

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Cosmetology Studies.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the module learner expectations.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

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MODULE COS1010: PERSONAL IMAGES

Level: Introductory

Theme: Images and Practices

Prerequisite: None

Module Description: Students develop increased appreciation for the significance of personal grooming in various life situations, as well as the knowledge and skills required to perform basic grooming practices.

Module Parameters: Access to a personal grooming facility and related equipment and materials.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> appreciate that one's appearance is a mode of communication with others describe the relationship between a well-groomed appearance and a positive self-concept and develop a personal grooming plan identify, compare, apply and assess personal grooming practices and products that contribute to healthfulness demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> Process in which the student will: <ul style="list-style-type: none"> given personal grooming performance criteria and resources relating to personal grooming, list preferred grooming practices and products and give reasons for choices. <p><i>Assessment Tool</i> <i>Board Exam Review for Cosmetology:</i></p> <ul style="list-style-type: none"> <i>Your Professional Image</i> 	25
	<ul style="list-style-type: none"> Applied Problem Solving in which the student will: <ul style="list-style-type: none"> develop a personal grooming plan. 	25
	<ul style="list-style-type: none"> Product in which the student will: <ul style="list-style-type: none"> demonstrate the application of his or her personal grooming plan consistently demonstrate the safe and sanitary handling and use of personal grooming materials. <p><i>Assessment Tool</i> <i>COSTAT1010: Personal Images</i> <i>COSSAT1010: Personal Images</i></p>	35 15
	<ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE COS1010: PERSONAL IMAGES (continued)

Concept	Specific Learner Expectations	Notes
Grooming Defined/ Described	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define the term grooming and describe it from different points of view: <ul style="list-style-type: none"> – cultural – personal – classmates – world of work. 	Reference current grooming, teen magazines and newspapers.
Grooming as Communication	<ul style="list-style-type: none"> • identify grooming practices/conditions that affect verbal/non-verbal communication: <ul style="list-style-type: none"> – to self – to others. 	
Healthfulness and Well-being	<ul style="list-style-type: none"> • list and describe grooming practices that contribute to healthfulness and a sense of well-being in various situations; e.g., school, home, workplace • describe how appearance and, thus, grooming may influence self-confidence and interpersonal relationships. 	
Hygiene and Sanitation	<ul style="list-style-type: none"> • identify, define and describe practices relating to: <ul style="list-style-type: none"> – personal hygiene – public hygiene – sanitation – sterilization of tools and equipment. 	

MODULE COS1010: PERSONAL IMAGES (continued)

Concept	Specific Learner Expectations	Notes
Components of Grooming	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and describe personal hygiene components of grooming: <ul style="list-style-type: none"> – skin care – hair care – facial care – hand and nail care • identify and describe other components of grooming that contribute to healthfulness and well-being including: <ul style="list-style-type: none"> – posture – exercise – rest – nutrition. 	<p>Doctor or nurse may be consulted.</p>
Factors Affecting Grooming	<ul style="list-style-type: none"> • describe factors affecting grooming choices and practices. 	
Grooming Products and Implements	<ul style="list-style-type: none"> • investigate and describe grooming products and implements available for: <ul style="list-style-type: none"> – personal use – professional use • apply informed decision-making skills in the selection and use of grooming products and appliances and describe the impact these decisions may have on the environment. 	<p>Contact cosmeticians in local department stores and pharmacies.</p> <p>Consult information items published by Health and Welfare Canada.</p>
Grooming Practices	<ul style="list-style-type: none"> • demonstrate practices contributing to his or her personal grooming including: <ul style="list-style-type: none"> – hair care; e.g., forming, finishing – facial care; e.g., cleansing, toning, nourishing – hand and nail care; e.g., cleansing, filing • apply knowledge of grooming to make effective decisions, solve problems and evaluate practices associated with grooming. 	

MODULE COS1020: HAIR GRAPHICS 1

Level: Introductory

Theme: Hair and Scalp Care

Prerequisite: COS1010 Personal Images

Module Description: Students handle hair confidently; brush, comb and part hair correctly; and create ropes, knots and two- or three-strand braids.

Module Parameters: Access to a personal or professional grooming facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • distinguish among and name different techniques used to create hair graphics • identify and describe safety and sanitation practices used when creating hair graphics • handle hair confidently while using a variety of implements to control, direct and part hair • create and properly secure hair graphics including ropes, knots and two- and three-strand braids • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • Concept Testing in which the student will: <ul style="list-style-type: none"> – prepare and present a report distinguishing among different hair graphics and the technique used to create them. <p><i>Assessment Tool</i> <i>CTS Rubric: Presentation/Reports</i></p> <ul style="list-style-type: none"> • Process in which the student will: <ul style="list-style-type: none"> – handle brushes and combs in a sanitary manner, to control, direct and part hair without causing damage to hair or discomfort or injury to the scalp. • Product in which the student will: <ul style="list-style-type: none"> – produce and secure correctly each of the following graphics: <ul style="list-style-type: none"> • rope graphics • knot graphics • two-strand braids • three-strand braids. <p><i>Assessment Tool</i> <i>COSTAT1020: Hair Graphics 1</i></p> <ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>10</p> <p>30</p> <p>50</p> <p>Integrated throughout</p>

MODULE COS1020: HAIR GRAPHICS 1 (continued)

Concept	Specific Learner Expectations	Notes
Implements and Materials	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and describe the implements and materials used to control, direct and part hair. 	
Controlling, Directing and Parting Hair	<ul style="list-style-type: none"> • describe and demonstrate the use of hands to control, direct and part hair • demonstrate correct handling of implements to control, direct and part hair • create straight, curved and diagonal partings. 	
Hair Graphics: Techniques	<ul style="list-style-type: none"> • define and describe the term hair graphics • distinguish among ropes, knots and braids. 	Observe hair graphics worn by people of various cultural groups.
Creating Hair Graphics	<ul style="list-style-type: none"> • create and secure a variety of hair roping effects: <ul style="list-style-type: none"> – single-strand ropes – double-strand ropes – triple-strand ropes • create and secure a variety of braids: <ul style="list-style-type: none"> – two-strand braids; e.g., ponytail, fishtail effect – three-strand braids; e.g., visible braiding, invisible braiding • create a secure hairstyle by combining two or more different hair graphic techniques. 	Shoe laces or similar materials may be used to practise basic roping, braiding and knotting techniques.
Safety and Sanitation	<ul style="list-style-type: none"> • identify and follow safe and sanitary practices when using materials to rope, knot and braid hair • maintain a clean, safe work area • clean and return implements and materials to proper storage areas after use. 	

MODULE COS1030: HAIR & SCALP CARE 1

Level: Introductory

Theme: Hair and Scalp Care

Prerequisite: COS1010 Personal Images

Module Description: Students analyze and describe the structure and condition of hair and scalp, as well as identify and use basic cleansing and surface conditioning products.

Module Parameters: Access to a personal and professional grooming facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe the structure, functions and conditions of the hair and scalp describe internal and external factors that may affect the hair and scalp select and use a variety of hair and scalp care products and implements to perform hair and scalp care treatments including brushing, combing, cleansing and conditioning perform hair and scalp care treatments in a safe and sanitary manner demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> Concept Testing in which the student will: <ul style="list-style-type: none"> given 30 questions relating to hair and scalp care, answer a minimum of 25 questions correctly. <p><i>Assessment Tool</i> <i>Board Exam Review for Cosmetology:</i></p> <ul style="list-style-type: none"> <i>Draping</i> <i>Shampooing, Rinsing and Conditioning</i> 	20
	<ul style="list-style-type: none"> Process in which the student will: <ul style="list-style-type: none"> analyze a minimum of six hair and scalps and record the analyses on a record chart. 	20
	<ul style="list-style-type: none"> Product in which the student will: <ul style="list-style-type: none"> perform brushing, combing, cleansing and conditioning treatments to quality standards indicated on a hair and scalp care performance chart follow safe and sanitary industry practices as indicated on a hair and scalp care performance chart. <p><i>Assessment Tool</i> <i>COSTAT1030: Hair & Scalp Care 1</i> <i>COSSAT1030: Hair & Scalp Care 1</i></p>	40
	<ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	20
		Integrated throughout

MODULE COS1030: HAIR & SCALP CARE 1 (continued)

Concept	Specific Learner Expectations	Notes
Hair Structure and Functions	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and describe basic structures of hair: <ul style="list-style-type: none"> – cuticle – cortex – medulla • describe the functions of hair. 	Access to and use of a good microscope will facilitate learning.
Hair and Scalp Conditions	<ul style="list-style-type: none"> • identify and describe basic conditions of hair: <ul style="list-style-type: none"> – normal – oily – dry – chemically processed • identify and describe basic conditions of the scalp: <ul style="list-style-type: none"> – normal – oily – dry – flaky • describe factors affecting the condition of the hair and scalp: <ul style="list-style-type: none"> – physical – chemical – health – wellness. 	
Cleansing and Conditioning Products	<ul style="list-style-type: none"> • identify products available to cleanse and condition hair and scalp for: <ul style="list-style-type: none"> – personal use – professional use. 	Contact manufacturers, jobbers, drug and department stores.
Hair Brushing and Combing	<ul style="list-style-type: none"> • handle hair brushes and combs correctly to remove tangles, control and direct hair • section hair and handle a hair brush correctly to release excess scalp tissue and help remove unwanted hair coatings; e.g., hair spray, grit. 	

MODULE COS1030: HAIR & SCALP CARE 1 (continued)

Concept	Specific Learner Expectations	Notes
Draping	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the purpose and materials used to drape a client • drape client for a wet service • remove draping after completing the wet service. 	
Shampooing	<ul style="list-style-type: none"> • identify steps in the shampooing procedure • drape and protect the client • analyze the basic condition of the hair and scalp • select a shampoo appropriate to the condition of the hair and scalp • perform each step in the shampooing procedure in the correct order including: <ul style="list-style-type: none"> – wetting – applying and distributing shampoo – massaging the scalp – rinsing – checking – towel drying. 	
Conditioning	<ul style="list-style-type: none"> • analyze the basic condition of the hair and scalp and determine the need for conditioning • select an instant conditioner appropriate to the needs of the hair and scalp • read and interpret the manufacturer’s instructions for using the selected conditioner • apply conditioner according to manufacturer’s instructions • allow conditioner to process, if necessary • complete conditioning process as instructed. 	

MODULE COS1030: HAIR & SCALP CARE 1 (continued)

Concept	Specific Learner Expectations	Notes
Safety and Sanitation	<p><i>The student should:</i></p> <ul style="list-style-type: none">• identify and follow safe and sanitary practices• protect client and client's property while providing services• maintain a clean, safe work area• sanitize and return equipment and materials to proper storage/laundry areas after use.	Obtain local and provincial health and safety regulations.

COURSE COS1040: FORMING & FINISHING 1**Level:** Introductory**Theme:** Hair and Scalp Care**Prerequisite:** COS1030 Hair & Scalp Care 1**Description:** Students wave, curl and style hair, using a variety of equipment, tools and supply items.**Parameters:** Access to a personal or professional grooming facility.**Note:** Journeyman hairstylist qualification required.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify and describe techniques available for forming and finishing hair select and use appropriate equipment, implements and materials for forming and finishing hair into selected hair effects and hairstyles perform all forming and finishing activities in a safe and sanitary manner demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> Concept Testing in which the student will: <ul style="list-style-type: none"> given 30 questions relating to forming and finishing, answer a minimum of 25 questions correctly. <p><i>Assessment Tool</i> <i>Board Exam Review for Cosmetology:</i></p> <ul style="list-style-type: none"> <i>Finger Waving</i> <i>Wet Hairstyling</i> <i>Thermal Hairstyling</i> 	25
	<ul style="list-style-type: none"> Product in which the student will: <ul style="list-style-type: none"> perform forming and finishing techniques suited to selected hairstyles and hair effects to quality, safety and sanitation standards. <p><i>Assessment Tool</i> <i>COSTAT1040: Forming & Finishing 1</i></p>	75
	<ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

COURSE COS1040: FORMING & FINISHING 1 (continued)

Concept	Specific Outcomes	Notes
Forming Hair (Theory)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define and describe the term forming hair • describe techniques used to form hair: <ul style="list-style-type: none"> – blow-drying/blow waving – ironing – waving – pin curling – hand shaping • identify and describe implements used to form hair: <ul style="list-style-type: none"> – blow-dryers – curling irons – rollers – clips – setting combs – brushes – combs. 	
Materials	<ul style="list-style-type: none"> • identify and describe materials used to assist forming of hair: <ul style="list-style-type: none"> – mousse – gels – lotions. 	
Draping	<ul style="list-style-type: none"> • drape client for a dry service • remove draping after completing the dry service. 	
Forming Hair (Applications)	<ul style="list-style-type: none"> • describe and demonstrate safe handling of hair forming implements to protect: <ul style="list-style-type: none"> – self – clients – others • identify and safely operate blow-dryer controls • demonstrate use of blow-dryer in combination with a comb or brush to: <ul style="list-style-type: none"> – dry and control hair – direct hair – shape hair 	Have students read manufacturer's instructions before use.

MODULE COS1040: FORMING & FINISHING 1 (continued)

Concept	Specific Learner Expectations	Notes
<ul style="list-style-type: none"> • Iron Curling • Roller Setting • Finger Waving 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and safely operate electrical curling iron controls and manipulate the iron • distinguish between different types and sizes of curling irons • manipulate the iron in combination with a comb to section and curl short to medium (5 cm to 15 cm) lengths of hair: <ul style="list-style-type: none"> – on-base – off-base • identify and describe different types and sizes of rollers and devices used to secure them • section, hold hair strand, wind, position and secure rollers in on-base positions • describe and distinguish between a shaping and a finger wave • use a wave comb to create simple shapings • use a wave comb to form a strip/section of finger waves. 	
Finishing Hair	<ul style="list-style-type: none"> • define and describe the term finishing hair • describe techniques used to finish hair: <ul style="list-style-type: none"> – brushing/back brushing – combing/back combing – shaping/styling. 	
Finishing Implements	<ul style="list-style-type: none"> • identify and describe implements used to finish hair: <ul style="list-style-type: none"> – brushes (e.g., straight, curved, round) – combs – picks – rakes. 	

MODULE COS1040: FORMING & FINISHING 1 (continued)

Concept	Specific Learner Expectations	Notes
Finishing Techniques	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe techniques used to finish hair: <ul style="list-style-type: none"> – hand shaping/styling – brushing/back brushing – combing/back combing – picking • identify, describe and apply finishing cosmetics. 	
Forming and Finishing a Preferred Style	<ul style="list-style-type: none"> • select and use appropriate forming and finishing techniques to create a preferred style. 	
Safety and Sanitation	<ul style="list-style-type: none"> • identify and follow safe and sanitary practices when using finishing implements and materials • protect client and client’s property while providing services • maintain a clean, safe work area • sanitize and return implements and materials to proper storage areas after use. 	Review local and provincial health and safety regulations.

MODULE COS1050: PERMANENT WAVING 1 (THE PHYSICAL PROCESS)

Level: Introductory

Theme: Chemical Services: Permanent Waving

Prerequisites: COS1010 Personal Images
COS1030 Hair & Scalp Care 1

Module Description: Students section, block and wind hair for a basic permanent wave, using conventional waving rods and supplies.

Module Parameters: Access to personal or professional grooming facility.

Note: Journeyman hairstylist qualification desirable.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the history of permanent waving • distinguish between the physical and chemical processes involved in the permanent waving of hair • perform basic sectioning, blocking and winding techniques • demonstrate alternative sectioning, blocking and winding techniques • identify and follow safe and sanitary practices • maintain records of processes used • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • Concept Testing in which the student will: <ul style="list-style-type: none"> – present a verbal, written or other description of the history of permanent waving – given 20 questions relating to permanent waving—the physical process, answer all questions correctly. <p><i>Assessment Tool</i> <i>Board Exam Review for Cosmetology:</i> – <i>Permanent Waving</i></p> <ul style="list-style-type: none"> • Process and Product in which the student will: <ul style="list-style-type: none"> – perform techniques related to the physical process including: <ul style="list-style-type: none"> • basic technique/pattern • a minimum of two alternative techniques/patterns. <p><i>Assessment Tool</i> <i>COSTAT1050: Permanent Waving 1 (The Physical Process)</i> <i>COSSAT1050: Permanent Waving 1 (The Physical Process)</i></p> <ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>20</p> <p>30</p> <p>40</p> <p>Integrated throughout</p>

MODULE COS1050: PERMANENT WAVING 1 (THE PHYSICAL PROCESS) (continued)

Concept	Specific Learner Expectations	Notes
Permanent Waving: History	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research and describe the major developments in permanent waving: <ul style="list-style-type: none"> – equipment/tools – chemicals • identify and describe permanent waving technology currently available. 	
Permanent Waving: Processes	<ul style="list-style-type: none"> • identify and describe the major processes involved in permanent waving: <ul style="list-style-type: none"> – physical process – chemical process. 	
Permanent Waving: Physical Process	<ul style="list-style-type: none"> • Steps <ul style="list-style-type: none"> • identify and describe the steps in the physical process of permanently waving hair: <ul style="list-style-type: none"> – sectioning – blocking – wrapping – winding – securing • Rods and Wraps <ul style="list-style-type: none"> • identify shapes and sizes of conventional permanent waving rods • describe the uses and effects of rods with different shapes and sizes • demonstrate methods of securing conventional rods • describe purposes of permanent wave wraps • Sectioning <ul style="list-style-type: none"> • part hair and secure each section to create a basic sectioning pattern • identify order in which sections should be blocked, wrapped and wound • Blocking <ul style="list-style-type: none"> • part sections into blocks to correspond to the diameter and length of rods to be wound and in relation to hair length and density • hold hair perpendicular to the block 	

MODULE COS1050: PERMANENT WAVING 1 (THE PHYSICAL PROCESS) (continued)

Concept	Specific Learner Expectations	Notes
<ul style="list-style-type: none"> • Wrapping • Winding and Securing 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • wrap blocks using acceptable wrapping techniques: <ul style="list-style-type: none"> – single wrap – double wrap – envelope wrap • discuss the advantages/disadvantages of different wrapping techniques • wind rods to sit on-base, half-base, off-base • ensure rods are wound with proper tension • secure each rod without causing marks or damage to other hair. 	
Keeping Records	<ul style="list-style-type: none"> • record details of procedure used on a permanent wave record card; e.g., pattern, rods. 	
Safety and Sanitation	<ul style="list-style-type: none"> • identify and follow the safe and sanitary practices when using permanent waving materials • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of all waste materials in an environmentally safe manner. 	Review local and provincial health and safety regulations.

MODULE COS1060: SKIN CARE 1 (BASIC PRACTICES)

Level: Introductory

Theme: Skin Care

Prerequisite: COS1010 Personal Images

Module Description: Students identify the basic structures and functions of the skin, analyze skin and perform basic skin care practices, including cleansing, toning, nourishing and protecting.

Module Parameters: Access to a personal or professional personal grooming facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the functions of skin and identify the basic structure of skin, types of skin and factors that affect the condition of skin • analyze skin, determine skin types and perform basic skin care, including safe and sanitary: <ul style="list-style-type: none"> – cleansing – toning – nourishing – protecting • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • Concept Testing in which the student will: <ul style="list-style-type: none"> – given 30 questions relating to skin care, answer a minimum of 25 questions correctly. <p><i>Assessment Tool</i> <i>Board Exam Review for Cosmetology:</i></p> <ul style="list-style-type: none"> – <i>Theory of Massage</i> – <i>Facials</i> – <i>Facials and Makeup</i> <ul style="list-style-type: none"> • Professional Product in which the student will: <ul style="list-style-type: none"> – perform six skin analysis and six skin care procedures including: <ul style="list-style-type: none"> • skin analysis • skin care. <p><i>Assessment Tool</i> <i>COSTAT1060: Skin Care</i> <i>COSSAT1060: Skin Care</i></p> <ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p style="text-align: center;">40</p> <p style="text-align: center;">30 30</p> <p style="text-align: center;">Integrated throughout</p>

MODULE COS1060: SKIN CARE 1 (BASIC PRACTICES) (continued)

Concept	Specific Learner Expectations	Notes
Anatomy, Physiology, Histology	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define the terms anatomy, physiology and histology. 	
Physiology of Skin	<ul style="list-style-type: none"> • describe functions of skin • identify and describe skin functions that may be affected by a cosmetologist. 	
Anatomy/Histology of Skin	<ul style="list-style-type: none"> • identify and describe the basic structure and function of: <ul style="list-style-type: none"> – major areas of the skin – appendages of the skin: <ul style="list-style-type: none"> • hair, nails • glands. 	Consult with teachers of science courses; e.g., biology, Science 10.
Keratinization	<ul style="list-style-type: none"> • define the terms protein and keratin and describe their relationship to skin • describe the basic principles of keratinization • explain how keratinization helps ensure healthy skin. 	
Skin Types and Conditions	<ul style="list-style-type: none"> • identify and describe the appearance of healthy skin • identify and describe basic skin types: <ul style="list-style-type: none"> – normal – dry – oily – combination • describe factors that may affect skin condition: <ul style="list-style-type: none"> – heredity – environment – chemicals – health – wellness • describe lesions, disorders and diseases of skin. 	

MODULE COS1060: SKIN CARE 1 (BASIC PRACTICES) (continued)

Concept	Specific Learner Expectations	Notes
Skin Care Cosmetics	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and describe the use of cosmetics available to cleanse, tone, nourish and protect the skin. 	
<p>Skin Care Procedures</p> <ul style="list-style-type: none"> • Cleansing • Toning • Nourishing • Protecting 	<ul style="list-style-type: none"> • define and describe procedures used to care for skin: <ul style="list-style-type: none"> – cleansing – toning – nourishing – protecting • identify products and materials available to care for skin • surface cleanse the face • apply toning cosmetics to close pores of the face • apply moisturizing agent to the face • apply makeup and/or other suitable cosmetics to protect various areas of the face. 	<p>Have students read manufacturer's instructions before use.</p>
Safety and Sanitation	<ul style="list-style-type: none"> • identify and follow safe and sanitary practices when using skin care materials • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner. 	<p>Review local and provincial health and safety regulations.</p>

MODULE COS1070: MANICURING 1

Level: Introductory

Theme: Nail Care

Prerequisite: COS1010 Personal Images

Module Description: Students identify the functions, shapes and basic structure of fingernails, conditions of hands and fingernails, and perform a plain manicure.

Module Parameters: Access to a personal or professional personal grooming facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the functions and identify and describe the: <ul style="list-style-type: none"> – basic structure of fingernails – common fingernail shapes – factors affecting the conditions of fingernails • identify resources used to perform a plain manicure • analyze hands and nails, perform plain manicures and follow safe and sanitary practices • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • Concept Testing in which the student will: <ul style="list-style-type: none"> – given a 30-item test relating to manicuring, answer a minimum of 25 items correctly. <p><i>Assessment Tool</i> <i>Board Exam Review for Cosmetology:</i></p> <ul style="list-style-type: none"> – <i>Manicuring and Pedicuring</i> 	40
	<ul style="list-style-type: none"> • Process and Product in which the student will: <ul style="list-style-type: none"> – perform, using safe and sanitary practices, six manicures including: <ul style="list-style-type: none"> • hand and nail analyses • plain manicures. <p><i>Assessment Tool</i> <i>COSTAT1070: Manicuring 1</i></p>	30 30
	<ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Manicure Defined	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define the following terms: <ul style="list-style-type: none"> – manicure – manicurist. 	

MODULE COS1070: MANICURING 1 (continued)

Concept	Specific Learner Expectations	Notes
Nail Physiology	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and describe the functions of nails. 	
Nail Anatomy	<ul style="list-style-type: none"> • identify and describe the basic structure of nails and surrounding tissues • describe parts of the nail that may be enhanced by a manicurist. 	
Nail Conditions, Disorders, Diseases	<ul style="list-style-type: none"> • describe factors affecting nail condition: <ul style="list-style-type: none"> – heredity – environment – chemicals – health – wellness • recognize common disorders and diseases of nails and surrounding tissues • describe conditions that may be treated by a manicurist or cosmetologist. 	Consult doctor (e.g., dermatologist) or nurse.
Nail Shapes	<ul style="list-style-type: none"> • identify common nail shapes. 	
<p>Manicuring</p> <ul style="list-style-type: none"> • Procedure • Resources • Performing a Plain Manicure 	<ul style="list-style-type: none"> • list the steps in a plain manicure procedure • identify, describe and list equipment, tools and other materials required to perform a plain manicure • follow an established procedure to complete a plain manicure including: <ul style="list-style-type: none"> – client preparation – hand and nail analysis – nail filing and shaping – nail cleansing – cuticle shaping – protective/cosmetic applications. 	
Safety and Sanitation	<ul style="list-style-type: none"> • identify and follow safe and sanitary practices when using manicuring equipment, tools and supplies • treat minor cuts • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner. 	Review local and provincial health and safety regulations.

COURSE COS1080: THEATRICAL MAKEUP 1 (BASIC PRINCIPLES)

Level:	Introductory
Theme:	Special Effects/Services
Prerequisite:	COS1060 Skin Care 1 (Basic Practices)
Description:	Students describe the purpose and scope of theatrical makeup, identify elements related to designing theatrical makeup, and use appropriate materials to perform basic theatrical makeup techniques.

Parameters: Access to a theatrical makeup facility and supplies.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the purpose and scope of theatrical makeup and describe the basic principles of colour and theatrical makeup • design, plan and create, in a safe and sanitary manner, basic theatrical makeup • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • Concept Testing in which the student will: <ul style="list-style-type: none"> – given 30 test items relating to theatrical makeup, answer a minimum of 25 items correctly. <p><i>Assessment Tool</i> <i>Board Exam Review for Cosmetology:</i> – <i>Facial Makeup</i></p>	25
	<ul style="list-style-type: none"> • Process and Product in which the student will: <ul style="list-style-type: none"> – design, plan and create a minimum of three basic theatrical makeups including: <ul style="list-style-type: none"> • design • plan • execute. <p><i>Assessment Tool</i> <i>COSTAT1080: Theatrical Makeup 1 (Basic Principles)</i></p>	25 25 25
	<ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

COURSE COS1080: THEATRICAL MAKEUP 1 (BASIC PRINCIPLES) (continued)

Concept	Specific Outcomes	Notes
<p>Purpose of Theatrical Makeup</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and describe the purpose of theatrical makeup • analyze and describe the effect of theatrical makeup on: <ul style="list-style-type: none"> – performers – photographic images – viewers. 	<p>Consult with drama teacher, local theatrical performers and theatrical makeup artists.</p>
<p>Basic Principles</p> <ul style="list-style-type: none"> • Anatomy and Physiology • Light and Shade • Characteristics of Colour 	<ul style="list-style-type: none"> • relate knowledge of human anatomy and physiology to the design and use of theatrical makeup • identify and locate major bones of the head and face • identify and locate major bones of the arm and hand • describe the effect of light and shade in creating/changing images • describe methods that use the principle of light and shade to create/change images • demonstrate the use of the light and shade principle to: <ul style="list-style-type: none"> – create a new image – change an image • identify primary, secondary, tertiary and complementary colours and their relationship on a colour wheel • define and describe the following characteristics of colour: <ul style="list-style-type: none"> – pigment – tints – hue – tones – intensity – shades – value • describe the relationship between colour characteristics 	

MODULE COS1080: THEATRICAL MAKEUP 1 (BASIC PRINCIPLES) (continued)

Concept	Specific Learner Expectations	Notes
<ul style="list-style-type: none"> • Makeup Colour Systems • Light and Lighting 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the purpose and value of using a system for numbering colours of theatrical makeup • identify and describe numbering and other systems used to identify colours and types of theatrical makeup • identify sources and different types of light • describe the relationship between light rays and colour • describe the effect of different lighting on pigment: <ul style="list-style-type: none"> – natural light – artificial light – colour bulbs or filters. 	
<p>Theatrical Makeup</p> <ul style="list-style-type: none"> • Materials • Application Techniques • Design Procedure 	<ul style="list-style-type: none"> • identify and describe the various items and materials (equipment, tools and supplies) usually found in a theatrical makeup kit • identify and describe the purpose of various types of theatrical makeup; e.g.: <ul style="list-style-type: none"> – cake – dry – cream – greasepaint • define the term prosthesis • describe various prosthetics used by theatrical makeup artists • identify, list and describe makeup application techniques and implements and materials needed for each technique • identify and describe a design procedure that may be used to plan a theatrical makeup not requiring prostheses • shows sketches, drawings, models and worksheets that characterize the images to be created 	<p>Reference The Design Process (DES1020) module.</p>

MODULE COS1080: THEATRICAL MAKEUP 1 (BASIC PRINCIPLES) (continued)

Concept	Specific Learner Expectations	Notes
<ul style="list-style-type: none"> • Planning Procedure • Creating the Images 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and record types and colours of makeup required to create the images and record the information on worksheets • identify implements and materials needed to apply makeup recorded on worksheets • use the products of the design and planning procedures as a guide to create: <ul style="list-style-type: none"> – new facial images – new hand images. 	
<p>Safety and Sanitation</p>	<ul style="list-style-type: none"> • identify and follow safe and sanitary practices when using theatrical makeup • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner. 	<p>Review local and provincial health and safety regulations.</p>