

Syllabus for  
**COM 405—Makeup Design**  
3 Credit Hours  
Spring 2005

I. COURSE DESCRIPTION

A study of the methods and materials utilized in stage makeup. The class utilizes "hands on" makeup projects to teach various theatrical styles. Special emphasis is on skin care and enhancing self-image as it relates to the student's identity in Christ.

Prerequisite: None.

II. COURSE GOALS

This course is designed to provide the student with an overall introduction to the art of makeup design. Students study facial anatomy and research and execute various make-up designs. Students learn skin care and how to enhance their own facial features. The students compile a make-up morgue, which is a personal file of source material for future use.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. Name the different parts of facial anatomy.
2. Communicate a character through a series of various makeup projects.
3. Execute various application techniques for all types of makeup, including straight, character, and nonrealistic makeup.
4. Compile a makeup source book called a Makeup Morgue for future use in his or her acting career.
5. Practice and learn proper care of the skin.

B. Unit Objectives

After successfully completing each unit, the student will be able to do the following:

1. Unit I: Basic Principles
  - a. List and locate the various parts of the facial anatomy.
  - b. Display an understanding of the principles of highlight and shadow by charcoal sketches on gray paper.
  - c. List and define the characteristics of color and color mixing as it applies to make-up.
  - d. List practical methods of caring for the skin.
2. Unit II: Planning the Makeup
  - a. Follow a step-by-step process of relating the make-up to the character.
  - b. Using a head shot photograph, the student will trace the facial features and design the make-up for the various projects throughout the semester.
  - c. Create a worksheet for each of these projects.
  - d. List and explain the different make-up kits and application equipment.
  - e. Compare and contrast the various types of makeup.

*Last revision: Fall 2004*

3. Unit IV: Three Dimensional Makeup
  - a. Execute a successful make-up using either nose-putty; derma wax; gelatin; latex; latex and tissue; latex cotton and spirit gum; or tissue and honey.
  - b. Create and execute a design using rubber prosthesis.
  - c. Design and build a mustache and beard as part of a makeup design.
4. Unit V: Creating a Likeness
  - a. Execute the likeness of a character from a photograph on their own face using their choice of method.
  - b. Photograph the before-and-after effect of the makeup project and critique its success.
5. Unit VI: Non-Realistic
  - a. Design and execute makeup for animal character.
  - b. Design and execute makeup for a clown.
  - c. Design and execute makeup for a stylized character.

#### IV. TEXTBOOKS

- A. Required Textbooks

Corson, R. (2001). Stage makeup. Englewood Cliffs: Prentice-Hall.
- B. Required Materials

Ben Nye Theatrical Makeup Kit (purchased in class)

#### V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
  1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
  2. Double cuts will be assessed for absences immediately preceding or following holidays.
  3. Excessive absences can reduce a student's grade or deny credit for the course.
  4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
  5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
  6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- B. Department Policies and Procedures
  1. **Attendance**—At Oral Roberts University, students are expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade

for each hour's absence above those allowed. A student missing class due to illness must take an unexcused absence. Extended illnesses are handled on an individual basis and require a doctor's excuse.

2. **Administratively Excused Absences**—Students who must miss class for University sponsored activities must follow these procedures:
  - a. inform the professor before the event.
  - b. arrange to complete missed work within one week.
  - c. not commit to class performances (oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
  - d. present an excuse, signed by the Dean of Arts and Sciences, the day the student returns.
3. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are calculated in the attendance provision for this course. Three tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be credible the following class session concerning a late arrival on a previous day.
4. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. If late work is accepted, a substantial penalty will be assessed.
5. **Literacy**—The Communication Arts Department does not accept for credit any written assignment that contains more than an average of three grammatical and/or typographical errors per page.

C. Course Policies and Procedures

Evaluation Procedures

Grading

The student's grade in this course is based upon the following items:

Makeup morgue	25%
Quiz on facial anatomy & skin care	10%
Self-evaluation	5%
Laboratory projects	
Corrective makeup	5%
Old age (happy)	5%
Old age (sad)	5%
Scar or wound project	5%
Illness (use any method)	5%
Beard or mustache project	5%
Non-realistic	
1. Stylized	5%
2. Animal	5%
3. Choice	5%
Creating a likeness	5%

Crew 10%  
 Final Exam  
 The final exam for this course is the presentation and defense of the makeup morgue, which includes a record and evaluation of each project executed during the semester.

VI. COURSE CALENDAR

<b>Time</b>	<b>Class Participation</b>	<b>Assignments</b>
1st Week	Instructor's introduction, objectives, purposes of course, crews, supplies, makeup morgue  Photography session in class for 8x10 head shots	Read Chapter 1 of text
2nd Week	Quiz over chapter one  Various projects in class on highlight and shadow with charcoal and gray paper	Read Chapter 2  Read Chapters 3, 4, and 5 on color
3rd Week	Discuss visualizing the character and developing the makeup design  Design the future projects for course, including worksheets	Read Chapters 6 and 7  Read Chapters 8 and 9 Design next project
4th Week	Apply various kinds of makeup in class  Discuss pros and cons of each kind-- create an inventory order form for each kind of makeup	Read Chapter 10
5th Week	Discuss corrective makeup; details of self-analysis paper  Apply corrective makeup	Design next project  Read Chapter 11 Design next project
6th Week	Apply various kinds of stippling in class  Discuss modeling with paint and various projects dealing with this project	Read Chapter 12  Design next project
7th Week	Apply old-age makeup  Apply other modeling project (other area beside the face)	Design next project  Design next project

<b>Time</b>	<b>Class Participation</b>	<b>Assignments</b>
8th Week	Apply last project in modeling with paint	Read Chapter 13  Design next project
9th Week	Apply burn, scar, bruise or cut design; full makeup	Design next project  Read Chapter 14
10th Week	Discuss prosthesis  View video on prosthesis	Read Chapter 15
11th Week	Practice building beards	Read Chapter 15  Practice next project
12th Week	Build beard and mustache  Apply creating a likeness project	Read Chapter 17 Design project  Read Chapter 18 Design next project
13th Week	Apply non-realistic animal  Apply non-realistic clown	Design next project  Design next project
14th Week	Apply non-realistic stylized  Summarize projects	
15th Week	Begin final makeup morgue presentation  Continue final makeup morgue Presentations	

## Course Inventory for ORU's Student Learning Outcomes

### COM 405—Makeup Design Spring 2005

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior		X		
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy			X	
2C	Global & historical perspectives				X
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences				X
4D	Responsible citizenship				X
4E	Leadership capacity				X