

BAA HAIRDRESSING 12A

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 12A: Framework

GRADE LEVEL OF COURSE: 12A

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 12A is a theory course which builds on the principles of hairdressing and the organization and management of a hair salon from Hairdressing 11A.

RATIONALE:

As an extension of Hairdressing 11A, the focus of this course is to provide students with ongoing and continuing instruction in the theory of hairdressing and in the operation and management of a hair salon. Concepts previously covered in Hairdressing 11A are expanded and developed in greater detail.

This course is taken concurrently with three other hairdressing courses which emphasis practical skill development.

ORGANIZATIONAL STRUCTURE

UNIT	TITLE	TIME
1	Superhost	10
2	Salon Buisiness	10
3	Salon Ecology	5
4	Hair Cutting	20
5	Hair Styling	15
6	Design Decisions	10
7	Wigs and Hair Additions	10
8	Chemical Texturizing	20
9	Hair Colouring	20
Total Hours		120

UNIT 1: Superhost

The Superhost Program provides students with the skills and knowledge that they need to provide excellent service to the public. It also encourages students to feel a sense of personal pride and commitment to their work.

Curriculum Organizers

- Service skills
- Communication process and listening skills
- Superhost fundamentals

Learning Outcomes

It is expected that students will be able to:

- Demonstrate an understanding of the importance of excellent customer service skills
- Describe the communication process, and the skills required to make the communication effective
- Demonstrate how to listen to your customers in a way that shows that you care about them and their needs
- Explain the five key Superhost fundamental commitments that assist you to “go the extra mile”

NIT 2: Salon Business

This unit provides the student with the skills to select the right salon environment for their employment and will allow them to offer the best possible service and products to the clients.

Curriculum Organizers

- The beauty industry
- Job search
- Professional relationships
- Salon ownership
- Salon retailing

Learning Outcomes

It is expected that students will be able to:

- Establish short and long range personal goals within the beauty industry
- Identify and demonstrate effective job search strategies
- Identify and demonstrate effective job search strategies
- Use a decision making process which includes evaluating criteria to identify suitable job opportunities
- List the steps used to develop and maintain professional relationships including building a clientele.
- Describe salon ownership types, structure, operations, and requirements for the practice of good business

UNIT 3: Salon Ecology

Review of the three main concepts: microbiology, infection control, and first aid and safety. Salon ecology enables the student to understand how to prevent the unnecessary spread of infectious diseases and to perform first aid procedures for the protection of the client.

Curriculum Organizers

- Review – microbiology
- Review – growth of Bacteria
- Review – viruses
- Review – infection and infection control
- Review – first aid techniques
- Current developments in sanitation, disinfection, and sterilization
- Current research and development in infection and infection control
- Current developments in communicable diseases

Learning Outcomes

It is expected that students will be able to:

- Demonstrate knowledge in microbiology, bacteria, viruses, infection and infection control, and first aid techniques
- Describe ways to prevent the spread of disease and to kill certain or all microbes
- Describe and demonstrate sanitation guidelines
- Identify communicable diseases and their characteristics
- Describe current research in sanitation, infection, and communicable diseases and discuss the implications of these in the hairdressing salon setting

UNIT 4: 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
- Hair cutting procedures
- Introduction to hair competition cutting lines

Learning Outcomes

It is expected that students will be able to:

- Identify correct hair cutting techniques and proper procedures to achieve basic haircuts
- Sketch and/or draw hair cutting procedures

- Identify basic techniques for competition hair cutting techniques

UNIT 5: Hairstyling

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
- Thermal styling
- Wet styling
- Long hair styling
- Competition styling
- Product knowledge for styling

Learning Outcomes

It is expected that students will be able to:

- Identify hair styling techniques
- Demonstrate knowledge of fundamentals of hairstyling theory
- Assess suitability of hair style for client by analyzing client features (face shape, hair texture, hair colour, age etc)
- Identify the steps and skills used in client consultation as it pertains to hairstyle
- Identify essential products and discuss their uses for different styles
- Identify the various tools for hair styles and discuss their purpose

UNIT 6: 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

UNIT 7: Wigs and Hair Additions

In this unit, students gain knowledge and skill in working with wigs and hair additions with a view towards meeting the needs of clients who desire a variety of hairstyle changes.

Curriculum Organizers

- History
- Composition, colours, construction
- Wig and hairpiece essentials
- Infection control and safety
- Client consultation
- Wig services
- hairpieces

Learning Outcomes

It is expected that students will be able to:

- explain why clients wear wigs and hairpieces
- list the professional wig services performed in the salon
- define hair additions and describe five methods of attachment

UNIT 8: Chemical Texturizing

In this unit, students learn how to provide major chemical changes for the hair that in turn offer a client new options for cuts and styles. Students learn about different types of hair, the kinds of products to be used and the procedures that yield professional results.

Curriculum Organizers

- Perming
- Relaxing
- Curl reforming

Learning Outcomes

It is expected that students will be able to:

- Demonstrate knowledge (explain and describe) the fundamental theory and procedures of:
 - Perming
 - Chemical relaxing
 - Curl reforming
- Demonstrate knowledge (explain and describe) the newest developments in chemical relaxing such as Japanese hair straightening

UNIT 9: Hair Colouring

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

Curriculum Organizers

- Colour theory
- Identifying existing hair colour
- Changing existing hair colour
- Hair colour trends
- Hair colour for competition

Learning Outcomes

It is expected that students will be able to:

- Define colour and the law of colour/colour theory
- Identify the natural and artificial level, tone, and intensity of hair colour
- Demonstrate knowledge by explaining 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
- Discuss the role of creativity, uniqueness, and originality in hair colour decisions

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:

- 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