BAA HAIRDRESSING 12B

DISTRICT NAME: Coquitlam School District

DISTRICT NUMBER: 43

DEVELOPED BY: Jill Reid (Secondary coordinator)

DATE DEVELOPED: April 2006

SCHOOL NAME: Coquitlam School district

PRINCIPAL'S NAME: Dan Derpak (assistant superintendent)

BOARD/AUTHORITY APPROVAL DATE: June 20, 2006

BOARD/AUTHORITY SIGNATURE _____

COURSE NAME: Hairdressing 12B: Framework

GRADE LEVEL OF COURSE: 12B

NUMBER OF COURSE CREDITS: 4

NUMBER OF HOURS OF INSTRUCTION: 120

PREREQUISITE(S): Completion of Grade 11 and
Hairdressing Courses 11A, 11B & 11C

SPECIAL TRAINING, FACILITIES OR EQUIPMENT REQUIRED:
Hairdressing Salon, "Tools of the Trade"

COURSE SYNOPSIS:
Hairdressing 12B is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

This course is taken concurrently with Hairdressing 12A which focuses on theocratical concepts. This course is designed to give students the opportunity to "put theory into practice". It is the foundation for the building of practical skills which students will further develop in their work experience placements.

RATIONALE:
This course will build upon knowledge and skills from Hairdressing 112A by providing students with a greater understanding of hairdressing concepts and principles through practical application of theory on mannequins and models.

ORGANIZATIONAL STRUCTURE

UNIT	TITLE	TIME
1	Professional Development	15
2	Salon Ecology	15
3	Design Decisions Hair Cutting	40
4	Design Decisions Hair Styling	20
5	Colour	30
	Total Hours	**120**

UNIT 1: Professional Development

This unit introduces students to the Superhost Program as it pertains to the hair dressing industry.

Curriculum Organizers
- Client Needs
- Customer Service
- Communication Skills
- Personal Presentation

Learning Outcomes
It is expected that students will be able to:
- Identify client needs and respond appropriately to these needs
- Identify the fundamentals of good service and apply these in the salon when working with clients
- Identify the basics of verbal and non verbal communication skills
- Demonstrate use of verbal communication skills in working with clients to assess needs and solve
- problems
- Recognize appropriate attire for a professional environment

UNIT 2: Salon Ecology

This unit reviews three main concepts: microbiology, infection control, and sanitation and disinfection.

Curriculum Organizers
- Sanitation and Disinfection Procedures

Learning Outcomes
It is expected that students will be able to:
- Demonstrate correct procedures for sanitation and disinfection when working with clients in the salon
- Demonstrate correct procedures for the disinfection and sanitation of tools and equipment

UNIT 3: Design Decisions Hair Cutting

This unit reviews two main concepts: hair cutting theory and hair cutting procedures. It provides students with the opportunity to apply theory to practice.

Curriculum Organizers
- Hair cutting techniques
- Hair cutting procedures
- Design Considerations

Learning Outcomes
Students demonstrate correct technique and procedure for:
- Sectioning hair in preparation for cutting
- Cutting the basic design line
- Handling scissors and combs
- Following patterns
- Apply design principles to model's hair and select suitable style

UNIT 4: **Design Decisions Hair Styling**

This unit introduces students to and provides opportunity to practice:
- Basic styling techniques utilising different tools such as combs, clips, and liquid tools such as styling gels.
- Blow drying techniques as well as using various thermal styling tools such as brushes, curling irons, flat irons, and hot rollers.

Curriculum Organizers
- Moulding
- Shaping
- Finger waving
- Pincurls
- Setting
- Pre drying
- Round brush
- Denman brush
- Flat Brush
- Styling with thermal tools
- Comb out and finish

Learning Outcomes
Students demonstrate correct technique for:
- Shaping/moulding wet hair around the curve of the head
- Creating waves
- Forming and placing pin curls
- Placing rollers
- Drying hair prior to styling
- Creating volume and curls with a round brush
- Creating soft styles with a Denman brush
- Preparing the hair for a flat iron treatment
- Using a flat iron safely
- Placing hot rollers on the head
- Creating different bases of curls with a curling iron
- Combing out and finishing the hair style

UNIT 5: Hair Colouring

In this unit, students gain a practical understanding of colour with a view towards assisting the client in enhancing their haircut or style.

Curriculum Organizers
- Identify existing hair colour
- Change existing hair colour
- Apply hair colour

- Hair colour trends
- Speciality colours - highlights, low lights

Learning Outcomes
It is expected that students will be able to:
- Identify the natural and artificial level, tone, and intensity of hair colour
- Demonstrate the procedures used to mix and apply hair colour
- Demonstrate the procedures used to change existing hair colour
- Identify colour correction problems and suggest solutions
- Recognize hair colour trends and explain rationale for trends in light of contributing factors
- such as seasons, fashion trends, social customs etc
- Identify the differences between hair colour for competition and commercial wear
- Demonstrate creativity, uniqueness, and originality in hair colour decisions
- Demonstrate correct techniques for highlights and low lights

INSTRUCTIONAL COMPONENT:
Instructional strategies will include:
- Demonstration videos
- Practical demonstrations
- Cooperative analyses and critiques
- Problem solving techniques

ASSESSMENT COMPONENT:
- Effective formative assessment via:
  - Clearly articulated and understood learning intentions and success criteria
  - Questions posed by students, peers and teachers to move learning forward
    - Discussions and dialogue
  - Feedback that is timely, clear and involves a plan
  - Students are resources for themselves and others – peer and self-assessment
  - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

LEARNING RESOURCES:
Primary Recommended Text:
St Germain, Clif.   Salon Fundamentals
Primary Supporting Texts:
Salon Fundamentals Study Guide and Workbook