

# Theatre Lesson Plan Template

<b>Title</b>	MAKEUP														
<b>Author (s)</b>	KY WILCOX														
<b>Duration</b>	90 min														
<b>Course</b> (highlight one)	<table border="1"> <tr> <td>Theatre Arts Appreciation MS</td><td>Theatre 1</td><td>Technical Theatre 1</td></tr> <tr> <td>Theatre Arts Advanced MS</td><td>Theatre 2</td><td>Technical Theatre 2</td></tr> <tr> <td>Technical Theatre MS</td><td>Theatre 3</td><td>Technical Theatre 3</td></tr> <tr> <td>Musical Theatre</td><td>Theatre 4</td><td>Technical Theatre 4</td></tr> </table>			Theatre Arts Appreciation MS	Theatre 1	Technical Theatre 1	Theatre Arts Advanced MS	Theatre 2	Technical Theatre 2	Technical Theatre MS	Theatre 3	Technical Theatre 3	Musical Theatre	Theatre 4	Technical Theatre 4
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Technical Theatre MS	Theatre 3	Technical Theatre 3													
Musical Theatre	Theatre 4	Technical Theatre 4													
<b>Standards of Learning Addressed</b>	T1 16														
<b>General Description</b>	Students will learn about Theater Makeup and how to draw/ color a concept for makeup														
<b>Objective</b>	Have Students know how to draw and use makeup techniques to create characters														

<p><b>Key Words</b></p>	<p>Makeup, concept,</p>
<p><b>Learning Activities</b></p> <p><i><b>Warm Up</b></i> (essential questions, concepts, real life connections, prior knowledge, enduring understandings)</p> <p><i><b>Theatre Activities</b></i> (ensemble activities, physical &amp; vocal warm ups, performance activities that relate to learning objectives)</p> <p><i><b>Learning Activities</b></i> (ensemble, scene, or solo activities, self directed learning, teacher directed learning, modeling, lecture)</p> <p><i><b>Culminating Activity</b></i> (assessment of learning objective, performance based assessment, includes a critique/ response component)</p> <p><i><b>Reflection</b></i> (students articulate what was learned and what other knowledge is needed to reach learning goal)</p>	<p>Warm up: Have students do every day warm up, Meditation. How does makeup enhance a character in theater? How can makeup tell a story or reveal elements of a character's personality?</p> <p>Discussing how makeup is used in movies, fashion, and theater to create specific looks and evoke emotions. Ask students what experiences they have with makeup, whether for theater, costumes, or everyday use.</p> <p>A quick <b>face muscle warm-up</b>: Scrunch faces, stretch eyes and mouths wide, wiggle noses. This helps students engage with the facial expressions makeup will accentuate. (Old Makeup)</p> <p>Intro to basic makeup techniques and tools used in theater. Briefly explain contouring, aging makeup, and how colors can affect mood and character perception.</p> <p>I will demonstrates creating a quick character makeup look on a volunteer, highlighting key features (e.g., age lines, dramatic eyes, or bruises for a villain).</p> <p>Students create a basic makeup design for a given character (e.g., a witch, superhero, old man, or fairy). They can work individually or in pairs, using face maps from the earlier activity. Students decide on makeup colors, textures, and shapes that would best express their character's traits.</p> <p>What did you learn about makeup design today?</p> <p>How can makeup influence how a character is perceived on stage?</p> <p>What do you think you need to practice or learn more about to improve your makeup design skills?</p>

<b>Ensemble Activity (ies)</b>	
<b>Performance Activity (ies)</b>	
<b>Student Accomodations</b> (All learners, English Language Learners (ELL), students with disabilities, advanced learners)	Have visuals, Coloring activity, Description written out on screen, Modeling what to do, Check ins, extra time