



Unit Planner: Makeup Practical Skin Care 2/ Introduction (PAR)

Friday, December 9, 2016, 12:46PM



Paramus Campus > 2016-2017 > Grade 10 > Beauty Design > Skin Care 2/ Introduction (PAR) > Week 1 - Week 39

Standards & Benchmarks

NJ: 2016 SLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 11-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

Reading: Science & Technical Subjects

NJSLSA.R3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

NJ: 2014 SLS: 21st Century Life and Careers

NJ: All Grades

Career Ready Practices

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

NJ: Grade 12

9.2 Career Awareness, Exploration, And Preparation

Strand C: Career Preparation

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.3 – Career & Technical Education (CTE): Human Services Career Cluster®

Consumer Services (HU-CSM)

9.3.HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers.

9.3.HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers.

Personal Care Services (HU-PC)

9.3.HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.

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Essential Questions

How will staying up to date with the latest trends in makeup enhance your career as an esthetician?

How will being a makeup artist help you build your career as an esthetician?

How does the color wheel and color theory impact your work as an esthetician?

Why is the face makeup application so important?

What is the main focus of an eyeshadow application?

How will knowing how to perform contouring and highlighting enhance your career as a makeup artist?

What are the latests trends in makeup?

Content

Students will be able to understand the importance of performing a proper consultation before all makeup applications.

Students will be able to recognize the difference between brushes and supplies and select the appropriate tools needed to complete the desired look.

Students will be able to determine client's skin tones and select appropriate colors accordingly.

Students will be able to identify the different areas of the face and what type of makeup must be applied there to obtain the most appealing look.

Skills

perform consultation for all services
apply flattering face makeup
apply appropriate eye shadow
contour the face to minimize imperfections
enhance flattering features
apply false eyelashes both individual and band
apply ombre lipstick application
apply special occasions makeup
apply fantasy makeup
perform blindfold makeup application
identify parts of the face just by touch

Assessment

Face Makeup Application

Formative: Performance: Skill Demonstration

 [Face Makeup Application Rubric.docx](#)

Eye shadow Application

Formative: Performance: Skill Demonstration

 [Eye Shadow Application Rubric .docx](#)


Blindfold Makeup

Formative: Performance: Authentic Task

 [Blindfold Makeup Rubric](#)

Color Theory Quiz

Summative: Written: Informative

 [Color Wheel Quiz Questions.docx](#)

 [Color Wheel Quiz.pdf](#)

Personal Professional Day

Formative: Performance: Authentic Task

 [Professional Personal Day Rubric.docx](#)

Applying Complementary Colors

Summative: Performance: Skill Demonstration

 [Complementary Colors Applications Rubric.docx](#)

Activities

All Fridays in the Skin Care Program will be Personal/Professional Days:

- Students can use this time to complete any unfinished practical work, homework, classwork, quizzes, or tests
- any students having difficulty with the lessons taught this week will receive a review lesson
- Students can use this time to explore aspects of the skin care field that interest them through youtube, tutorials, magazines, books, peer learning, or discussing a topic of interest with the teacher
- students can perform services on each other and on clients
- students can use this time to review sections that were read in theory
- they can use their vocabulary flash cards to review the key words of the chapter
- Milady Interactive Games CD-Rom and be used to review concepts learned
- students can use the 10 Minute Makeup book to select a look they would like to practice on a mask using all rules, regulations, and procedures that were learned
- look up makeup tutorials that they would like to replicate
- students can explore what interest them in the skin care field; makeup, waxing, massage, facials
- they can work in pairs, on themselves, or on clients
- peer learning- if students are having difficulty with a skill or topic taught they can reach out to their classmates for help
- teacher discussion- this time can be used for students to receive tutoring from me on any topics of skills they are having difficulty with
- students will be graded on their ability to stay productive and professional

Lesson 1, 2, & 3

Face Makeup Application Practical

- Day 1:
- Essential Question: Why is the face makeup application so important?
- I will demonstrate how to properly apply face makeup on a volunteer
- before beginning the makeup application we will discuss what products are used for face makeup- cosmetics and brushes
- for each cosmetic there is an appropriate brush that will best apply that product- students will work as a class to decide which brushes to use for which products and we will then discuss the selections and make any corrections if needed
- as a class we will select the appropriate colors to match the volunteer's skin tone: concealer, foundation, face powder, bronzer, blush, highlight-

Resources/Optional

Milady Esthetics Textbook

Youtube.com

makeup tutorials

skin care magazines

all shop supplies

 [Essential Questions Face & Eye.docx](#)

 [Blindfold makeup Essential Question](#)

 [Color Theory .pptx](#)

 [Color Wheel Questions .docx](#)

 [Color Wheels.docx](#)

 [Makeup client chart.pdf](#)

 [Makeup Questionnaire.pdf](#)

 [State Board Makeup Application Rubric.docx](#)

have students work as a class to select colors and they will be discuss and make changes if necessary

- once all products to be used have been selected i will should students how their makeup station just be set up when completing a makeup application- cleanliness is extremely important
- as i complete the makeup application i will explain each product, brush, and technique being used
- once the look is complete we will discuss as a class new techniques that we have learned and techniques that seem difficult to replicate
- hand out and discuss rubric so students know what they will be graded on for the next 2 days
- Day 2:
- Essential Question that must be answered by the esthetician one time before they start the application and another time after the application is complete: What is the most important thing about face makeup application?
- Question for client to answer once makeup application is complete: How did you feel during the makeup application? Where you confident in the esthetician's abilities or did they seem nervous? How do you like the end result of the makeup application?
- Constructive criticism is something that is very important for estheticians to listen to and learn from. The client's opinion about the service and the outcome is critical in this industry. They must learn how to appear confident and competent when working and also provide a service that will leave their client happy and wanting to return. By having their partner share their feelings about the service and end result they can begin to embark on a journey to becoming a better, more professional esthetician.
- students will be paired together 1 being the client the other the esthetician
- the esthetician must select all appropriate supplies: brushes, cosmetics, and anything needed to set up a proper station
- esthetician must select all appreciate cosmetic colors to match their client's skin tone- anyone who needs help can ask me
- once all products and the station is ready the esthetician may begin
- after they complete the application discuss as a class what we learned
- students will be assessed today using the face makeup application practical work rubric attached
- Day 3:
- Essential Question that must be answered by the esthetician one time before they start the application and another time after the application is complete: What is the most important thing about face makeup application?
- Question for client to answer once makeup application is complete: How did you feel during the makeup application? Where you confident in the esthetician's abilities or did they seem

nervous? How do you like the end result of the makeup application?

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- the esthetician must select all appropriate supplies: brushes, cosmetics, and anything needed to set up a proper station
- esthetician must select all appreciate cosmetic colors to match their client's skin tone- anyone who needs help can ask me
- once all products and the station is ready the esthetician may begin
- after they complete the application discuss as a class what we learned
- students will be assessed today using the face makeup application practical work rubric attached

Lessons 4, 5, & 6

Eyeshadow Application Practical

- Day 1:
- Essential Question: What is the main purpose of eye shadow?
- display pictures of incorrect eyeshadow application
- students will discuss in pairs what they think about the applications
- as a class we will discuss the pictures explaining why the application is incorrect
- explain to the students that although there is so much freedom in makeup application (there are no rules) somethings are just not flattering
- today we will be focusing on one particular application technique
- explain that when applying makeup there are three parts of the eye to concentrate on (lid (base), crease (contour), directly under the brow (highlight)
- have students identify where each part is and what color we use there (dark, medium, light)
- have students right on the mask where the highlight, base, and contour goes
- demonstrate and explain on a mask how to apply this particular makeup technique
- explain what type of brush to use for each section and have students explain why
- display other examples of this makeup application technique
- i will then complete an eye shadow application on a volunteer

- during the application i will explain each step and students can ask questions
- hand out and discuss rubric so students know what they will be graded on for the next 2 days
- Day 2:
- Essential Question for Makeup Artist: What should you focus on when performing an eye shadow application?
- Questions for Client: How did you feel during the makeup application? Where you confident in the esthetician's abilities or did they seem nervous? How do you like the end result of the makeup application?
- Constructive criticism is something that is very important for estheticians to listen to and learn from. The client's opinion about the service and the outcome is critical in this industry. They must learn how to appear confident and competent when working and also provide a service that will leave their client happy and wanting to return. By having their partner share their feelings about the service and end result they can begin to embark on a journey to becoming a better, more professional esthetician.
- students will be paired together 1 being the client the other the esthetician
- the esthetician must select all appropriate supplies: brushes, cosmetics, and anything needed to set up a proper station
- esthetician must select all appreciate cosmetic colors to match their client's skin tone- anyone who needs help can ask me
- once all products and the station is ready the esthetician may begin
- after they complete the application discuss as a class what we learned
- students will be assessed today using the eye shadow application practical work rubric attached
- Day 3:
- Essential Question for Makeup Artist: What should you focus on when performing an eye shadow application?
- Questions for Client: How did you feel during the makeup application? Where you confident in the esthetician's abilities or did they seem nervous? How do you like the end result of the makeup application?
- Constructive criticism is something that is very important for estheticians to listen to and learn from. The client's opinion about the service and the outcome is critical in this industry. They must learn how to appear confident and competent when working and also provide a service that will leave their client happy and wanting to return. By having their partner share their feelings about the service and end result they can begin to embark on a journey to becoming a better, more professional esthetician.
- students will be paired together 1 being the client the other the esthetician

- the esthetician must select all appropriate supplies: brushes, cosmetics, and anything needed to set up a proper station
- esthetician must select all appreciate cosmetic colors to match their client's skin tone- anyone who needs help can ask me
- once all products and the station is ready the esthetician may begin
- after they complete the application discuss as a class what we learned
- students will be assessed today using the eye shadow application practical work rubric attached

Lesson 7-8

Blindfold Makeup Challenge

- Essential Question/Do Now: What must you pay attention to when performing blindfold makeup to ensure the finished look is appealing?
- Questions for Makeup Artist:
 - Discuss the difficulties of the challenge.
 - How did you make the challenge easier for yourself?
 - What would you do next time during a blindfold makeup challenge to ensure a more appealing look?
- discuss with students that they will be performing a Blindfold Makeup Challenge- many students have probably seen this challenge on youtube and other makeup tutorials
- explain what this challenge entails- performing makeup on a classmates completely blindfolded
- review the rubric that they will be graded on
- student will be given the essential question hand out
- all students must answer the Do Now questions
- students will be grouped in pairs
- this assignment teaches the students many different skills needed to be a successful makeup artist
 - keeping an organized, neat station
 - feeling the face for contours in order to know where to apply appropriate colors
 - students must be familiar with the face shape: cheekbones, apples of the cheeks, contour of the eye, etc
- students will have about 40 minutes to complete their look
- once all students are finished blindfolds will be removed and all makeup artists and clients will line up
- as a class, while looking at the clients' makeup applications, the makeup artist will discuss the difficulties of the challenge, ways they made the challenge easier for themselves, and what they would do next time during a blindfold makeup challenge to ensure a more appealing look

- after the applications will we also discuss what skills are enhanced and practiced when performing the blindfold makeup challenge

Lesson 9

- understanding primary, secondary, and tertiary colors and how they are made
- using the color theory power point as a guide to discussion
- discuss what makes the color wheel- primary, secondary, tertiary colors and their definitions
- have students work with a partner to list the 3 primary colors, 3 secondary colors, and 6 tertiary colors see if any student knows these colors
- with everyone's list we will see if we can list all the correct colors
- see if any students know how we make secondary and tertiary colors
- explain how all colors are made from the 3 primary colors mixed with some other color
- discuss the definition of primary, secondary, and tertiary and how that relates to the formation of colors

Lesson 10

- forming the color wheel using the colors we learned yesterday
- using the information learned yesterday about primary, secondary, and tertiary colors we will fill out the color wheel together as a class
- there will be a blank color wheel on the board with 12 different sections
- students will list on the board the primary, secondary, and tertiary colors
- now using that list of colors the class must decide where these colors go on the color wheel
- what colors should we place first? primary
- students will all work together at the board to decide what colors go where
- once the color wheel is full we will discuss as a class to see if everything is placed in the correct spot
- ask students, how do we know? the answer they must come up with is, check if the 2 colors that sandwich that color would create that color if mixed together
- show the color wheel from the power point so they can see this in color

Lesson 11

- relationships colors have and effects they have on each other
- now that students know all the colors and where they belong on the color wheel we will discuss the relationship colors have with each other

- students will first watch a video that using eyeshadows, blush, and lipsticks to explain the color wheel, complementary colors, warm and cool colors, and the impact they have on makeup applications
- while watching the video we will pause and discuss
- after the video we will discuss how to tell the difference between warm and cool toned colors
- ask students- how does the tone of the color we select impact our makeup application
- selecting the correct tone will enhance clients' skin tone, eye color, and hair colors while selecting the wrong tone will create competition amongst the color tones creating an unflattering look- students will partake in a lesson where they complete a makeup application using colors that compliment the client and then using colors that do not compliment and compare the impact it has on the overall look later on in the unit
- we will also discuss the importance of complementary colors when doing a makeup application
- students must identify what complementary colors are based on the video
- then they will work with a partner to pair off the primary and secondary colors with their complementary color
 - red-green
 - blue-orange
 - yellow- violet
- once they are able to develop that list we will look at the color wheel and see the relationship on the wheel- these colors are directly across from each other on the wheel
- when complimentary colors are next to each other they make each other pop
- when complimentary colors are mixed together they cancel each other out
- what does that mean for makeup?
- if someone has blue eye you want to use colors with orangey tones to make the eyes and the eyeshadow pop
- we will use eyeshadow colors on a paper towel to show this distinction
- https://www.youtube.com/watch?v=63pogF_ZiQk

Lesson 12

Making the Color Wheel


- students will be paired based on what i have observed of their knowledge of the color theory
- students will be given a blank piece of paper (to draw the color wheel) and a color theory worksheet
- Do Now: when students enter the room they will work with their partner to draw and label the color wheel
- when students finish drawing and labeling their color wheel they can begin answering questions from the color theory handout

- once all students are finished i will reveal my unlabeled color wheel on the board
- students will come on according to their assigned number to label a section of the color wheel and then go to the next board where they will define a key word from the color theory
- since there are more students than colors in the color wheel the last few students will go up together and discuss if any of the colors on the color wheel needed to be adjusted
- while students are going to the board the students who are sitting will continue to work on the color theory worksheet
- once the color wheel is filled and all questions are answered we will review as a class
- i will then show students 3 containers of play-doh in red, blue, and yellow (the primary colors)
- students will be asked what do they think we will be doing with the play-doh (were mixing the primary colors to form secondary and tertiary colors to complete the color wheel)
- hand each student a ball of each primary color
- explain that they must first mix each primary color together to form the secondary colors and then mix the primary color with its neighboring secondary color to form the tertiary colors
- students will use the color wheel that they made during their do now to place the play-doh
- once the color wheel is finished students must select 2 complementary colors
- first they will hold the colors next to each other to see how the color is amplified when the colors are next to each other
- then they will rip a small portion of the complementary colors off and mix them together to show that when complementary colors are mixed they cancel each other out
- i will walk around and assist students who need help- students can also ask their partner for help
- after all students have created all 12 colors and compared complementary colors they must independently answer the essential question on their color theory hand out

Lesson 13
Color Wheel Quiz

Lesson 14-16
Applying Makeup Using Complementary Colors

Day 1:

- students have already watched a video which explains how the color wheel can be used during a makeup application to enhance the clients' skin tone, hair color, and eye color 
<https://www.youtube.com/watch?v=mGufCzBfE4M>
- we have discussed at length the color wheel and the relationship colors have on each other

- we also discussed how all this information relates to us as makeup artists
- i will perform a makeup application on a volunteer using complementary colors
- as a class we will work together to determine if warm or cool colors would be most appropriate
- once you select a tone you must use that tone for all makeup applied
- we will now select a eye shadow color based on the color wheel and complementary colors- have students select colors together
- the video also discussed the importance of tone and level when selecting a lip stick shade- student will analyze the client and select an appropriate lip stick color
- when the look is complete we will analyze as a class how all the colors work together and create a harmonious look that further flatters the client

Day 2 & 3


- students will now use the knowledge from the video and from the teacher demonstration to perform a makeup application using complementary colors- they will be graded using the complementary colors rubric
- before beginning the application all students must answer the essential questions for the lesson which are attached to the rubric
- using the information obtained from the video watched this week apply eye, blush and lip color on each other using the appropriate colors and compare the results to the pictures from yesterday to see the difference it makes to select the correct colors

using the information obtained from the video watched this week apply eye, blush, and lip makeup on each other using colors that do not complement the eye color or skin color to recognize the importance of selecting the appropriate colors; take pictures to compare



Lesson 14-15

Contouring and Highlighting

- Do Now/Essential Questions:
- Questions for Makeup Artist:
- Contouring and Highlighting is a new trend that can be seen on all celebrities, models, and public figures that is now becoming a common place makeup application technique
- contouring and highlighting allows makeup artists to create the ideal face shape for all clients (oval)
- dark colors are used to create shadows, makes features recede, and make facial features appear smaller
- light colors are used to create a glow that brings facial features forward and makes them appear larger

- students will watch this video which demonstrates how to properly contour the face  <https://www.youtube.com/watch?v=dLSy75M46o>
- students will work in pairs to contour the face using the information obtained from the video and also the information they learned previously in the Makeup Chapter
- this will teach the students the impact of face shape and how to do corrective makeup

Lesson 16

- we will watch this video which demonstrates how to conceal eyebrows
-  <http://makeup.wonderhowto.com/how-to/cover-conceal-your-eyebrows-two-different-ways-284593/>
- after watching the video students will work in pairs and experiment with different eyebrow shapes
- the eyebrow frames the eyes and can change the entire look of the face so students will see the impact it has on the overall appearance of the face
- students will learn how to apply ombre lipstick, which is a new trend that many makeup artists are doing
- students will watch various youtube videos on the different ways this look can be achieved, I will demonstrate on a volunteer how to achieve the look
-  <https://www.youtube.com/watch?v=qyVdN5F-Zak>
- students will then work in pairs to apply ombre lipstick

Shop Days

- using the information obtained last week from the consultation card, client chart, students will apply makeup on each other following all the rules that were learned during the introduction safety lesson as well as the makeup application rules
- pictures of the masks will be taken so they can then be compared to the mask students will apply makeup to at the end of the unit to show progress and student growth in understanding of makeup application, contouring, blending, accentuating, and concealing
- this will be assessed using a State Board based rubric

Shop Days

- using the information obtained from the corrective makeup forms students will apply corrective makeup on each other addressing any problems

areas they have and in an attempt to achieve the "ideal" face shape, eye shape, lip shape, eyebrow shape, and skin tone

Shop day

- display pictures of incorrect eyeshadow application
- students will discuss in pairs what they think about the applications
- as a class we will discuss the pictures explaining why the application is incorrect
- explain to the students that although there is so much freedom in makeup application (there are no rules) some things are just not flattering
- today we will be focusing on one particular application technique
- explain that when applying makeup there are three parts of the eye to concentrate on (lid (base), crease (contour), directly under the brow (highlight))
- have students identify where each part is and what color we use there (dark, medium, light)
- have students right on the mask where the highlight, base, and contour goes
- demonstrate and explain on a mask how to apply this particular makeup technique
- explain what type of brush to use for each section and have students explain why
- display other examples of this makeup application technique
- have students work in pairs to replicate the look (only one partner will go today)
- after they complete the application discuss as a class what we learned
- students will be assessed today using the practical work rubric attached


Shop Days

- I will demonstrate how to apply special occasion makeup using artificial eyelashes; on a mask i will demonstrate how to conceal scars and imperfections (camouflage makeup) (1 period)
- students will practice in pairs how to apply special occasion makeup using artificial eyelashes (2 periods; 1 period per application)
- on manequinn masks students will attempt to camouflage scars and other imperfections of the face (1 period)

Shop Days

- students will apply makeup on their partner using all the rules, State Board Rubric, techniques, and skills they learned throughout the past 6 weeks (SGO) (2 periods; 1 period per application)

Shop Days

- using the information obtained from the video watched this week apply eye, blush, and lip makeup on each other using colors that do not complement the eye color or skin color to recognize the importance of selecting the appropriate colors; take pictures to compare (in pairs will take 1 period for both students to be completed)
- using the information obtained from the video watched this week apply eye, blush and lip color on each other using the appropriate colors and compare the results to the pictures from yesterday to see the difference it makes to select the correct colors (in pair will take 1 period for both students to be completed)
- Watch an everyday makeup tutorial to show students a different look they can achieve
-  <https://www.youtube.com/watch?v=mGufCzBfE4M>

Shop Days

- using the information obtained from the corrective makeup forms students will apply corrective makeup on each other addressing any problems areas they have and in an attempt to achieve the "ideal" face shape, eye shape, lip shape, eyebrow shape, and skin tone (this will be done in pairs each makeup application will take 1 period)

Shop Days

- I will demonstrate how to apply special occasion makeup using artificial eyelashes; on a mask i will demonstrate how to conceal scars and imperfections (camouflage makeup) (1 period)
- students will practice in pairs how to apply special occasion makeup using artificial eyelashes (2 periods; 1 period per application)
- on manequinn masks students will attempt to camouflage scars and other imperfections of the face (1 period)

Shop Days

- students will apply makeup on their partner using all the rules, State Board Rubric, techniques, and skills they learned throughout the past 6 weeks (SGO) (2 periods; 1 period per application)
- how to clean the brushes and palettes
- sgo makeup
- filling out consultation card and client chart
- how to apply face makeup
- how to apply eyeshadow
- how to contour the face
- how to apply eyeliner
- picking complementary colors

- using colors that do not complement
- applying false eyelashes
- ombre lips
- concealing eyebrows
- special occasion makeup
- finding a picture and copying it
- fantasy makeup
- final sgo
- not your hands makeup
- blindfold makeup
- drag makeup
- 5 minute makeup challenge

Modifications/Optional

All assessments, classwork, and homework will be modified to meet students' needs and IEPs.

Standards (imported)