



#8904

---

## SO YOU WANT TO BE? TEACHER/MAKE-UP ARTIST

Grade Levels: 6-10

26 minutes

PYRAMID FILM & VIDEO 1999

---

### DESCRIPTION

Young interviewers ask a classroom teacher and a make-up artist about job and personal skill requirements for their two professions. Both adults also relate some personal experiences and observations. Gives contact addresses for further information.

---

### ACADEMIC STANDARDS

#### Subject Area: Working With Others

- ◆ Standard: Works well with diverse individuals and in diverse situations
  - Benchmark: Works well with the opposite gender
  - Benchmark: Works well with different ethnic groups
  - Benchmark: Works well with those of different religious orientations
  - Benchmark: Works to satisfy needs of customers
- ◆ Standard: Displays effective interpersonal communication skills
  - Benchmark: Provides feedback in a constructive manner
  - Benchmark: Reacts to ideas rather than to the person presenting the ideas
  - Benchmark: Adjusts tone and content of information to accommodate the likes of others
  - Benchmark: Acknowledges the strengths of others

#### Subject Area: Life Work

- ◆ Standard: Makes general preparation for entering the work force
  - Benchmark: Analyzes a current job and its future possibilities

#### Subject Area: Visual Arts

- ◆ Standard: Understands the characteristics and merits of one's own artwork and the artwork of others
  - Benchmark: Knows how specific works are created and relate to historical and cultural contexts

#### Subject Area: Art Connections

- ◆ Standard: Understands connections among the various art forms and other disciplines

- Benchmark: Understands how the characteristic materials of various arts (e.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) are used to transform similar events, scenes, emotions, or ideas into distinct works of art

## **INSTRUCTIONAL GOALS**

---

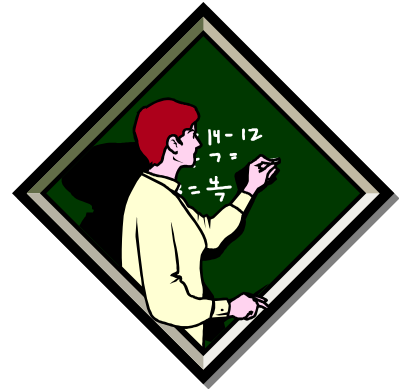
1. To characterize what a teacher and make-up artist do, and describe some activities that are involved in these careers.
2. To examine the importance of certain school subjects in preparation for these careers.
3. To study preparation for the careers of teacher and make-up artist.
4. To stimulate critical thinking concerning career choices and how to reach career goals.

## **PART 1: TEACHER**

### **BEFORE SHOWING**

---

Ask the class to consider a world without teachers. How would students learn? Would there be schools? Could they learn by themselves as well as they can with a teacher? Tell the class that this video will show what school is like from a teacher's point of view.



### **AFTER SHOWING**

---

#### **Discussion Items and Questions**

1. Refer to the "Before Showing" list and ask the questions again. Ask why teaching is an important career.
2. What does the class think makes a good teacher? What does Mrs. Brown-Ndu think?
3. What school subjects are most important for a job in teaching? Why are communication skills important?
4. Is a college degree required for a teaching career? Does studying stop after college?
5. What is Mrs. Brown-Ndu's reason for giving so much homework? Does she do homework, too? What kind?
6. Why is it important to know the expectations and requirements of the career in which you are interested?
7. Do teachers make a lot of money? Are there other rewards? Do teachers get the whole summer off?
8. Does Mrs. Brown-Ndu think boys and girls learn differently in 5<sup>th</sup> grade? Do you? Why or why not?

9. This teacher believes that students who are comfortable in the class ask more questions. Why would this be important to the students and teacher?

### Applications and Activities

1. Mrs. Brown-Ndu is an elementary schoolteacher, but there are many other teaching careers. Research and report on them, and what is required for some of these jobs. Examples could be high school and college teachers, hospital or home study teachers, and American teachers in foreign countries.
2. As a class, brainstorm ways students can get involved in teaching. Could these help prepare students for teaching careers?
3. Divide the class into groups of four and have each group interview a teacher in the school. Don't forget the principal, who was once a teacher. As a class, think of good interview questions, then have the groups write a report on their interview results and share it with the class.

## PART 2: MAKE-UP ARTIST

### BEFORE SHOWING

---

Ask the class what they think a make-up artist does, and whether people have to study hard to be one. Note that the following video, which focuses on two make-up artists preparing monsters for a haunted house, will answer those questions.



### AFTER SHOWING

---

1. Return to the "Before Showing" question. Is being a make-up artist a lot harder than you might have thought before seeing the video? In what ways?
2. What do make-up artists do? What special job are Melissa and Phil doing in this video?
3. Melissa and Phil say that all education is important, but chemistry, biology, math (particularly fractions and ratios), reading, art, drama, and cosmetology are most important. Why?
4. In what ways are Melissa and her brother artists, sculptors, chemists, mathematicians and set dressers as well as make-up artists?
5. Why is it important to keep up with new materials and methods on the market?
6. What quality does Phil think is important for a make-up artist? How would discipline be important in all careers?
7. How does being a make-up artist differ from just using make-up as an adult? How can make-up create mood for movies and for everyday life?
8. What kind of work is available for make-up artists? Are there other jobs too?
9. Melissa says that when she was younger, she wanted to be a singer or ice skater. Why do people often change career focus as they get older? Can you change careers as an adult? Do you have to decide on a career early and stick with it?

## Applications and Activities

1. The video says that the first make-up was used in religious ceremonies and came from oils, spices and plants. Find out about some natural substances used as make-up. Do some people use them today? Does modern make-up also use natural sources?
2. Bring in make-up or face-painting supplies and ask for volunteers that are willing to have make-up applied.



## RELATED RESOURCES



### Captioned Media Program

- Careers for the 21st Century: Media and the Arts #8813
- Careers for the 21st Century: Teaching and Related Occupations #8917
- So You Want to Be? Salesperson/Veterinarian #8903

## World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **BLS CAREER INFORMATION**

[http://stats.bls.gov/k12/html/red\\_002.htm](http://stats.bls.gov/k12/html/red_002.htm)

From the Bureau of Labor Statistics, explains what a teaching job is like, how to prepare for a teaching job, the pay scale, where to obtain additional information, and more.

- **SPECIAL EFFECTS MAKEUP ARTIST**

<http://www.tourvic.com/toddmcintosh/pages/dayinthelife.html>

From a makeup artist for the "Buffy the Vampire Slayer" TV series, answers questions such as "Do you go home when all the make-up is done?" "What do you do all day, anyway?" and contains a photo gallery and other links.