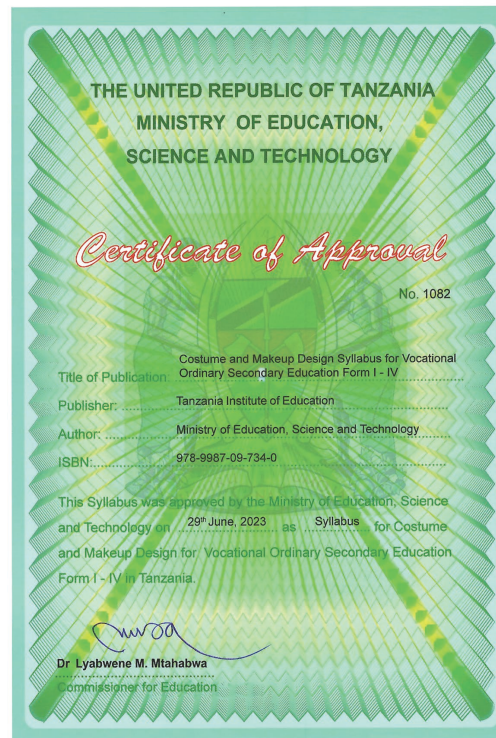# THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

COSTUME AND MAKEUP DESIGN SYLLABUS FOR VOCATIONAL ORDINARY SECONDARY EDUCATION FORM I–IV

2023

This document should be cited as: Ministry of Education, Science and Technology (2023). Costume and Makeup Design Syllabus for Vocational Ordinary Secondary Education Form I-IV. Tanzania Institute of Education.

Table of Contents

List of Tables

Abbreviations and Acronyms

ICT   Information and Communication Technology

TIE   Tanzania Institute of Education

Acknowledgements

The writing of the Costume and Makeup Design Syllabus for Vocational Ordinary Secondary Education Form I-IV involved various experts from Government and non-government institutions. Therefore, the Tanzania Institute of Education (TIE) would like to thank all the experts who participated in writing of this syllabus, namely lecturers, tutors, school quality assurance officers, teachers and experts. TIE is also grateful to the National Technical Committee that was formed by the Minister for Education, Science and Technology for coordinating the curriculum review process for pre-primary, primary, secondary, teacher education, and curriculum developers from TIE. The Committee discharged its responsibilities professionally by ensuring that the contents of this syllabus are in line with the main objective of the 2023 curricular review, which is to ensure that the graduates acquire skills, knowledge and attitudes that will enable them to create self-employment, employ others, be employed and able to sustain themselves.

Finally, TIE thanks the Ministry of Education, Science and Technology in a special way for facilitating the preparation and distribution of this syllabus.

Dr Aneth A. Komba
Director General
Tanzania Institute of Education

1.0 Introduction

Costume and Makeup Design is an elective trade for Form I-IV in the Vocational Ordinary Secondary Education. The aim of studying Costume and Makeup Design is to enable student to develop creativity in fashion and makeup innovations in theatrical performances. Thus, enabling students to compete in the local and global market of fashion designers. The trade will help students to develop communication skills by informing the audience about a character, their social position, personality, and contribution to the creation of the world of a play in theatrical productions which makes actors come alive in front of the audience. Moreover, the trade will enable the student to be self-employed through the creation of costumes and the application of makeup to people in various social contexts.

This Syllabus is designed to guide the teaching and learning of Costume and Makeup Design for Vocational Ordinary Secondary Education, Form I–IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Vocational Ordinary Secondary Education Curriculum. It provides information that will enable teachers to plan their teaching process effectively. It also provides teaching and learning opportunities that guide teachers to apply different methods and strategies to promote students' Costume and Makeup Design skills and develop 21st Century skills which include creativity, communication, collaboration, critical thinking and problem solving.

2.0 Main Objectives of Education in Tanzania
The main objectives of education in Tanzania are to enable every Tanzanian to:
(a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
(b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
(c) Apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her development and the sustainable development of the nation and the world at large;

(d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;

(e) Develop life and work-related skills to increase efficiency in everyday life;

(f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;

(g) Identify and consider cross-cutting issues, including the health and well-being of society, gender equality, as well as the management and sustainable conservation of the environment; and

(h) Develop national and international cooperation, peace and justice in accordance with the constitution of the united republic of Tanzania and international conventions

3.0 Objectives of Ordinary Secondary Education

The Objectives of Ordinary Secondary Education-Vocational Education are to:

(a) Strengthen, expand and develop a deeper understanding of knowledge, skills and attitudes acquired in secondary education;

(b) Develop vocational and entrepreneurial skills for self-employment, employment and managing life through proper use of their environment;

(c) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities that conform to the rights;

(d) Enhance communication using language skills;

(e) Develop self-confidence and learning ability in various fields, including science and technology, theoretical and vocational knowledge;

(f) Strengthen accountability in cross-cutting social issues, including health, safety, gender equality and sustainable environmental conservation; and

(g) Develop readiness to continue with further vocational education training.

4.0 General Competences for Ordinary Secondary Education

The general competences of Ordinary Secondary Education-Vocational Education are to:

(a) Use the knowledge and skills acquired in Primary Education to strengthen and expand vocational understanding;

(b) Use the vocational skills in designing, inventing and creating things to manage their lives and solve challenges in society;

(c) Appreciate citizenship and national values;

(d) Use language skills;

(e) Demonstrate self-confidence in learning various fields, including Science and Technology, theoretical and technical knowledge;

(f) Adhere to safety rules and regulations in the use of vocational tools correctly; and

(g) Use the knowledge and skills acquired for further vocational education training and the life of work.

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

Table 1: *Main and Specific Competences for Form I-IV*

Main competence	Specific competences
1.0 Design costumes and makeup for a theatre artist	1.1 Demonstrate mastery of the principles of costume and makeup design 1.2 Use ICT to design costumes and makeup 1.3 Adhere to ethics in designing costumes 1.4 Adhere to health and safety principles in designing costumes and makeup 1.5 Design costumes and makeup for a theatre artist

6.0 Roles of Teachers, Students and Parents in Teaching and Learning

A good relationship between teacher, student and parent or guardian is fundamental in ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning Costume and Makeup Design.

6.1 The teacher

The teacher is expected to:

    (a) Help the student to learn and acquire the intended competences in Costume and Makeup Design;

    (b) Use teaching and learning approaches that will allow student with needs and abilities to:

        (i)   develop the competences needed in the 21st Century; and

        (ii)   actively participate in the teaching and learning process.

    (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;

    (d) Create a friendly teaching and learning environment;

    (e) Prepare and improvise teaching and learning resources;

    (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;

    (g) Treat all the students equally irrespective of their differences;

    (h) Protect the student while at school;

    (i) Keep track of the student's daily progress;

    (j) Identify individual student's needs and provide the right intervention;

    (k) Involve parents/guardians and the society at large in the student's learning process; and

    (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

4

6.2 The student

The student is expected to:

    (a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom; and

    (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3 The parent

The parent/guardian is expected to:

    (a) Monitor the child's academic progress in school;

    (b) Where possible, provide the child with the needed academic support;

    (c) Provide the child with a safe and friendly home environment which is conducive for learning;

    (d) Keep track of the child progress in behaviour;

    (e) Provide the child with any necessary materials required in the learning process; and

    (f) Instil in a child a sense of education commitment and positive value towards education.

7.0 Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both the teacher and student should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and student are expected to constantly seek for information from various sources to effectively facilitate the teaching and learning process. The list of textbooks and reference books shall be provided by the TIE.

8.0 Assessment

Assessment is important in teaching and learning of Costume and Makeup Design trade. It is divided into formative and summative

assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, brainstorming, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form IV Examination shall be 70% of the student's final achievement, as indicated in Table 2.

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

Assessment	Weight (%)
Standard VI National Assessment	7.5
Form II National Assessment	7.5
Form III Annual Examination	5
Project	5
Form IV Mock Examination	5
Form IV National Examination	70
Total	**100**

9.0 Number of Periods
The Costume and Makeup Design Syllabus for Vocational Ordinary Secondary Education Form I-IV provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and the learning activities. 29 periods of 40 minutes each have been allocated for this trade per week.

10.0 Contents of the Syllabus
The contents of this syllabus are presented in matrix form with six columns which include main competence, specific competences, learning activities, assessment criteria, suggested resources, and the number of periods as presented in Table 3 – 6.

Table 3*: Detailed Content for Form I*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Design costumes and makeup for a theatre artist	1.1 Demonstrate mastery of the principles of costume and makeup design	(a) Develop appropriate costume designs for theatrical production (*interpret the vision of the production*)	Appropriate costume designs for theatrical production well developed	Software for developing costume design, drawing pencil, drawing pad, colour pencil, rubber, marker pen, ,pictures, videos of costume and makeup design	306
		(b) Sketch designs according to the demands of production (*create rough sketches, costume layout and costume sketches*)	Rough sketches, costume layout and costume sketches well created	Software for developing costume design, drawing pencil, drawing pad, colour pencil, rubber, marker pen, , pictures, videos of costume and makeup design	

7

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Produce final costume designs (*refine the designed costumes and create final costume designs*)	Final costume designs well produced	Software for costume designs, drawing pencil, drawing pad, colour pencil, rubber, marker pen, pictures, fabric swatches and videos of costume designs	
	1.2 Use ICT to design costumes and makeup	(a) Use ICT to develop costume designs	ICT resources in the process of developing costume designs well used	Software for designing costume designs, drawing pencil, drawing pad, colour pencil, rubber, flip chart, marker pen and pictures	200
	1.3 Adhere to ethics in designing costumes	(a) Demonstrate mastery of ethics in developing costume design	Ethical values in developing costume design well demonstrated	Drawing pencil, drawing pad, colour pencil, rubber, marker pen, manila paper, pictures and videos showing ethics in developing costume design	200
	1.4 Design costumes and makeup for a theatre artist	(a) Produce costume designs for stage play	Costume designs for stage play well produced	Drawing pencil, drawing pad, colour pencil, rubber, flip chart, marker pen, manila paper, pictures and videos of costume designs	309

Table 4: *Detailed Content for Form II*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Design costumes and makeup for a theatre artist	1.1 Demonstrate mastery of the principles of costume and makeup design	(a) Develop appropriate makeup designs for theatrical production (*interpret the vision of the production*)	Appropriate makeup designs for theatrical production well developed	Drawing pencil, drawing pad, colour pencil, rubber, flip chart, marker pen, pictures and videos of makeup designs	438
		(b) Sketch designs according to the demands of production (*draw lines, use colour and blending techniques to create a bold/ angular face for a soft/subtle look*)	Designs according to the demands of production well sketched	Drawing pencil, drawing pad, colour pencil, rubber, flip chart, marker pen, manila paper and pictures of different sketch	

9

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Produce final makeup designs (*refine and create the final makeup designs*)	Final makeup designs well produced	Software for makeup designs, drawing pencil, drawing pad, colour pencil, rubber, flip chart, marker pen and videos of makeup designs	
	1.2 Use ICT to design costumes and makeup	(a) Use ICT to develop innovative makeup designs	ICT to develop innovative makeup designs well used	Drawing pencil, drawing pad, colour pencil, rubber, flip chart, marker pen, pictures and videos of makeup designs	238
	1.3 Design costumes and makeup for a theatre artist	(a) Produce makeup designs for dance	Makeup designs for dance well produced	Software for makeup design, drawing pencil, drawing pad, colour pencil, rubber, flip chart, marker pen and pictures	339

Table 5*: Detailed Content for Form III*

Main competence	Specific competence	Learning activities	Assessment criteria	Learning resources	Number of periods
1.0 Design costumes and makeup for a theatre artist	1.1 Demonstrate mastery of the principles of costume and makeup design	(a) Construct costumes for theatrical production according to the demands of the production (*measurements and materials*)	Costumes for theatrical production well constructed	Sewing machine, embroidery machine, overclocks machine, scissors, tape measure, iron, ironing table, cutting table, dummies, wardrobe, mirrors, steamer, running tap water, sinks, sewers' threads, tracing wheel, clothes hanger, clothes rack stand and fabrics	476
		(b) Perform costume fitting schedule (*conduct fittings of costumes and costume rehearsal, perform adjustment as needed*)	Costume fitting, rehearsals and adjustment well performed	Sewing machine, scissors, tape measure, iron, ironing table, cutting mirrors, steamer, sewers' threads and clothes hanger	

11

Main competence	Specific competence	Learning activities	Assessment criteria	Learning resources	Number of periods
	1.2 Adhere to health and safety principles in designing costumes and makeup	(a) Demonstrate mastery of hygiene and safety in costume production	Hygiene and safety in costume production well demonstrated	Washing machine, iron, ironing table, wardrobe, steamer, running tap water, sinks, clothes hanger and clothes rack stand	200
	1.3 Design costumes and makeup for a theatre artist	(a) Develop appropriate costumes for television drama	Appropriate costumes for television drama well produced	Software for developing costumes, drawing pencil, drawing pad, colour pencil, rubber, marker pen, pictures, sewing machine, scissors, tape measure, iron, ironing table, cutting chairs, mirrors, steamer, sewers' threads and clothes hanger	339

Table 6: *Detailed Content for Form IV*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Design costumes and makeup for a theatre artist	1.1 Demonstrate mastery of the principles of costume and makeup design	(a) Apply makeup according to the demands of production (straight/character makeup)	Makeup according to the demands of production well applied	Chairs, mirrors, running tap water and sinks, makeup kits, table, makeup remover, wipes, cold crème and mineral oil	306
	1.2 Use ICT to design costumes and makeup	(a) Use ICT to market makeup and costume designs	ICT to market makeup and costume designs well used	Marketing software, drawing pencil, drawing pad, colour pencil, rubber, flip chart, marker pen and pictures, videos	200
	1.3 Adhere to health and safety principles in designing costumes and makeup	(a) Demonstrate mastery of hygiene and safety in applying makeup	Hygiene and safety in applying makeup well demonstrated	Chairs, mirrors, running tap water, sinks, makeup kits, table, makeup remover, wipes, cold crème and mineral oil	200

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(b) Evaluate the design and construction of costumes and application of makeup for film	Designs, construction of costumes and application of makeup in film well evaluated	Drawing pencil, drawing pad, colour pencil, rubber, flip chart, marker pen, manila paper, pictures and videos of construction of costumes	
		(c) Evaluate the design and construction of costumes and application of makeup for film	Designs, construction of costumes and application of makeup in film well evaluated	Drawing pencil, drawing pad, colour pencil, rubber, flip chart, marker pen, manila paper and pictures	

Bibliography

Adelugba, D. (1987, January 1). *Costumes, makeup, colour, and Nigerian theatrical experience.* NUTASA Magazine.

Akwetey, K. V. (2007). *Traditional costumes and their relevance as cultural symbols to film making in Ghana: Asante case study.* The University of Ghana. http://ir.knust.edu.gh/bitstream/123456789/740/1/Vicentia Koteitsoo Akwetey.pdf

Anderson, B., & Anderson, C. (1999). *Costumes design* (2nd ed.). Earl McPeek.

Beck, S., Buys, N., Fleischhacker, C., & Grandstaff, O. (1989). *Play production in the High School* (4th ed.). National Textbook Company.

Brewster, K., & Shafer, M. (2011). *Fundamentals of theatrical design.* Allworth Press.

Brocket, O., & Franklin, J. (2007). *History of theatre.* Alyn & Bacon.

Brown, S. (2012). *Fashion: The definitive history of costumes and style.* DK Publishing.

Clancy, D. (2014). *Designing costumes for stage and screen.* Batsford Books.

Crist, B. (2014). *The art of costuming: Interpreting the character through the costumes designer's eyes.* Liberty University. https://digitalcommons.liberty.edu/honors/443

Gillen, B. (2013). *Costumes design and story. Magic story.* http://www.gillenmedia.net/costumes-design-story/

Gillette, J. M. (2000). *Theatrical design and production: An introduction to scene design and construction, lighting, sound, costumes and makeup* (4th ed.). McGraw-Hill.