

# **YOU CAN BE A WOMAN™ MAKEUP ARTIST or COSTUME DESIGNER**



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**Featuring Universal Pictures' King Kong**

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## YOU CAN BE A WOMAN MAKEUP ARTIST OR COSTUME DESIGNER

### MAKEUP LESSON PLAN 1

**PURPOSE:** To learn how to research makeup and to design makeup from the research.

**MATERIALS:** Clear white pad of paper, pencils, eraser, colored pencils, pastels, or crayons.

**PROCEDURES:** Bring the children to the library, and help them find books with pictures of people from historical time periods or other places on the globe (e.g., traditional Chinese opera; Masai warriors in Africa; Queen Elizabeth I, etc.)

Have each child select a time-period or geographical area to research, and let them copy faces from their research, paying attention to the details of color, shape, and accessories like hair, jewelry, and tattoos.

**CONCLUSIONS:** What types of research materials had the best information?  
What differences are there with makeup in America today?  
What similarities?

### MAKEUP LESSON PLAN 2

**PURPOSE:** To understand how light and shadow change the shape and look of the face.

**MATERIALS:** Flashlights and mirrors.

**PROCEDURE:** Have the children work together in pairs, each pair with a flashlight and mirror.

Turn out the lights and have one child look in the mirror while the other child shines the light on the first child's face from above, below, straight on, from behind, and from each side.

Then let the children exchange roles and repeat.

**CONCLUSIONS:** What effect does the change in the direction of the source of light have in how the face looks?  
What makes the face look older or younger, scary, or weird?

### MAKEUP LESSON PLAN 3

**PURPOSE:** To learn how to design makeup, and practice using color and contrast to change the look of the face.

**MATERIALS:** Magazines, colored pencils or crayons.

**PROCEDURES:** Have the children cut out pictures of faces (at least 4" across) from the magazines, so that each child has several faces to





work with. Using brown and white colors, have the children first draw wrinkles at the corners of the eyes and from the corners of the nose to the corners of the mouth; use brown for the lines and white or yellow on either side, blending carefully.

Have the children then take a second face and draw dark hollows in the cheeks and around the eyes using dark colors, and highlight nose, cheekbones, jaw, above the eyebrow, etc.

**CONCLUSIONS:** What effect does the addition of color and contrast have on the look of the face?  
Which effect made the face look older?  
Which effect made the face look spooky?

## MAKEUP LESSON PLAN 4

**PURPOSE:** To learn about how to use makeup to achieve various effects.

**MATERIALS:** Natural makeup base, makeup sponges, plus white, yellow, and brown stage makeup, and other colors as needed, Vaseline, candy wax, mirror.

**PROCEDURES:** Have the children work in pairs, each pair with makeup colors and a mirror.  
Have the children put makeup base on each other's faces, using the makeup sponges.  
Have one child put colored makeup on the other child's face, using thin lines of brown for wrinkles, with thin lines of yellow on either side, and blend the lines; places to do this are crow's feet around the corners of the eyes, and lines from the side of the nose to the corners of the mouth.  
Then let the children switch roles, and have one child use white and yellow together to create highlights on cheekbones, forehead and chin, and brown in the hollows of the cheeks, and around the eyes.  
Have the children use the other colors and materials on each other's faces to try different effects: use Vaseline for sweat or tears; black, white and red for wounds or scars; wax under the upper lip or in the cheeks to change the shape of the face, etc.

**CONCLUSIONS:** What effect does the addition of color and contrast have on the look of the face?  
Which effect made the face look older?  
Which effect made the face look spooky?  
Which special effect worked the best?



## **COSTUME DESIGN LESSON PLAN 1**

- PURPOSE:** To learn about how clothing (and therefore costumes) are put together
- MATERIALS:** Pattern for a dress with sleeves, and other complicated pieces of clothing (a few different ones), newspaper or other large sheets of paper, scotch tape or masking tape, scissors, and pins.
- PROCEDURES:** Have the children work in groups, one group for each pattern. Have them look at the pattern pieces and cut out copies of the pattern pieces on the paper. If there will be two or more pieces of the same pattern, have them make one copy for each piece.  
Then let the children put the pieces together to form the garment, first pinning the pieces together and when they are correctly positioned have them tape the pieces into place.
- CONCLUSIONS:** How can you tell the left sleeve from the right sleeve?  
Is there a difference in the pattern piece?  
What was the most difficult part of the garment? Why?

## **COSTUME DESIGN LESSON PLAN 2**

- PURPOSE:** To learn how to research costumes and to design costumes from the research.
- MATERIALS:** Clear white pad of paper, pencils, eraser, colored pencils, pastels, or crayons.
- PROCEDURES:** Bring the children to the library, and help them find books with pictures of people from historical time periods or other places on the globe (e.g., colonial America; Ancient Greece; Egyptian Pharaohs, etc.)  
Have each child select a time-period or geographical area to research, and let them copy costumes from their research, paying attention to the details of materials and colors used, n shape, and how they fit the people.
- CONCLUSIONS:** What types of research materials had the best information?  
What differences are there with clothing in America today?  
What similarities?



## **COSTUME DESIGN LESSON PLAN 3**

**PURPOSE:** To learn how to coordinate a color scheme for costumes and select materials.

**MATERIALS:** Notebooks, pencils, crayons, swatches or samples of bits of materials.

**PROCEDURES:** Bring the children to a fabric store or dressmaker, together or individually, and have them look at various fabrics and accessories like buttons, etc. Have them select a master pattern or design, a piece with several colors like a pattern of light blue, dark blue and light green. Have them make notes on what they would like to do within a color scheme based on the chosen design: skirt from design, light blue blouse, light green scarf, black shoes and socks, dark green ribbon and buttons, etc. Have them make notes on their particular design and color scheme and sketch what they would like to do with the different colors and accessories.

**CONCLUSIONS:** There are multitudes of choices for costume design:  
How did you choose your colors?  
What effect were you trying to achieve?  
Somber, funereal; fun-loving and carefree; Greek goddess?  
How can you make your original choices look different?

