

# BAA HAIRDRESSING 11 B: INTRODUCTORY THEORY PART 2

**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 SIGNATUR** \_\_\_\_\_

**COURSE NAME:** Hairdressing 11B: Introductory Theory  
Part 2

**GRADE LEVEL OF COURSE:** 11B

**NUMBER OF COURSE CREDITS:** 4

**NUMBER OF HOURS OF INSTRUCTION:** 120

**PREREQUISITE(S):** Completion of Grade 11

**SPECIAL TRAINING, FACILITIES OR EQUIPMENT REQUIRED:**

Hairdressing Salon, “Tools of the Trade”

**COURSE SYNOPSIS:**

Hairdressing 11B is a theory course which builds and expands on the concepts and principles taught in Hairdressing 11A. This course explores theory in greater depth which allows the students to apply these principles to the practical components of hairdressing.

**RATIONALE:**

This course will:

- Provide students with a greater understanding of hairdressing concepts and principles
- Provide students with opportunities to practice skills

This course is taken concurrently with two other hairdressing courses which emphasis theory and practical skill development. Students need this course as a foundation for the building of practical skills and in order to qualify for professional licencing at the completion of their secondary school hairdressing training.

**ORGANIZATIONAL STRUCTURE:**

<b>UNIT</b>	<b>TITLE</b>	<b>TIME</b>
1	Professional Development	10
2	Salon Ecology	10
3	Tricology	10
4	Chemistry	10
5	Hair cutting	30
6	Hair Styling	30
7	Design Decisions	20
<b>Total Hours</b>		120

**UNIT 1: Professional Development**

Professional development presents three main concepts: healthy mind and body, effective communication and human relations skills. It provides the students with fundamental guidelines for lifelong professional development and begins to lay the

foundation for the consultation process between client and stylist. Students learn the elements of effective communication.

### **Curriculum Organizers**

- Healthy Mind and Body
  - Rest and relaxation
  - Exercise
  - Nutrition
  - Hygiene
  - ergonomics
- Effective communication
- Human Relations skills
  - Personality
  - Teamwork
  - ethics

### **Learning Outcomes**

*It is expected that students will be able to:*

- Learn the importance of maintaining a healthy life style as a means of balancing personal and career life. Students develop self awareness to better understand and work more effectively with clients
- Develop an understanding of the various communication skills including verbal and non verbal
- Understand the role of personality, attitude, and habits in human relations
- Recognize consideration and cooperation as the foundation for teamwork
- Explain the guidelines for professional ethics

## **Unit 2: Salon Ecology**

Salon Ecology introduces three main concepts: Microbiology, infection control and first aid and safety.

### **Curriculum Organizers**

- What is microbiology?
- Growth of Bacteria
- Viruses
- Infection and infection control
- Sanitation and Disinfection
- First aid

### **Learning Outcomes**

*It is expected that students will be able to:*

- Recognize the structure and function of bacteria and viruses by their:

- Types
- Classifications
- Growth and reproduction patterns
- Relationship to the spread of infection
- Identify the procedures and precautions used in schools and salons, including sanitation, disinfection, and sterilization
- List simple safety and first aid applications for minor burns, cuts, choking, and eye injury

### **Unit 3: Trichology**

Trichology presents three main concepts: hair theory, hair care and draping, shampooing and scalp massage. This unit focuses on fundamental knowledge regarding the phases of hair growth, common hair and scalp disorders and causes and treatments of hair loss as well as the attentiveness and skill needed during draping, shampooing and scalp massage procedures.

#### **Curriculum Organizers**

- Hair Growth and Hair bulb formation:
  - Hair evaluation
  - Hair loss
- Draping, Shampooing and Scalp massage
- Wet Hair Services
  - Roller placement
  - Pin curl
  - Mouldings and shapings

#### **Learning Outcomes**

*It is expected that students will be able to:*

- Define the theory of hair including:
  - Formation
  - Growth
  - Structure
  - Behaviour
  - Colour
- Recognize how to care for the hair by doing an evaluation for common hair disorders including hair loss
- Explain and demonstrate proper draping techniques, shampooing and scalp massaging

## Unit 4: Chemistry

Chemistry presents three main concepts: matter, the pH scale, and chemistry of cosmetics. This unit provides fundamental guidelines for using a variety of products and providing chemistry services safely. The major goal of this Unit is understanding matter.

### Curriculum Organizers

- Matter
- Elements
- Chemical bonds
  - Amino acids
  - Protein
  - Hydrogen bond
  - Salt bond
  - Disulfide bond
- pH Scale
- Chemistry of Cosmetics
  - Cosmetic classifications – solutions, suspensions, emulsions, ointments, soaps, powders
  - Shampoos, rinses and conditioners

### Learning Outcomes

*It is expected that students will be able to:*

- List the five elements of hair
- Describe the structure and behaviour of atoms and bonds
- Describe the pH scale and values associated with water, acids, and alkalines
- Identify the pH of shampoos, conditioners, styling products, and treatments
- Identify the precautions necessary for various classifications of chemicals when working with professional products and cosmetics
- Identify the different types of shampoos, rinses, and conditions

## Unit 5: Hair Cutting

Hair cutting presents two main concepts: Hair cutting theory and Hair cutting procedures. This Unit provides fundamental guidelines for knowing and understanding the theory of Hair cutting and performing Hair cutting procedures.

### Curriculum Organizers

- Hair cutting Theory:
  - Form and shape
  - Points, lines and angles

- 7 basic forms of haircuts
- Hair cutting Procedures:
  - Texturizing
  - Razor etching
  - Slithering
  - Razor rotation
  - Outlining
  - Fringe and nape considerations
  - Growth patterns

### **Learning Outcomes**

*It is expected that students will be able to:*

- Identify
  - The Hair cutting tools
  - Areas of the head
  - Fundamental cutting techniques used when cutting hair
  - Proper procedures to achieve basic haircuts
  - Combining techniques within a haircut to achieve a variety of results

### **Unit 6: Hair Styling**

Hairstyling presents four main concepts: hairstyling theory, thermal styling, wet styling and long hair styling. This unit provides fundamental guidelines for form and texture combined with direction and movement to create hairstyles. The major goal of this chapter is to understand hairstyling theory.

### **Curriculum Organizers**

- Hairstyling:
  - Form
  - Texture
  - Direction and movement
  - Fundamentals – moulding, sectioning, straight and curved shapes, partings
  - Curls
- Thermal styling:
  - Air forming
  - Scrunching
  - Brush techniques
  - Flat ironing and curling
- Wet styling:
  - Finger waving
  - Pin curls
  - Rollers

- Mouldings
- Shapings
- Long Hair styling:
  - Braiding
  - French twist and knots

### **Learning Outcomes**

*It is expected that students will be able to:*

- Identify fundamentals of hairstyling theory, head shapes, facial contours, hair growth patterns, and abnormalities
- Identify:
  - Primary hairstyling considerations
  - Hairstyling essentials
  - Infection control and safety as they pertain to hairstyling
  - Client consultation as it pertains to hairstyling

### **UNIT 7: Design Decisions**

This unit provides students with the skills to help them make important decisions about their client's hair, fashion and make up. Students learn design principles about proportion and composition.

### **Curriculum Organizers**

- Design decision considerations
  - Proportion
  - Hair
  - Personality
  - Clothing
  - Lifestyle
- Client consultation
- Design composition
- Design creativity and originality

### **Learning Outcomes**

*It is expected that students will be able to:*

- Identify proportions used when creating a design for the human body and face
- Recognize and analyze key areas to create and support the client's total image by using proper communication skills during client consultation
- Identify the design elements and principles used to compose designs
- Develop and explore through portfolio work creative and unique designs

### **INSTRUCTIONAL COMPONENT:**

- Seminars & Lectures
- Charts and Webbing
- Vocabulary Development
- Grouping and Peer Work
- Cooperative analyses and critiques
- Problem solving techniques
- Demonstration videos
- Practical demonstrations
- Workbook

### **ASSESSMENT COMPONENT:**

Students will be assessed by a variety of formative and summative methods including:

- 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