

# Unit 97: Period Make-up for Performing Arts

<b>Unit code:</b>	<b>Y/502/5618</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

In this unit learners will design and create period make-up for the stage. Learners will do this by studying and developing the skills required and through creating period make-ups from the initial planning stages to their implementation.

## ● Unit introduction

The popularity of certain periods in time for performing arts products means a thorough understanding of period make-up is an essential skill for performers and those people responsible for applying make-up.

The scope of this unit starts with the Egyptians and ends at the present day. Learners will be able to explore a large range of very different styles of make-up. Some particular time periods will then be studied in greater depth and learners will develop skills and techniques required to create the period make-up. Learners will then be able to reproduce some of the classic styles of make-up from these periods.

Learners will develop skills to produce accurate period make-up designs for a production. Whilst designing a period make-up for a production there are many considerations which the period costume designer must take on board. Make-up artists must have an understanding of the character that they are creating a make-up for and carrying out text/character analysis is vital if learners are to produce period make-up that is appropriate for the character role. Make-up artists must have an understanding of the facial characteristics of the performer that they are designing make-up for.

Experimentation is a major part of the practical elements of this unit, with the intention that learners are able to tackle a wide range of individual styles.

The skills developed in the unit are transferable to performing arts, television, modelling and other industries that require people skilled in recreating authentic period looks.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know how to research period make-up
- 2 Be able to communicate make-up design ideas
- 3 Be able to use the techniques and skills required to create period make-up
- 4 Be able to interpret make-up designs and apply to performers.

# Unit content

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## 1 Know how to research period make-up

*Historical:* eg ancient Egyptians, the Elizabethans, the Jacobean, the Restoration, the 18th Century French Court, the Victorians, the Edwardians, the 20s, the 30s, the 40s, 40s Hollywood, 50s, 60s, 70s, 80s, 90s, 00s

*Social and cultural:* status; role and position within society; fashion; youth culture; age group; uniform; casual dress; formal dress

*Research:* eg exhibitions, art galleries, museums, libraries, film, video, internet, journals

## 2 Be able to communicate make-up design ideas

*Character analysis:* own interpretation of the script, identification of visual evidence from the text, research into historical, cultural and/or social conditions, identifying physical requirements, ethnic origin, age, sex, deformities, injuries, producing character plot

*Designing for a performer:* consideration of performer's face shape and facial features; skin type; skin tone; ethnic origin; allergies

*Presentation of make-up design ideas:* coloured images of final make-up design ideas with front and side views, details of hair/wigs and accessories, 2D notes and sketches, materials and equipment to be used, construction techniques, sourcing, budgeting, instructions to apply make-up

## 3 Be able to use the techniques and skills required to create period make-up

*Period features:* chronological progress of make-up eg eyebrow, arched eyebrow, natural eyebrows, plucked eyebrows, eye shadow, eye lines, skin colour, skin highlighting with colour, rouge, beard styles, trimming and lengths, moustaches and moustache styles, eye patches, heavy lidded eyes, rouge circles, soft rouge, powder, kohl rimmed eyes, rosebud mouths, pencilled eyebrows, extended arched eyebrows, bowed lips in strong red, doe eyes, heavy top and bottom eye lines, socket shadow, drawn eyelashes, false eyelashes, blusher, black eye make-up and brows, black or dark red lipstick, tattoos, blusher taken up cheekbones into the temples, plum tones, contemporary elements

## 4 Be able to interpret make-up designs and apply to performers

*Application:* selection of the appropriate techniques to realise the period look eg use of brushes, sponges, all base foundation formats, rouge, pancake, make up palettes, grease, aquacolour, Reel Colour, blending, drawing, lining, overall covering, texturing, selection of colours and shades

*Evaluation:* making judgements about how the make-up works; making modifications; responding to criticisms by performers, directors and/or designers; making corrective adjustments if necessary

**NB Accessories:** it is difficult to recreate period without the use of facial hair for men and without the use of wigs and/or hairpieces for men and women and these need to be considered as part of the period look

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe make up styles, influences and characteristics from contrasting periods [IE]	<b>M1</b> explain make up styles, influences and characteristics from contrasting periods	<b>D1</b> evaluate make up styles, influences and characteristics from contrasting periods
<b>P2</b> create a period character make-up design/plan that communicates some awareness of make-up techniques and a sense of period [CT]	<b>M2</b> create an appropriate period make-up design/plan which communicates adequate make-up techniques and an accurate sense of period	<b>D2</b> create a fully detailed character make-up design/plan which clearly communicates techniques and accurate period details
<b>P3</b> use appropriate techniques to create finished period make-up with support and guidance [SM]	<b>M3</b> use appropriate techniques to create accurate, finished period make-up with minimal support and guidance	<b>D3</b> independently use appropriate techniques to create accurate, finished period make-up
<b>P4</b> transform a performer using a character make-up which communicates the period	<b>M4</b> transform a performer using an appropriate character make-up which conveys the period	<b>D4</b> transform a performer using a fully detailed character make-up which clearly conveys the period
<b>P5</b> review the individual components of a completed make-up and outline some modifications that would improve the visual appearance. [RL]	<b>M5</b> review the individual components of a completed make-up and detail modifications that would improve the visual appearance.	<b>D5</b> review the individual components of a completed make-up and give precise instructions for modifications that would improve the visual appearance.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

## Delivery

A wide range of teaching methods such as demonstration, learner practice, lectures and discussion can be used. Learners should be encouraged to develop creative research and reflective abilities that will enable them to produce quality evidence. It is suggested that the practical elements are integrated into this chronological evolution of make-up designs, wherever possible.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and structure of the programme.
Lectures/discussions/videos – make-up styles and influences of the periods covered by the unit.
Lectures/discussions – characteristic elements of make-up from the different periods covered by the unit.
Lectures/discussions – techniques to create make-up from the different periods covered by the units.
Lecture – safety in the make-up room.
Practical demonstrations and hands-on sessions.
<b>Assignment 1: Part 1: Researching Period Make-up – P1, M1, D1</b>
<ul style="list-style-type: none"><li>Carries out research into make-up styles and influences and collates the information.</li></ul>
<b>Assignment 1: Part 2: Characteristic Elements of Period Make-up – P2, M2, D2, P3, M3, D3</b>
<ul style="list-style-type: none"><li>Carries out research into the characteristic elements of make-up.</li></ul>
<b>Assignment 1: Part 3: Creating Period Make-up</b>
<ul style="list-style-type: none"><li>Creates period make-up.</li></ul>
Lecture/discussion – character analysis.
Lecture/discussion – designing for a performer.
Lecture/discussion/practical demonstration – presentation of make-up design ideas.
Practical demonstrations and hands-on sessions.
<b>Assignment 2: Part 1: Designing Character Make-up – P2, M2, D2, P4, M4, D4</b>
Learner:
<ul style="list-style-type: none"><li>carries out text/character analysis and research</li><li>produces character make-up designs.</li></ul>
<b>Assignment 2: Part 2: Creates Character Make-up – P5, M5, D5</b>
Selects appropriate materials and techniques to create the period look.
Transforms performer using a period make-up.

## Topic and suggested assignments/activities and/assessment

### Assignment 2: Part 3: Evaluation of Make-up Techniques – P5, M5, D5

Learner:

- identifies and appraises components of period make-up
- carries out modifications to make-up.

Visits to museums, galleries and theatre/film make-up studios.

Feedback and reviews – individual and group sessions.

## Assessment

Evidence for this unit will be generated through textual, visual and observed performance recorded in an appropriate manner. Written and visual evidence together with observed performance records should be presented in a portfolio. This may be in a conventional style or a more contemporary format such as DVD or other interactive media. In-depth research forms the basis of the make-up productions and will be evidenced in the final portfolio.

Health and safety issues are not directly addressed by the criteria as they need to be embedded into all activities carried out by learners and given reinforcement wherever possible to instil in learners a professional attitude to safety.

Research should be book or other contemporary source based involving exploration of the subjects and should be identified in a bibliography if appropriate. The completed make-ups should be photographed or recorded on videotape to ensure stable, long term, reliable evidence. Observational evidence alone is unlikely to be sufficient evidence unless supported by additional components.

Over the delivery period of the unit, learners must be able to create the make-up for at least four different periods. In addition, one specific period must be chosen and learners should produce one male and one female make-up and apply it in detail.

Learning outcome 1, which relates to grading criterion 1, requires learners to carry out research into make-up styles and influences of the period covered by the units and into characteristic elements of make-up from the different periods. Differentiation between pass, merit and distinction will be shown by the degree in which learners demonstrate that they can carry out and collate research.

At pass level, the information must be correct but it can be basic. The answer will be mainly descriptive. The pass level answer will be mainly descriptive and learners will show little attempt to justify their findings. Learners will include pictorial examples to illustrate their written work. Learners will research at least four historical periods.

At merit level, learners will produce competent and thoughtful research. Learners will produce appropriate pictorial examples to support the information given. Learners will show some attempt to analyse the research material. The explanations need not be sophisticated but they must show a competent level of understanding. The work will be presented with care. Learners should research at least four historical periods.

At distinction level, learners must produce sophisticated and thoughtful research. Learners will produce wholly appropriate pictorial examples to support the information given. Learners will demonstrate a thorough understanding of their research material by appraising it and articulating their findings verbally or in writing. Learners will research at least four historical periods.

Learning 2 outcome, which relates to grading criterion 2, requires learners to understand the techniques and skills required to create period make-up. Differentiation between pass, merit and distinction will be apparent in the level of appropriateness, artistic ability and skill shown by learners when creating the period make-up.

At pass level, learners will apply period make-up using basic techniques. The techniques will be correct but learners will sometimes lack dexterity whilst applying make-up. The finished make-up will reflect the period but may not be wholly accurate. Learners would expect to receive help from their tutor to achieve this criterion. Whilst carrying out the practical make-up work learners must show that they adhere to basic health and safety regulations.

At merit level, learners will apply period make-up competently and with care using some skilful make-up techniques. The finished period make-up will be accurate and will reflect the period. Learners will need occasional support and advice with some areas of the work from their tutor. Whilst carrying out the work learners must show that they adhere to health and safety regulations.

A distinction level, learners will apply period make-up skilfully, creatively and thoughtfully using some sophisticated make-up techniques. Learners will use materials and tools with dexterity. Learners will create make-up that totally resembles the period. Learners will be expected to work independently. Whilst carrying out the work learners must show that they adhere to health and safety regulations at all times.

Learning outcome 3, which relates to grading criterion 3, requires learners to design a character make-up for a selected historical period. Differentiation between pass, merit and distinction will be apparent by the degree of skill and appropriateness displayed in the period make-up design/plan.

At pass level, learners will produce a simple period make-up design/plan, which would require basic make-up techniques to realise it. The work will be accurate and will show the main features of the period style. The character make-up will be appropriate for the chosen character but will show little creative ability and sophistication. Although basic, the designs must show the artistic intentions of learners. Learners would expect support from their tutor to achieve this criterion.

At merit level, learners will produce a competent period design/plan. The design will be thoughtful and produced with care and will require some sophisticated make-up skills to realise it. The make-up design/plan will be fairly detailed and display a real period feel. The character make-up will be wholly appropriate for the character. Learners would expect to receive some support from their tutor to achieve this criterion.

At distinction level, learners will produce an imaginative and skilfully executed make-up design/plan. The design will require detailed and sophisticated make-up techniques to realise it. The design will show a sophisticated awareness of the period and will show all aspects of the make-up. The character make-up will show a high level of insight into the character. The work will be sophisticated and will be characterised by creative thinking. The learner should work independently to achieve this criterion.

Learning outcome 4, which relates to grading criteria 4 and 5, requires learners to transform a performer using a character make-up. It also requires learners to evaluate the finished make-up. Differentiation between pass, merit and distinction will be shown by the level of skill demonstrated by learners when producing the make-up and the degree of creative thinking and understanding shown by learners when they are evaluating the finished make-up.

At pass level, learners will apply period make-up to a performer using basic techniques. The techniques will be correct but learners will sometimes lack dexterity whilst applying make-up. The finished make-up will give a period feeling but will not be wholly accurate. The make-up will be appropriate for the chosen character but it will lack sophistication and artistic ability. Learners would expect to receive help from their tutor to achieve this criterion. Whilst carrying out the practical make-up work learners must show that they adhere to basic health and safety regulations. Pass level learners will show a basic knowledge of the individual components of a completed make-up and show a limited understanding of how modifications would improve the look of the finished make-up.

At merit level, learners will apply period make-up to a performer competently using some skilful make-up techniques. The finished make-up will on the whole be satisfying and reflect the period. The make-up will be appropriate for the chosen character and aesthetic decisions will be thoughtfully shown. Learners would expect to receive occasional help from their tutor to achieve this criterion. Whilst carrying out the practical make-up work learners must show that they adhere to health and safety regulations. Merit level learners will assess the individual components of the make-up intelligently and show a competent level of understanding when analysing how modifications would improve the look of the finished make-up.

At distinction level, learners will apply period make-up skilfully, creatively and thoughtfully using some sophisticated make-up techniques. Learners will use materials and tools with dexterity. Learners will create make-up that reflects the period exactly. Learners will produce a sophisticated make-up that is wholly appropriate for the character and is characterised by creative thinking. Learners will work independently to achieve this criterion. Whilst carrying out the practical make-up work learners must show that they adhere to health and safety regulations. Distinction level learners will appraise the individual components of the make-up intelligently. They will demonstrate a sophisticated awareness of what they did and will justify their use of materials and techniques. Learners will articulate their understanding of modifications that would improve the visual appearance of the make-up fluently, giving examples to support their comments.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
PI, MI, DI	Assignment 1 Researching Period Make-up  (Individual study into make-up styles, influences and characteristics of four historical periods.)	Learners have been employed by the editor of the magazine 'Make-up for Stage, Television and Film' to research fashion make-up styles and influences of selected periods and the characteristic elements of make-up from selected periods. The material that they produce will be turned into articles that will appear in the monthly magazine.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> <li>• collated research material</li> <li>• drawings of period make-ups.</li> </ul>
P2, M2, D2, P3, M3, D3	Assignment 1: Part 2: Creating period make-ups (learners work individually designing and creating period make-ups).	Learners have been employed by the editor of the magazine 'Make-up for Stage, Television and Film' to produce a make-up design for all of the historical periods that they have researched. Learners have also been employed to produce a written account in which they provide detailed instructions for carrying out the make-ups. This work will also be included in a forthcoming issue of the magazine.	Project portfolio consisting of: <ul style="list-style-type: none"> <li>• instructions for carrying out the make-ups</li> <li>• photographs of finished period make-ups.</li> </ul>

Criteria covered	Assignment title	Scenario	Assessment method
P2, M2, D2, P4, M4, D4	Assignment 2: Part 1: Designing Character Make-up  (Learners work individually, carrying out text/character analysis and producing make-up designs for one male and one female character from a production.)	Learners have been employed by an amateur theatre to show company members how to carry out period make-ups.  Learners are required to demonstrate their skills in creating period character make-ups to a small group of keen amateurs. Having carried out the make-ups learners will instigate a discussion as to the appropriateness of their work and make any necessary modifications.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> <li>• text/character analysis</li> <li>• make-up designs</li> <li>• instructions for carrying out the make-ups.</li> </ul>
P5, M5, D5	Assignment 2: Part 2 Creating a Character Make-up  (Learners select appropriate materials and techniques and create a period character make-up on one male performer and one female performer.)		Project portfolio consisting of: <ul style="list-style-type: none"> <li>• written or verbal/recorded appraisal of make-ups</li> <li>• photographs of finished period character make-ups.</li> </ul>
P5, M5, D5	Assignment 2: Part 3 Evaluation of Make-up Techniques  (Learners evaluate the period character make-ups and discuss modifications that would improve the appearance of the period look.)		Project portfolio consisting of: <ul style="list-style-type: none"> <li>• written or verbal/recorded appraisal of make-ups</li> <li>• photographs of finished period character make-ups.</li> </ul>

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Performing and Production Arts sector suite. This unit has particular links with the following unit titles in the BTEC Performing and Production Arts suite:

Level 1	Level 2	Level 3
Exploring Design Skills in the Performing Arts	Mask Making	Mask Making
	Make-up for Stage Performers	Make-up for Performers
		Make-up Application Skills and Creative Uses
		Full Body Make-up for Performers
		Special Effects Make-up
		Make-up Using Prosthetics
		Fantasy Hair Design for Performers
		Period Hair Design and Wig Making for Performers
		Hair Styling and Dressing for Performers

This unit also has links with the following National Occupational Standards:

### Technical Theatre

- CPD1 – Improving your skills
- CPD2b – Ensure that you and your team keep up to date with the technical and production areas of the live arts
- HSI – Working safely
- TP2.2a – Interpreting designs for hair and makeup
- TP3.2 – Planning hair and makeup requirements for a production
- TP12 – Applying makeup and special effects.

### Essential resources

A suitable, well-illuminated and ventilated area for the application of make-up is needed. Each make-up area or booth should have a good mirror of adequate size and a comfortable chair that can be adjusted to height. A degree of privacy away from other activities would also be beneficial.

## Employer engagement and vocational contexts

Learners should develop links with theatre, film and television studios that have make-up departments. Most of the large producing theatre companies such as The Royal Shakespeare Theatre and The National Theatre offer work placements to learners – [www.rsc.org.uk](http://www.rsc.org.uk) and [www.nationaltheatre.org.uk](http://www.nationaltheatre.org.uk). Make-up artists are usually willing to talk to learners about the processes involved in period make-up for the performing arts.

Both Skillset, the Sector Skills Council for the audio-visual industries and the BBC have substantial sections of their websites dedicated to careers, including job descriptions – [www.skillset.org/careers](http://www.skillset.org/careers) and [www.bbc.co.uk/design/careers](http://www.bbc.co.uk/design/careers)

## Indicative reading for learners

### Textbooks

Materials that illustrate the level of learning required and that are particularly relevant.

Baygan L – *Make-up for Theatre, Film and Television* (A & C Black, 1987) ASIN B00168D8FE

Conway J – *Make-up Artistry for Professional Qualifications* (Heinemann, 2004) ISBN 9780435453305

Corson R – *Fashions in Hair: The First Five Thousand Years* (Peter Owen, 2000) ISBN 9780720610932

Swinfield R – *Period Make-up for the Stage* (A & C Black, 1997) ISBN 9781558704688

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	planning and carrying out research into make-up styles and influences of historical periods
<b>Creative thinkers</b>	generating ideas and exploring possibilities for character period make-ups
<b>Reflective learners</b>	evaluating their period make-ups and making necessary modifications
<b>Self-managers</b>	organising time and resources when applying period make-ups.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	analysing and evaluating character research, judging its relevance and value
<b>Creative thinkers</b>	trying out alternatives and finding new ways of applying make-up and following ideas through adapting make-up designs and techniques as circumstances change
<b>Reflective learners</b>	inviting feedback on application of make-up from lecturer, peer group and models and dealing positively with praise setbacks and criticism
<b>Team workers</b>	showing fairness and consideration to other learners working in the same make-up area providing constructive support and feedback to other learners who are carrying out make-up assessments
<b>Self-managers</b>	working towards goals, showing initiative, commitment and perseverance responding positively to change, seeking advice and support when needed
<b>Effective participators</b>	proposing practical ways forward, breaking these down into manageable steps identifying improvements that would benefit others as well as themselves.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching different types of period make-up and techniques and materials for applying them carrying out character analysis
Manage information storage to enable efficient retrieval	researching different types of period make-up and techniques and material for applying them
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	collating research material
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing different types of period make-up and their application evaluating the finished make-ups
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading information on different types of period make-up and their application and using it to inform their research reading scripts and carrying out text/character analysis
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing character studies writing about different types of period make-up and their application writing instructions for carrying out period make-ups.