTCOME 1

Describe a range of tools and products used in theatrical make-up.

Performance Criteria

- (a) Describe a range of tools used for applying theatrical make-up.
- (b) Describe the products used in the preparation, application and removal of theatrical make-up.

OUTCOME 2

Apply make-up to and remove make-up from a performer.

Performance Criteria

- (a) Prepare workspace, tools and make-up in accordance with safe working practices.
- (b) Apply and remove make-up in accordance with a selected design.

OUTCOME 3

Create make-up designs and apply to performers in accordance with the requirements of a production.

Performance Criteria

- (a) Identify make-up requirements in liaison with appropriate members of the production team.
- (b) Research and create make-up designs for characters in a production.
- (c) Apply make-up in accordance with selected designs.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

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

OUTCOME 1

Written and/or oral evidence is required to demonstrate that candidates can effectively identify and describe the basic tools and products used in stage make-up. The types of tools must include: sponges, brushes, capes, caps, pencils and powder puffs and other relevant application tools. The products must include: cleansers, toners, moisturisers, water-based /grease-based make-up, powders, false hair and special effects.

The evidence for this Outcome must be obtained under closed book, supervised conditions on one assessment occasion.

OUTCOME 2

Performance evidence, supplemented by an Assessor Observation Checklist, is required to show that candidates can demonstrate safe working practices in the preparation of the workspace and performer for application and removal of stage make-up. Candidates will apply make-up to and remove make-up from another person in accordance with a design which has been selected by the candidate in negotiation with the assessor.

The evidence for this Outcome must be obtained on one assessment occasion under supervised conditions.

OUTCOME 3

Performance evidence and written and/or oral evidence is required for this Outcome.

For performance criteria (a) and (b), the candidate must produce:

- ◆ A minimum of four production meeting reports
- ◆ Research notes, ideas and sketches on production make-up requirements
- ◆ Agreed detailed make-up designs for a minimum of four characters

This evidence will be gathered at appropriate points during the delivery of the Unit. The performance evidence for Performance Criteria (c), which will be supplemented by an Assessor Observation Checklist, will demonstrate the application of make-up and realisation of the designs for all 4 characters. Evidence will be gathered on one assessment occasion near the end of the Unit.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is an optional Unit within the National Certificate in Technical Theatre (SCQF level 6), but can also be taken as a free-standing Unit.

This Unit is designed to give candidates detailed theoretical knowledge of theatrical make-up, tools and products, and practical experience of make-up application and safe working practices. Candidates will apply this knowledge and experience in a creative way, working effectively as a member of the production team.

This Unit could be integrated with other optional Units within the National Certificate in Technical Theatre (SCQF level 6), eg *Providing Theatre Wardrobe Services* (SCQF level 6), *Theatrical Design* (SCQF level 6).

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Classroom lectures, tutor-led demonstrations and workshops would help candidates learn about tools, products, techniques and safe working practices. Candidate should be encouraged to organise and arrange workstations, materials and equipment ensuring that workstations are hygienic and tidy and that the equipment is used safely. They should also learn how to carry out relevant skin tests and any specific workplace health and safety rules. Advice on appropriate dress (apron/disposable hand protection) and attention to hygiene should be encouraged throughout this Unit.

The following should be considered: skin colour, foundation, cheek colour, lip colour, shading and highlighting, blending, application of eyelashes, eye make-up and ageing.

Products and tools used may include: cleansers, toners, moisturisers, hypo allergenic range, removal cream, cold cream, petroleum jelly, aqua colour, liquid make-up, pancake, grease paint sticks, blending powder, hair powder, false eyelashes, eyebrow pencils, tooth enamel, face paint, sponges, selection of different size brushes and pencils.

Make-up may be designed for the facial area only or include other parts of the body if required, eg aged hands, scars on limbs.

Make-up on the performer should be observed under basic stage lighting conditions.

The range of designs for Outcome 2 can include straight, minimal, exaggerated, stylised, ageing, gender reversal, fantasy (eg witch, skeleton) or animal.

Demonstration by visiting specialists would be appropriate for more specialist techniques. Visits to costume and make-up events and museums would be valuable for research and development of candidates' make-up designs.

National Unit Specification: support notes (cont)

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Visits to a variety of stage performances such as dance, mime, and opera should be encouraged as part of the learning process. Books about design, make-up, colour, information about working with performers, hair styling, fashion through history and internet access would be valuable teaching resources.

For Outcomes 2 and 3, it is recommended that still photographs and/ or video/DVD evidence should be gathered on an ongoing basis throughout the delivery of the Unit, including make-up application and realisation of the make-up design. This could be used for the candidate to reflect on their approach to design and application and for formative assessment strategies.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates will have the opportunity to develop aspects of the Core Skill *Communication* through the requirement to produce written and/or oral evidence for Outcomes 1 and 3. Candidates will work with performers and other members of the production team during the delivery of this Unit. This offers opportunities to develop aspects of the Core Skill *Working with Others*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for Outcome 1 is a series of short answer questions or a presentation.

The suggested instrument of assessment of assessment for Outcome 2 is a practical exercise.

The suggested instrument of assessment for Outcome 3, Performance Criteria (a) and (b), is a folio and for Performance Criteria (c) is a practical exercise which could be carried out at the dress rehearsal or at the first performance of the production, where appropriate.

Time should be allowed for any necessary re-assessment.

Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

www.sqa.org.uk/assessmentarrangements