Drama Curriculum

**Grade** : 9th Grade

**Unit** : Introduction to Theater: Drama Lab I
This course offers an introductory study and practice of theatre arts. Laboratory is more hands on; students interact with each other and do activities. The teacher is a guide throughout their student’s lab assignment. The drama lab for Introduction to Theater will feature multiple technical theater projects.
<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>Timeline</th>
<th>CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SWBAT create a poster describing themselves. SWBAT present poster to the class.</td>
<td>September</td>
<td>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre.</td>
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<tr>
<td></td>
<td>SWBAT discuss basics of theatre design</td>
<td></td>
<td>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre.</td>
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<tr>
<td></td>
<td>SWBAT apply a practical theatre design for a production</td>
<td></td>
<td>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</td>
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<td></td>
<td>SWBAT create at least one design for one technical theatre area</td>
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<td></td>
<td>SWBAT document design (for ex: photos, swatches, descriptions, etc.)</td>
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<tr>
<td></td>
<td>SWBAT create a designer’s concept and statement</td>
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<tr>
<td></td>
<td>SWBAT present design to a production team</td>
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<tr>
<td>2</td>
<td>SWBAT build trust and acceptance of others within a group</td>
<td>October (1 week)</td>
<td>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre.</td>
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<td></td>
<td>SWBAT use basic theater rigging</td>
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<td></td>
<td>SWBAT hang and focus a light.</td>
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</tbody>
</table>
| 3 | SWBAT identify hand and power tools and their use  
    SWBAT apply use of hand/power tools while building a designed set  
    SWBAT build standard scenery including platform, bracing, flat, and rails or a mini-model.  
    SWBAT spike a stage. | October-November | 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre. |
|---|---|---|---|
| 4 | SWBAT determine and apply appropriate scenic painting techniques  
    SWBAT assemble/strike scenic elements on stage | December | 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre. |
| 5 | SWBAT create and use scenic budgets.  
    SWBAT create a budget for a show.  
    SWBAT create and execute an advertising plan and budget for a show. | January-February | 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre. |
| 6  | SWBAT create properties paperwork and running sheets from an existing script.  
   SWBAT layout and label a prop table.  
   SWBAT construct and repair basic props using a variety of materials and skills.  
   SWBAT identify techniques for constructing props including paper maché, foam, and other materials.  
   Demonstrate knowledge of prop safety construction and use.  
   SWBAT create and use properties budget. | March-April | **1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre. |
|-----------------------------------------------|-------------|------------------------------------------------------------------|
| SWBAT perform basic hand and machine stitching.  
SWBAT take measurements and perform fittings  
SWBAT label costumes, accessories and shoes | May | **1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre. |
| SWBAT apply basic theatrical make up on their face and on another person’s face. | June | **1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre. |
# Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
# Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

## CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

## CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

## CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

## CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, proce-
Career Ready Practices

Careers, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research processes to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience.
## Career Ready Practices

They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
</table>
| - Extra time for assigned tasks  
- Adjust length of assignment  
- Timeline with due dates for reports and projects  
- Communication system between home and school  
- Provide lecture notes/outline | - Extra Response time  
- Have students verbalize steps  
- Repeat, clarify or reword directions  
- Mini-breaks between tasks  
- Provide a warning for transitions  
- Reading partners | - Precise step-by-step directions  
- Short manageable tasks  
- Brief and concrete directions  
- Provide immediate feedback  
- Small group instruction  
- Emphasize multi-sensory learning | - Teacher-made checklist  
- Use visual graphic organizers  
- Reference resources to promote independence  
- Visual and verbal reminders  
- Graphic organizers |
| **Assistive Technology** | **Tests/Quizzes/Grading** | **Behavior/Attention** | **Organization** |
| - Computer/whiteboard  
- Tape recorder  
- Spell-checker  
- Audio-taped books | - Extended time  
- Study guides  
- Shortened tests  
- Read directions aloud | - Consistent daily structured routine  
- Simple and clear classroom rules  
- Frequent feedback | - Individual daily planner  
- Display a written agenda  
- Note-taking assistance  
- Color code materials |
Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Adaptation of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
### Assessments

#### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes (art history content, elements and principles content)
- Critiques/Reflection time
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Essays, Short Answers
- Thumbnail sketches, Blueprints, Timelines, Maps, Charts, Graphic Organizers
- Artists statements
- Rubrics
New Jersey Core Curriculum Content Standards (NJCCCS):

❖ 1.1.12.C.1

Content Statement: Theatre and the arts play a significant role in human history and culture.

Cumulative Progress Indicator: Analyze examples of theatre’s influence on history and history’s influence on theatre in Western and non-Western theatre traditions.

❖ 1.1.12.C.2

Content Statement: Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.

Cumulative Progress Indicator: Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.

❖ 1.1.12.C.3

Content Statement: Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.

Cumulative Progress Indicator: Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.

❖ 1.2.12.A.3

Content Statement: Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship.

Cumulative Progress Indicator: Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

❖ 1.3.12.C.1
Content Statement: Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.

Cumulative Progress Indicator: Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.

❖ 1.3.12.C.2

Content Statement: Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Cumulative Progress Indicator: Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

❖ 1.4.5.A.1

Content Statement: Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).

Cumulative Progress Indicator: Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

❖ 1.4.5.A.2

Content Statement: Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.

Cumulative Progress Indicator: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

❖ 1.4.5.A.3

Content Statement: Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
**Cumulative Progress Indicator:** Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).

- **1.4.5.B.1**

**Content Statement:** Identifying criteria for evaluating performances results in deeper understanding of art and art-making.

**Cumulative Progress Indicator:** Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

- **1.4.5.B.2**

**Content Statement:** Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.

**Cumulative Progress Indicator:** Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

- **1.4.5.B.3**

**Content Statement:** While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.

**Cumulative Progress Indicator:** Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

- **1.4.5.B.4**

**Content Statement:** Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.

**Cumulative Progress Indicator:** Define technical proficiency, using the elements of the arts and principles of design.

- **1.4.5.B.5**

**Content Statement:** Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).
**Cumulative Progress Indicator:** Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art
History: Students study historical playwrights and read plays related to various moments in history.

Language Arts: Students write, interpret, and analyze scripts. Students also read classic and contemporary literature.

Visual Art: set design, costume design, and makeup require understanding of visual arts

Math: set design, production management, costuming, and layouts of sound and lighting demonstrate understanding of math calculations

Music: Musical Theater, rhythm, plays with music, understanding vocal uses such as projection, pitch, and rate
### NJDOE Student Learning Objective

**Standard 1.1 Aesthetics**
All students will use aesthetic knowledge in the creation of and in response to theater.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Why should I care about the arts?</em> &lt;br&gt;<em>What’s the difference between a thoughtful and a thoughtless artistic judgment?</em></td>
<td>1. Students will have an understanding of how theater affects their lives. &lt;br&gt;2. Student gains an understanding of human behavior and psychology.</td>
<td>1. Textbook: Theater Art In Action by Robert D. Strickland &lt;br&gt;2. The Community: Trips to Productions, Participating in productions in Paterson and surrounding areas. &lt;br&gt;3. Instructor &lt;br&gt;4. Internet</td>
<td>1. Record performances and self critique. &lt;br&gt;2. Go to see plays.</td>
</tr>
<tr>
<td>NJDOE Student Learning Objective</td>
<td>Essential Questions</td>
<td>Skills</td>
<td>Resources</td>
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<tr>
<td><strong>Standard 1.2 Creation and Performance</strong>&lt;br&gt;All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of theater.</td>
<td>How does creating and performing in the arts differ from viewing the arts?&lt;br&gt;To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</td>
<td>1. How to discuss and write critically about varied theatrical performance and written works.&lt;br&gt;2. How to be an effective audience member.</td>
<td>1. Textbook&lt;br&gt;2. The Community&lt;br&gt;3. Instructor&lt;br&gt;4. Internet</td>
</tr>
<tr>
<td><strong>Standard 1.3 Elements and Principles of the Arts</strong>&lt;br&gt;All students will demonstrate an understanding of the elements and principles of theater.</td>
<td>How do underlying structures unconsciously guide the creation of art works?&lt;br&gt;Does art have boundaries?</td>
<td>1. How to act for performance.&lt;br&gt;2. How to Create characters.&lt;br&gt;2. How to discuss and write critically about varied theatrical performance and written works.</td>
<td>1. Textbook&lt;br&gt;2. The Community&lt;br&gt;3. Instructor&lt;br&gt;4. Internet</td>
</tr>
<tr>
<td>NJDOE Student Learning Objective</td>
<td>Essential Questions</td>
<td>Skills</td>
<td>Resources</td>
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</tbody>
</table>
| Standard 1.4 Critique           | *When is art criticism vital and when is it beside the point?* | 1. How to discuss and write critically about varied theatrical performance and written works.  
2. How to be an effective audience member. | 1. Textbook  
2. The Community  
3. Instructor  
4. Internet | 2. Character maps, journaling, and textual clues.  
3. Graphic organizers for compare/contrast emotional life of character with self.  
4. View and critique theatrical performances. |
| All students will develop, apply, and reflect upon knowledge of the process of critique. | | | | |
| Standard 1.5 World Cultures, History, and Society | *Does art define culture or does culture define art?*  
*What is old and what is new in any work of art?*  
*How important is “new” in art?* | 1. Students will be able to analyze a work of art by compare and contrast.  
2. Apply knowledge of character development through historical biographies.  
3. Student will be able to relate theatrical literature to time periods in history. | 1. Textbook  
2. The Community  
3. Instructor  
4. Internet  
5. Script | 1. Class Discussions  
2. compare and contrast productions  
3. Interdisciplinary lessons with the history teacher. |
Unit Vocabulary

- Apron
- Backdrop
- Beam
- Blackout
- Boom
- Box Boom
- Box Set
- Center Line
- Center Line Section
- Cross Fade
- Crossover
- Dressing
- Electric
- Ellipsoidal Reflector Spotlight
- Fade to Black
- Fire Curtain
- Flat
- Fly System
- Fresnel
- Gobo or Pattern or Template
- Grand Curtain
- Ground Plan
- House
- Jack
- Light Plot

- Masking
- Orchestra
- Orchestra Pit
- Platform
- Props
- Proscenium Arch
- Pull
- Sightlines
- Rake
- Scrim
- Screwdriver
- Circular Saw
- Drill
- Wrench
- Stage Manager
- Lighting Designer
- Set Designer
- Technical Director
Projects/Assessment Tasks

❖ Collages (design and construction)
❖ Costumes (designing and constructing)
❖ Critiques/reviews
❖ Make-up (designing and constructing)
❖ Vocabulary Quizes
❖ Peer coaching and evaluation
❖ Written Assignments
❖ Presentations
Assessment Tools

- Conferences with students
- Evaluation by self, peers and teacher
- Multimedia devices (e.g., computers, digital cameras)
- Performance observations
- Portfolios
- Rubrics
- Standardized theatre assessments • Teacher-made quizzes and tests
## Sample Old Age Character Makeup Rubric

<table>
<thead>
<tr>
<th></th>
<th>Advanced 25 pts each</th>
<th>Proficient 20 pts each</th>
<th>Beginning 15 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>Using sponge, applied foundation evenly over ½ of face including eye area</td>
<td>Using sponge, applied foundation fairly evenly over ½ of face including eye area</td>
<td>Using sponge, applied foundation over ½ of face—may miss areas [eye, mouth, etc.]</td>
</tr>
<tr>
<td>Shadows:</td>
<td>Using brush, applied thin line of shadow and blended evenly &amp; up; can still see line of shadow but no brush strokes</td>
<td>Using brush, applied fairly thin line of shadow and blended evenly &amp; up; may not see line of shadow and/or may not brush strokes</td>
<td>Using brush, applied rather thick line of shadow may not be blended evenly; may not see line of shadow and/or may see brush strokes</td>
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<tr>
<td>O Eye Sockets</td>
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<tr>
<td>O Under Eye</td>
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<td></td>
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<tr>
<td>O Temple</td>
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<td></td>
<td></td>
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<tr>
<td>O Side of Nose</td>
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<td></td>
<td></td>
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<tr>
<td>O Forehead</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>O Nasolabial</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Shadows:</td>
<td>Using brush, applied shadow in cheek hollow, blending evenly &amp; down covering hollow of cheek—no visible line</td>
<td>Using brush, applied shadow in cheek hollow blending fairly evenly &amp; covering most of cheek hollow; may see visible line</td>
<td>Using brush, applied shadow either above or below cheek hollow and or not blended well; may see visible line</td>
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<tr>
<td>O Cheek Hollow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highlights</td>
<td>Using brush, applied thin line of highlight and blended evenly &amp; down; can still see line of highlight but no brush strokes</td>
<td>Using brush, applied fairly thin line of highlight and blended evenly &amp; down; may not see line of highlight and/or may not brush strokes</td>
<td>Using brush, applied rather thick line of highlight may not be blended evenly; may not see line of shadow and/or may see brush strokes</td>
</tr>
<tr>
<td>O Under Eye</td>
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<tr>
<td>O Temple</td>
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<td>O Nose</td>
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<tr>
<td>O Forehead</td>
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<td></td>
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<tr>
<td>O Nasolabial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>Used all necessary materials and tools properly [e.g. evidence of wipe used to cleaned off brush]</td>
<td>Used most necessary materials and tools properly [e.g. no evidence of wipe used to cleaned off brush]</td>
<td>Missing tools or used partner’s materials</td>
</tr>
<tr>
<td>O Brush</td>
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<tr>
<td>O Sponge</td>
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<td></td>
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<tr>
<td>O Wipe</td>
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<td></td>
<td></td>
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<tr>
<td>O Palette</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>O Reference[s]</td>
<td></td>
<td></td>
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<tr>
<td>Partner work and Professionalism</td>
<td>Students worked well with partner, applied teacher suggestions, was photographed &amp; cleaned up after themselves</td>
<td>Didn’t complete 1-2 of the previous requirements</td>
<td>Didn’t complete 2-3 of the previous requirements</td>
</tr>
</tbody>
</table>

**Grade and Comments:**

*Once you have cleaned up, please start on your reflection and put it on page ___.*
**Makeup Lab Reflection: Character Makeup for Old Age**

**Directions:** Please answer these questions in complete sentences and put on page ____.

1. Describe the sequence of applying character makeup for old age, starting with foundation. Include highlights, shadows, blending, and all the parts of the face that require shadows and highlights. Use page 65 for your reference.
2. How did you make your partner/yourselves stay on task?
3. How is old age [character] makeup different from straight makeup?
4. What grade would you give yourself or your partner for the face, and why?