



Lesson Plan

Course Title: Advanced Audio/Video Production

Session Title: Special Effect Makeup Application

Lesson Duration: Approximately Three 90-minute periods
[Lesson length is subjective and will vary from instructor to instructor]

Performance Objective:

Upon completion of this assignment, the student will apply the types of SFX makeup needed to achieve desired looks for various situations in a script.

Specific Objectives:

1. Define terms associated with the lesson.
2. Identify tools and supplies required to apply makeup and prosthetics.
3. Introduce the different types of SFX makeup applications that a successful makeup artist is required to know.
4. Identify requirements of a SFX makeup supervisor.

Preparation

TEKS:

§130.86(c)

- (2) The student applies professional communications strategies. The student is expected to:
- (C) interpret and communicate information, data, and observations;
 - (E) apply active listening skills to obtain and clarify information;
 - (F) listen to and speak with diverse individual; and
 - (G) exhibit public relations skills to increase internal and external customer/client satisfaction.
- (3) The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.
- (6) The student applies safety regulations. The student is expected to:
- (A) implement personal and workplace safety rules and regulations; and
 - (B) follow emergency procedures.
- (13) The student applies the production process. The student is expected to:
- (C) execute production of the script by:
 - (ii) applying knowledge of the critical elements in designing activities in the production stage.
- (15) The student understands the business aspects of the industry. The student is expected to:
- (B) understand the opportunities in the industry for freelance contractors by:
 - (iv) researching rates and best practices for various freelance job responsibilities.

Interdisciplinary Correlations:

Cosmetology: §130.252(c)

- (2) The student combines academic skills with cosmetology requirements. The student is expected to:
- (A) apply principles of biology, identifying living tissues, cells, and organisms to provide

- and select safe and effective personal care products and services;
- (B) classify and apply principles of chemistry and explain the composition, structure, and properties of substances and of chemical processes to provide a broad range of personal care services; and
 - (C) examine and apply basic principles of human anatomy to determine areas of potential problems and provide customized personal care services.
- (3) The student applies the rules and regulations established by the Texas Department of Licensing and Regulation. The student is expected to:
- (A) review and implement emergency policies and procedures regarding health and safety; and
 - (B) research risks and potentially hazardous situations to maintain a clean record of safety when providing personal care services.

English, Language Arts and Reading: §110.32

- (4) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

Instructor/Trainer

References:

1. Vinther, J. (2003). *Special effects makeup*. London: Routledge.
2. Research online make up techniques for film and television
3. Research online free screenplay scripts
4. Check your school's library for books with short stories that would have characters that could require special effects makeup application
5. Research online videos for Special Effect Makeup application
6. Check your school's DVD library to find movie clips of scenes where Special Effect Makeup was applied.

Instructional Aids:

1. Special Effects Makeup Application slide presentation
2. Rubric

Materials Needed:

1. Nose and Scar Wax
2. Stage Blood
3. Thick Blood
4. Bruise Wheel (Many Halloween makeup kits have colors that work well and are fairly inexpensive. Look for black, blue, green, red, and white.)
5. Various small latex prosthetics
6. Spirit gum and remover
7. Makeup sponges
8. Cotton swabs
9. Tissues
10. Makeup remover facial wipes
11. Carry case for makeup materials
12. DVD/Books from school library

Equipment Needed:

- Computer with internet connection and appropriate software to project slide presentation.
- DVD player
- Projector

Learner	
Notebook <ul style="list-style-type: none"> • Prior completion of basic makeup for film and television lesson • Blank paper • Colored pencils 	
Introduction	
MI	Introduction (LSI Quadrant I):
	<p>SAY: Movies are not only known for their production value and storylines, but the incredible special effects makeup that is employed to help tell the story.</p> <p>ASK: What movies or TV shows have you seen that utilize special effects makeup?</p> <p>SAY: The person in charge of creating the special looks for characters in these movies needs to work closely with the director so that she/he can create a certain look that fits the story and enhances the project. The work can be varied, ranging from aging to scars and bullet holes, all the way to complete physical transformation! Let's take a look at what some of these people do in order to complete their task.</p> <p>SHOW: Video clips that help explain how special effects makeup is created and applied.</p> <p>SAY: Different film projects call for different makeup applications. While some film budgets appear unlimited – many, many more are quite modest and give students an opportunity to practice and earn movie credit while learning. Anyone who has achieved success has done so by taking advantage of opportunities that presented themselves early in their career. Think about some of your favorite actors and directors, chances are their first few projects aren't on your favorites list. We're going to get a little practice in today by having you all break into small groups and create some realistic bruises and scrapes.</p>

Outline

MI	Outline (LSI Quadrant II):	Instructor Notes:
	<p>I. Define terms associated with the lesson.</p> <p>A. Special Makeup Effects Artist</p> <ol style="list-style-type: none"> 1. An artist who combines knowledge of makeup and hair, with technologies of mold-making and synthetic skin materials (such as foam latex, gelatin and silicone). 2. Many have an art or sculpture background and familiarity with puppeteering, animatronics, and CGI. <p>B. Makeup The decorations placed directly on the skin or hair of an actor for cosmetic or artistic effect.</p> <p>C. Foundation</p> <ol style="list-style-type: none"> 1. A flesh-toned cosmetic applied to the face to create an even, uniform color to the complexion, and sometimes, to change the natural skin tone. 2. Foundation applied to the body is generally referred to as body paint. <p>D. Latex A soft spongy material that is almost flesh like in its texture.</p> <p>E. Prosthetics Makeup that requires gluing additions (prosthetic appliances) made of a material such as latex or gelatin to an actor's skin.</p> <p>F. Spirit gum An adhesive used for applying prosthetics appliances as well as wigs and beards.</p> <p>G. Applicator Powder puffs or sponges used to transfer makeup from container to talent.</p> <p>H. Brush Used to apply, blend, or contour powder product on the talent.</p> <p>I. Stipple sponge Useful with Liquid Latex, Nose Wax, Creams, Thick Blood, and Stage Blood to create beard stipple, bruising, road rash abrasions, and prosthetic texturing.</p> <p>J. Palette</p> <ol style="list-style-type: none"> 1. Board with a hole for your finger to steady it. 2. Place foundation and cream colors on this to avoid cross contamination between talents. 3. Used to create custom colors. <p>K. Moulage A special makeup technique used to create simulations of real wounds for practice scenarios</p>	<p>Use the slide presentation – slides two and three – to discuss key terms.</p>

	used to train first responders.	
	<p>II. Identify tools and supplies required to apply makeup and prosthetics.</p> <ul style="list-style-type: none"> A. Nose and Scar Wax B. Stage Blood C. Thick Blood D. Bruise Wheel (Many Halloween makeup kits have colors that work well and are fairly inexpensive. Look for black, blue, green, red, yellow and white.) E. Various small latex prosthetics F. Spirit gum and remover G. Makeup sponges H. Cotton Swabs I. Tissues J. Makeup remover facial wipes K. Carry case for makeup materials 	<p>Use the slide presentation slide four. Show students each item as you discuss its use.</p>
	<p>III. Introduce the different types of SFX makeup applications that a successful makeup artist is required to know.</p> <ul style="list-style-type: none"> A. Bruises, Cuts, and Scars: <ul style="list-style-type: none"> 1. Basic start to SFX makeup work 2. Bruising can be accomplished with cream makeup 3. Scars, and cuts usually require a small latex or homemade prosthetic adhered to the talent with spirit gum. 4. Spirit gum a few minutes to get tacky and apply cream color just as in bruising. B. Aging: <ul style="list-style-type: none"> 1. Many of the same techniques are used in aging. 2. Different colors and prosthetics create a different look. 3. Additional tools such as bald caps, wigs, and facial hair help complete the look. C. Period Piece: <ul style="list-style-type: none"> 1. A Period Project may require research for a particular time period. 2. Identify several specific time periods that have a particular 'look'. 3. A good SFX Makeup artist will study the particular era that a story covers and attempt to recreate the look as accurately as possible. 4. This will also incorporate hair as well as facial makeup. D. Moulage: <ul style="list-style-type: none"> 1. Used in the emergency response world to describe the scene of an accident, crime, or a 	<p>Use the slide presentation – slides five through ten – to introduce types of SFX makeup applications.</p>

	<p>battlefield.</p> <ol style="list-style-type: none"> 2. Referred to as a style of SFX makeup that recreates these scenes <p>E. The Horror and/or science fiction of</p> <ol style="list-style-type: none"> 1. Most involved types of makeup effects 2. May require special molded foam latex prosthetics to create prosthetic 3. May require several hours of time to apply. 	
	<p>IV. Identify requirements of a SFX makeup supervisor.</p> <p>A. Goes over the script with the director</p> <ol style="list-style-type: none"> 1. Ascertain what 'look' they wish to create 2. Ascertain which character will require SFX makeup. <p>B. Bring suggestions and ideas to the meeting with the director.</p> <ol style="list-style-type: none"> 1. Submits drawings to suggest a look. 2. Drawing revisions are produced until the director approves 3. Models may be created before any makeup is applied to the talent. 4. Talent is brought in and makeup is applied. <p>C. After director approval of characters' and SFX makeup</p> <ol style="list-style-type: none"> 1. Director 'signs off' 2. Pictures are taken 180 degrees around the talent so that the same look can be recreated day after day. 	<p>Use the slide presentation – slides eleven through thirteen – to discuss role of SFX makeup supervisor.</p>

Application

MI	Guided Practice (LSI Quadrant III):	
	<p>Demonstrate to the class how to apply a black eye using a student as model or one as makeup artist and another as the model. (If you have never attempted this, try this prior to class.)</p> <p>Using the bruise wheel and a sponge, apply some blue, black, green, and a little yellow above, below, and to the side of an eye from the bruise wheel. Apply a little red with the sponge toward the end of the process and lightly fan out the colors toward the side of the face.</p> <p>Have students pair up with a partner or in small groups (depending on your available materials). Distribute sponges and bruise wheels. Instruct students to practice creating black eyes and bruised knuckles on one another.</p> <p>NOTE: Advise students that a little makeup can go a long way. Remind them that even with makeup, they need to observe safe practices. They need to use caution around the eye area and be aware of any possible allergic reactions that may develop.</p>	
MI	Independent Practice (LSI Quadrant III):	

	<ul style="list-style-type: none"> Choose a short story that has characters that could require special effects makeup application. Read the short story or give students a copy to read themselves. Once it is finished, assign students to teams to recreate the characters from the story. Each student will choose a character from the story to draw/sketch. Sketches will depict how the student would address the makeup application. (The sketches may be assigned as homework in addition to class/lab work below.) Teacher will circulate through lab as students independently to redirect/reteach as necessary.
Summary	
MI	Review (LSI Quadrants I and IV):
	<p>Take an opportunity to play a short online video clip demonstrating how makeup is applied in a special effects movie or from your own collection that have a variety of SFX makeup styles.</p> <p>Q & A session: Q: Name several of the different styles of SFX makeup application. A: <i>Bruises, Cuts, and Scars; Moulage; Aging; Period; Aliens, ghouls, and monsters.</i></p> <p>Q: Where might you mix color creams? A: <i>A palette.</i></p> <p>Q: What could you use to create a more 3D makeup effect like a scar or bullet hole? A: <i>A prosthetic.</i></p> <p>Q: What adhesive do you use to apply a prosthetic? A: <i>Spirit gum.</i></p> <p>Q: What are some of the supplies you might find in a SFX makeup artist's carry all? A: <i>Nose and scar wax, stage blood, thick blood, bruise wheels, latex prosthetics, spirit gum and remover, makeup sponges, cotton swabs, tissues, and makeup remover wipes.</i></p>
Evaluation	
MI	Informal Assessment (LSI Quadrant III):
	<p>Teacher will observe students' work during guided practice to assess student understanding of concepts and techniques. Revise/reteach will occur as needed before moving to Independent Practice portion of the lesson.</p>
MI	Formal Assessment (LSI Quadrant III, IV):
	<p>Use SFX Makeup Techniques Rubric to evaluate Independent Practice SFX makeup project.</p>

Extension

MI	Extension/Enrichment (LSI Quadrant IV):
	<ul style="list-style-type: none">• Bring in a professional SFX makeup artist to give a demonstration and answer students' questions. (If your school district participates in the Every 15 Minutes or Shattered Dreams programs, contact the makeup artist involved in crash scene makeup.)• Take pictures of students after they have applied their SFX makeup. Prints can be displayed at Career Fair/Open House or uploaded to department webpage.• Students will apply SFX makeup techniques in future projects, such as the Horror/Mystery/Suspense genre.

Special Effects Makeup Application Project Rubric

Points	21-25	17-20	13-16	9-12	1-8	Totals
Quality of Sketches	Sketches were well-thought out and well-designed	Sketches were well-done but needed more detail	Sketches were complete but simple.	Sketches showed very little imagination or attention to detail.	Sketches were not completed.	
Use tools correctly	Used tools correctly and put up clean.	Used tools correctly, put away dirty.	Used tools correctly. Did not put away tools.	Careless with tools. Left them out.	Did not use tools appropriately.	
Overall quality of work	Very realistic.	Somewhat realistic.	Realistic but needed blending.	Not very realistic.	Did not participate.	
Teamwork	The team worked together very well.	Some people did most of the work while other(s) watched.	One person did most of the work while other(s) watched.	The team did not work together well.	No one worked.	
TOTAL						