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CBI

Dr. William Fischer

Final Project

June 7th, 2008

Theatre Makeup Application for play production of *La casa de Bernarda Alba* by Federico

García Lorca

Project 1 & 2 are inclusive.

Summary: Learners learn about how to do theatre/stage make up for play production, learn about various facial shapes and how to apply makeup to those facial shapes, learn colors and color theory, makeup essentials, make up tools, make up techniques, and the actual application of makeup along with the incorporation of literature.

Proficiency levels: Intermediate-Mid to High (writing); Intermediate-High to Advanced-Mid (reading).

Learner age levels: 18 and above.

Week 1

CBI Objective: Familiarization with Makeup Essentials and Introduction on their functions.

Language Objective: Makeup Vocabulary Tools, Modal Verbs, Imperative & Subjunctive, Defective Verbs such as: gustar, molestar, encantar etc.

Development of the objectives:

The first day of class students will be introduced to all of the makeup tools. Since there are many of them and without them makeup application would be impossible, it will be important that they familiarize themselves with these tools first. During this first class, Project

#Introduction to the makeup tools will be incorporated along with other makeup equipment and their functions.

Box will contain the following: Vocabulary sheets will be in Spanish (see as follows: they are in English now for the purpose of this assignment's understanding), makeup drawing pads for the students and instructor and all of the makeup tools.

Vocabulary Sheet- Makeup Essentials

Makeup Products

Product	Function
Cotton	Removes product
Cleanser	Removes dirt, makeup and impurities
Toner	Purifies and restores
Moisturizer	Replenishes moisture/oil; protects skin
Concealer	Eliminates discolorations; reduces appearance of blemishes
Foundation	Creates an even skin tone and uniform surface
Blush	Adds color or contour
Eye liner	Accentuates and defines shape of eyes
Eye shadow	Accentuates shape and color of eye; contours
Brow pencil/powder	Fills in; corrects shape of eyebrow
Mascara	Defines, lengthens, thickens the eyelashes
Lip Liner	Defines natural or corrected shape of the lips
Lipstick	Adds color and texture to the lips
Tissue	Blots the skin; removes excess product
Cotton swabs	Clean up; correct errors

Makeup Implements/Supplies

Implement/Supplies	Function
Head band	Holds client's hair out of the way during application
Towel/makeup drape	Protects artist's clothing
Palette	Holds desired amount of product(s)
Spatulas	Remove product(s) from containers
Latex sponges	Apply foundations and concealers; blending; clean up.
Tweezers	Shape eyebrows; remove stray hairs
Brushes	Apply makeup; specific to needs
Eyelash curler	Curls and enhances lashes
Mascara wands	Apply mascara
Lash separator	Separates lashes after mascara application

Makeup Equipment

Equipment	Function
Mirror	Allows makeup artist to check balance
Proper lighting	Allows makeup artist to work accurately and gauge results
Makeup chair	Places the performer at proper height for makeup application/service
Drawing pad	Allows makeup to be performed as a rough draft

As each of these tools, equipment and products are being introduced; the instructor will show and do at the same time. So the instructor will use the imperative and subjunctive in Spanish with the use of commands. For example: Apply the eyeshadow before placing the eyeliner. "Apliche(n) or Aplicaantes de poner..... At the same time here we will also be

practicing “before” and “after” with the preposition, form which requires the following verb to be in infinitive. After each showing and doing from the instructor part will follow with that of the students. Students will be applying each makeup product on their makeup pads first. This will also lower student’s anxiety level first for those who have never applied makeup on to another human being before.

At the end of class, students will have an exercise testing their new vocabulary words. There will be a picture of each makeup application essentials and next to the drawing they will write in Spanish the appropriate term. In addition, students will write a page summary of the things that they enjoyed doing in class today and things they would like to change. This way they are also using their writing skills incorporating grammar structures of present tense use in subjunctive: “Quiero que la clase sea más grande”. In addition, practicing defective verbs in Spanish such as gustar, fascinar, encantar, molestar, which can be challenging to students due to the verb and subject agreement. By writing this one page summary, it will also allow me to obtain more information from the students such as their likes/dislikes and their proficiency level.

Next class meeting, we will review all of the makeup essentials once more to reinforce the vocabulary words through a warm up vocabulary exercise of makeup pictures. Students will have 10 pictures of various makeup application (for example: one may be application of the eyeliner, the next one may be that of the moisturizer and the one after that eyelash separator and so forth). Students will first have to place all of these pictures in order of what application should be done first. With each picture they are also not only practicing their vocabulary, but they are also using words such as: first, before, while, after and later as they are writing and placing pictures in order. In addition, they are also using subjunctive in commands. “Apply the moisturizer before putting on foundation. In this sentence we have subjunctive and “before”

phrase. - Aplique la crema antes de poner la fundación”. Afterwards, students will pair up and one student will apply the makeup application on the makeup pad and the other student will dictate to his/her partner what to do. Afterwards they will switch turns. This way, both students work on the makeup tools and their functions being applied (fulfilling CBI objective) and they both speak, write and practice the vocabulary and use the grammatical structures mentioned above (fulfilling Language objective).

Week 2: Facial Shapes

CBI Objective: Facial Shapes

Language Objective: Shapes vocabulary, recommendations/suggestions using subj. They will be learning/using negations with subordinate clauses (I don't think that....., I doubt that....)

Box will contain the following: Vocabulary sheets introducing all facial shapes such as: oval face, round face, oblong face, pear-shaped face, square face, heart.-shaped face & diamond-faced shape. On the vocabulary sheets there will be all of the pictures of these facial shapes along with explanation of how to correct these shapes. So students will be reading these instructions and directions and study them. In addition, as always makeup pads will be always present along with all of the makeup tools all learned in week 1.

Development of the objectives: Students will learn the various facial shapes and how to correct them through makeup to achieve an overall oval shaped face. The oval shaped face is the ideal face shape to achieve while applying makeup. The way how the students will accomplish this is by first doing it on the makeup pad. They will have one makeup pad with each face shaped mentioned above and they will apply makeup correcting it.

In order to also carry out the language objective, after students have practiced with their makeup pads, I will have the students pair up and one will dictate to the other using subjunctive

recommendations, suggestions, negations in subordinate clauses while the other one is actually performing the correction on the makeup pad that the one dictating is saying. Then, they will switch turns. We will do this one pair at a time in front of me for assessment of how well the student performs the makeup on these various facial shapes, but at the same time I will be assessing their language skills when they give directions, instructions to each-other using the grammatical structures and vocabulary mentioned above.

Afterwards, the students will take a mini quiz of the various facial shapes, reassuring the vocabulary and they will turn in a writing assignment regarding some of the most common facial shapes and how they can correct their shape through the makeup application they have just learned. I will be able to select these facial shapes for the students, which will serve in knowing the content, and at the same time I will be evaluating their writing as well.

Week 3: Color Theory

CBI Objective: Learning of law of color and color schemes

Language Objective: Color vocabulary, adjectives, agreement with nouns and adjectives, comparisons.

Box will contain the following: Color wheel, vocabulary sheet including all of the colors in the color wheel and additional vocabulary words such as: hue, tint, shade, value, intensity, tone, monochromatic, analog, triadic, complementary, warm and cool, etc, makeup tools and pads.

Development of the objectives: Students will learn all about color theory and its importance in the makeup process. In addition, students will learn the application of it in stage theatre as the various shades of colors in the makeup process reflect new colors on stage and how do these two relate and work together (makeup color and stage colors). Afterwards, the same procedure will apply as mentioned in week 1 and 2 where students first complete a vocabulary exercise/quiz of

the color theory and then they will work in partners applying the colors and the concept on the makeup pads. This time, they will also practice them on their partner.

Since it's week 3 students may feel more comfortable with applying color on each-other. Taking into consideration that this may be a new and uncomfortable thing for them, they may choose not to do so. However, I think they will feel more relaxed now into week 3 and eventually being a makeup artist inevitably would require to touch someone else's face.

The way how we will achieve the language objective is by students comparing colors when they are mixing them and as they are applying it by using "more/less than" and "as..as/as much/many...as". They will use this as their oral practice, but they will also reinforce it by writing and completing an assignment of a color comparison sheet. Afterwards, there will be another writing assignment of students using the agreement between noun and adjectives. The assignment will be in the form of a questionnaire which will ask them questions and they would have to explain such as for example: "When will the white color on the eye be applied in order to receive a cooler tone? Student's possible answer: The white color is used when the base color is pink. *El blanco/el color blanco se usa cuando el color fundamental es rosado.*

Week 4 & 5 (The incorporation of Project #2: Literature)

CBI Objective: Literature: Play of *La casa de Bernarda Alba* by Federico García Lorca

Language Objective: Past tense, comparisons, descriptive language and coordinate sentences.

Box will contain the following: the play, vocabulary words, questionnaires, scene and character specific handout sheets.

Development of the objectives: The students will be assigned to read the play in English.

However, they will be assigned to read certain parts of the play in Spanish, specifically the parts prior to the beginning of each act. It's important for the students to have a good understanding

of what the play contains and in addition, focusing on some crucial parts of the play where the makeup application may need to be more intensified. Also, the students will learn the effect of the stage lighting on the makeup. So they will get an introduction of how that will take effect. In order to do this, students will also partake in the rehearsal meetings of the actors. This way, they can be introduced to the actors/characters and see the effect of the stage lighting in correspondence to those specific crucial parts of the play, which they have been assigned to study. I am anticipating adding this literature part to this project now in week 4 & 5 after the students have had a basic introduction of makeup tools, facial shapes and color theory in prior weeks. This way, they will also start now performing more of makeup application. How will they do this? Well, after reading the play and particularly some of its specific parts, students will be assigned to study these specific parts in the play along with a specific character. Based on what they have read and studied about a specific part in the play and their assigned character, they will start creating their own makeup design based on what they believe to be appropriate and relevant to the play and that of the specific character. For example, at the beginning of Lorca's play, the stage is all white meaning white walls, white floor (shows the message of purity that Bernarda wanted to portray to her fellow villagers that she was the cleanest of them all) and all of the characters are wearing black because of Bernarda's second husband's death. The lights on stage are bright. Based on this information, the students start doing the makeup on the makeup pad or on another classmate serving as their model of their assigned character taking into consideration the play setting, the stage lighting and the character's physical appearance and the character's personality itself. Afterwards, they share their makeup artistry with other classmates telling each-other what and why they did what they had to do. They are using descriptive language through coordinate sentences. For example: "Bernarda's look is pale,

because it's a funeral. I put on her lighter foundation but darker eye correction/concealer to show her grief, tiredness, sadness". After students share their makeup work with their partner, they will present it to the class. This way, I will be able to evaluate orally both their makeup ability and language competency. Students may also use comparative sentences depending on the content. For example: "Since Bernarda is older and more tired than the rest of the characters in this scene, I put on more darker concealer to show to the audience this look". Student may present their presentation in the past tense instead of present. For example: I decided to give Bernarda a pale look, because she was at her husband's funeral in this scene. I applied dark concealer under her eyes, and placed creamy eyeshadow, (to show she cried)etc...".

As the students are presenting their character's makeup look and their specific scene in the play, students will be asked to backup their conclusions through quotes from the play. This way, it also assures that the students have read and studied these specific crucial parts in the play, and because of their studying and what they could understand from the quotes of the play they are presenting this makeup application.

In the beginning, before students get ready for their makeup application and the play and character studying, they will have discussion groups about each act in the play. I will prepare group discussion questions that they have to discuss and will assign writing assignments to evaluate student's understanding of the play. Many of the questions will consist in the past tense, that way—students will answer in such form. "Why did Bernarda worry about her house cleanliness? Who did she argue with after the guests left? etc".

Following, during the part where the students participate in the play's rehearsals, they will have to take notes of what goes on in the stage as far as the lighting, the scene and the character. Each student will be assigned to a specific scene and character, so they will need to

study closely to the actor/actress performance & the stage. In addition, each student will have its own questionnaire prepared by the instructor that they will need to fill out and turn in to me after each class period as a summary of progress. I evaluate their content and language this way through their writing.

At the end, it's the final presentation as mentioned 3rd paragraph above.

Week 6-9

By now, I will be familiar with student's ability in makeup and their language proficiency. The first 5 weeks of the term the student got an introduction to makeup tools, facial shapes, color theory, learned about the play, familiarized themselves with the stage and lighting through the rehearsals and even got some hands on training with makeup application of a certain character and the studying in depth of specific scenes. Well, in the following 4 weeks students will develop a more in depth and professional makeup application. In other words, they will be ready to carry out a makeup procedure successfully as a regular makeup artist would do. This time, we will get to a more structured of a step by step makeup application.

In addition, each student will be responsible for one character in the play and be familiar with all of the scenes that this character will be participating in. So by week 10, last week in the term, they are ready to perform for the big day of "play premiere". ☺

CBI Objective: Makeup application on the final product: "ACTOR/ACTRESS

Language Objective: past, present, future and conditional tense, review of all vocabulary words studied previously in the term with regards to makeup, subjunctive and modal verbs.

Items in the box will be: vocabulary sheets, step by step instruction of makeup application starting from skin analysis, concealer, foundation, contouring and highlighting, eyes, eyebrows, eyeliner, eye shadow, mascara, artificial lashes, facial powder, blush, lip liner, lip color, lip

shapes, corrections for facial features, each actor's photograph of no makeup on, each actor's scenes participation, and of course as always all the makeup essentials and tools along with makeup pads.

Development of objectives: It's important to note that half of the week student's study and practice on the makeup pad or on each-other their actor/actress's makeup; however, the other half of the week they must perform the makeup on the assigned actor/actress themselves. This way, it reassures and prepares the students for the finished look of their specific actor/actress. They will continue doing partner work by showing to their partner and walking them through what they are doing for that specific character. *It's important to note that their partners are assigned by me and changed every week of class, in order to continuously have students go through a routine of various other student's work for more learning.* It will also give the opportunity to the other student watching, time to speak and make suggestions of their partner's work, which in this case would require the use of subjunctive: "I recommend that/suggest that/ I believe that" or expressing emotions such as: I am happy/glad/unsure that you have used such and such or done such and such etc." In addition, students may use modals verbs: "can/may do this or that in order to achieve a certain look/hide defective features etc". Last, conditional such as for example: "I would apply this..., or I would make it lighter...., or I would use more of this...= Aplicaría, haría, usaría".

At the end of their makeup application, the student will meet with me to discuss what they have done and why. They will bring me their makeup pad/or their actor/actress and tell me what they did, (preferably using past tense), in some cases the use of present will be applicable. Along with their presentation to me, they also will submit to me a report of what they have done, what things they have enjoyed doing and what steps of the makeup application is giving them

trouble, and if they would like to schedule a meeting with me during office hours for additional help. *This writing assignment also will serve the purpose of a weekly report.* This way, I will better be aware of the student's need and assist them accordingly. Along with their weekly report, they will also turn in a brief summary of what they will intend to do for the next class meeting (future), or what things they would try to change for the next meeting (conditional). The intention of this brief summary is to also use the future/conditional tense. Along with achieving another part of the language proficiency through the future/conditional tense, I am also able to see where the student is heading next and see if his/her next plan is on the right track.

Week 10

Last rehearsal and Show Time! ☺

Final's week last class

Students and instructor will discuss how this course was helpful to the student, what did they enjoy best, and what things they would like to change. Students will be in discussion groups and then one student from each group will share their group's ideas to the rest of the class. At the end, each student will turn in an individual response to the questions mentioned above.

Scoring Guide for Spanish Theatre Makeup Course

	Global/Real life	Factor 1: Dedication outside the classroom	Factor 2: Involvement inside the classroom	Factor 3: Speaking abilities ACTFL level	Factor 4: Writing abilities ACTFL level	Factor 5: Makeup artistry Performance
6	Offered a job as the first choice candidate	All of 4 plus contributed with often unassigned work of high quality	Often participated in class and led group activities. Never absent	Alternates between Advanced Low and Advanced Mid	Advanced Low and progress made towards Advanced Mid	Outstanding individual performance and group leadership
5	Offered a job	All of 4 plus extra input in form of ideas and investigation	Voluntarily participated in class and group activities. One absence.	Advanced low all the time	Advanced low	Well prepared and cooperative with the team
4	Hired for makeup artist position, with expectations to quickly advance	Completed all assignments, which had satisfactory quality and required little changes.	Deliberately responded and participated in most activities. Absent twice.	Performs at Intermediate High all the time	Intermediate High	Satisfactory preparation, helpful and cooperative with the team
3	Possibly hired after a 3 month trial period with demonstrated progress and incentive to advance more	Completed most of the tasks, which required some improvements.	Responded to asked questions and sometimes worked as a team member. 1-3 absences.	Most of time at Intermediate Mid but at times at Intermediate High	Intermediate Mid with a progress made towards Intermediate High	Satisfactory preparation and cooperation with the team
2	Could be qualified for hire only for low responsibility production positions and with a significant amount of training and 3 month trial period	Completed some tasks, which did not have required quality.	Responded to prompted questions. Remained silent during most group work. 3-5 absences	Most of time at Intermediate-Low but occasionally at Intermediate Mid	Intermediate-Low with certain qualities of Intermediate Mid	Somewhat prepared but not following the event plan and team commands
1	Not qualified to be hired on to the production team	Rarely completed tasks, which lacked on quality.	Refused to participate individually or in group. More than 5 absences.	Always at Intermediate-Low	Intermediate-Low	Caused problems during the final broadcast/ was late and unprepared