ONTARIO COUNCIL FOR TECHNOLOGY EDUCATION

Technology and the Skilled Trades
Grade 9 TAS10/TXJ10
July 2026

Students will design theme nails: Nail Art Design Project

takeTECH

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Introduction

Course Code: TAS10/TXJ10
Broad base Technology: Hairstyling and Aesthetics
Destination: Open
Grade Level: 9
Prerequisite (if applicable) None
Project Name: Nail Art

This project presents aesthetics and nail care techniques from a salon/spa perspective. This project will allow students to delve into their self-expression and creativity through various canvases. Nail art is a form of art that combines precision, imagination, and style to create masterpieces that will reflect interest and personality. Through this project students will have the opportunity to experiment with different designs, techniques, and tools to transform nails into stunning works of art. The possibilities are endless for students to demonstrate their imagination, whether it is bold, patterns, vibrant, and/or subtle colours. Students will also consider related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics.
This project is a 1 theme deconstructed for 1 teacher.

https://www.dcp.edu.gov.on.ca/en/curriculum/technological-education/courses/tas1o

Project Outline

Hairstyling and Aesthetics involves a lot of creativity. Around the world people in different countries style their nails in nail arts with similarities but also demonstrate differences. Embracing one's style/culture/interest is going to give students the opportunity to use a variety of different style skills, and learn from each other during the nail art design process. They will explore introduction to nail art, exploring nail art techniques, themed based nail art, and showcasing their nail art.
For the nail art project, students will be focusing on creating a nail art design using the engineering design process from that style they feel most comfortable with, or they are interested in.

Buy in: Students will develop and enhance their skills in creating nail art while learning the importance of nail care. They will develop their appreciation of the variety and similarities of nail art. They can utilize their skills at school events, graduation, spa/client days, skills competitions, and proms.

BBT Covered in the Activity

Hairstyling and Aesthetics

Student Activities

Activity 1 - Conceptualization and Ideation

Activity 2 - Prototyping and Iteration Stage

Activity 3 - Testing and Evaluation Phase

Activity 4 - Finalization and Presentation Stage

Planning Notes

Prior to starting, the teacher should ensure they have an adequate supply of tools and materials. Assume students will make mistakes, or will waste some products.

Before the class begins, the teacher should ensure the tools are in working order, put away, and that the space is clean and ready for students.

Try to avoid teaching too much at one time. Allow students to apply the information after it has been taught.

Remind students to clean up as they go. This will prevent clutter, potential accidents, and potential tool and product damage.

Teachers can adapt this project if they need, based on cultural requirements and student needs. To help assess what accommodations may be required teacher may:

- Conduct a student survey at the beginning of the school year or project
- Consider student feedback
- Consider different learning styles
- Utilize differentiated instruction
- Consider accommodation/modification of project

Goals and Objectives

- Encourage creativity and self expression through nail art.
- Introduce students to basic and advanced nail art techniques.
- Explore different themes and cultural differences in nail art.

- Foster teamwork and collaboration.
- Showcasing and appreciating students' artwork.

Material and Resources

Base coat
Top coat
Nail polishes
Dotting tools
Nail brushes
Strips
Nail design jewelry
Glitters
Nail polish remover
Cotton pads
Nail file
Acrylic paint
Tissue/paper towel
Makeup pad
Pen and paper
Online tutorials
Magazines
Electronic device
Request that students might need that is not listed above

Timeline and schedule

- Two (2) weeks
- Allocate enough time for each activity
- Allow flexibility to accommodate unexpected delays or additional activities

Lesson Plans and Activities

Activity 1 - Conceptualization and Ideation

Students will ideate and generate creative ideas for nail art designs, considering factors such as theme, colour scheme, and style. Students will do an overview of nail art as a form of self-expression. A class introduction to basic tools and materials (nail polishes, brushes, dotting tools, etc.). Students will then receive a demonstration of essential techniques (base coat application, nail polish application, etc.).

Activity 2 - Prototyping and Iteration Stage

Students will create prototypes of their chosen designs, experimenting with different techniques, materials, and patterns to refine and improve their designs. After students have received the introduction to nail arts, brainstorm ideas, and generate ideas for their design. Students will have

practice sessions on creating basic designs (strips, dots, gradients, etc.). Students can also be introduced to more advanced techniques (marbling, stamping, freehand designs). Students will receive tips for achieving clean lines and precise designs.

Click this link or the picture above for nail art design video

Activity 3 - Testing and Evaluation Phase

Students will test their nail art designs on sample nails surfaces, evaluating factors such as durability, aesthetics, and user experience to identify areas for improvement. Students will be introduced to theme-based nail art (seasonal themes, geometric patterns, floral design, etc.). Students will gather the necessary tools from their ideation, brainstorm and sketch nail art designs based on their chosen theme. Students will execute their theme-based nail art designs on practice nails. Students will choose the style and level of difficulty that they are most comfortable demonstrating.

Activity 4 - Finalization and Presentation Stage

Students will select their best nail art design, make any necessary refinements, and present their finished designs, showcasing their creativity and design skills to others. Students will finalize their individual nail art projects. Before class begins, the teacher should set up an area to showcase students' creativity. Students will do a peer/self assessment on the nail art. Students will reflect on the creative process and lesson learned.

For the final piece, students can demonstrate their final product in a variety of ways. This can be done through live demonstration, pre-recorded video, drawings, presentation, and oral presentation by describing the nail art theme chosen.

Assessment method : marking scheme

Topic: Conceptualization and Ideation Phase			
Student Activity	**Curriculum Expectations**	**Content**	**Teacher Activity**
Students will do an overview of nail art. **Students will brainstorm and generate ideas for nail art designs considering different factors.** **Students will incorporate Olympic designs within their**	**A1.1** **A1.2** **A1.4** **A2.4** **A2.6** **A4.1** **A4.3**	**Reflective Questions** **Has anyone done nail art before?** **Has anyone had nail art done on their nails before?** **What tools and/or supplies do you think are needed when completing nail art?**	Teacher will write learning goals and success criteria on a whiteboard and online platform. Teacher will have a lesson agenda on the board/online platform for students to follow throughout the lesson. Teacher will demonstrate to students essential techniques in nail art.

Using the links below you can access the marking scheme for different phases of the engineering design process related to this project.

Click this link for conceptualization and ideation marking scheme
Click this link for prototyping and iteration stage
Click this link for testing and evaluation
Click this link for finalization and presentation

Assessment and Feedback

- Develop criteria for assessing student creativity and progress
- Provide constructive feedback during practice and evaluation
- Encourage self-assessment and reflection on individual projects
- Consider peer assessment and feedback for a holistic assessment
- Allow time for students to move backwards in the engineering design process to re-iderate solutions and make the appropriate adjustments.
- Sticky notes for timely constructive feedback and what they are doing well
- Use of checklist, KWL chart, reflections, discussions, and marking scheme

Budget and Safety Considerations

Students completing this project will need to be trained in safe salon practices, etiquette, tools, and equipment. The teacher will estimate the budget for materials, tools, and resources needed.

Documentation and Reflection

Students are encouraged to maintain a portfolio of their nail art projects and the engineering design process through a digital or paper copy. Teachers will keep records of student progress, artwork, and feedback. Students will complete a post-project reflection to gather insights and feedback for improvements about the design process of the nail art project. For future reference you can display student work in your showcase or digitally.

Success Criteria

Students will demonstrate creativity in designing unique nail art creations that reflect their personalities and interests.

Students are encouraged to explore different styles, techniques, and themes to express themselves artistically through nail art.

Students will acquire and demonstrate basic and/or advanced nail art techniques, such as blending colours, freehand design, and intricate patterns.

Students will highlight the importance of precision, neatness, and attention to detail in executing nail art designs.

Students are encouraged to develop themed nail art designs that tell a story or convey a message.

Students will be challenged to think critically and creatively when designing and executing their nail art projects based on chosen themes.

Students will foster a collaborative and supportive environment where they can exchange ideas, provide feedback, and learn from one another.

Students are encouraged to have effective communication skills through group discussions, peer evaluations, and sharing of creative processes.

Students will present their nail art projects in a professional way during the nail art showcase.

Students are encouraged to articulate their artistic choices, inspirations, and techniques used in creating their nail art designs.

Students are encouraged to reflect on their design process,challenges faced, lessons learned, and areas for improvement throughout the project.

Students are encouraged to take ownership of their learning, push boundaries, and explore new possibilities in nail art.

Skilled Trades and Apprenticeship Opportunities

The skills and knowledge learned by completing this project will be of great benefit to students when pursuing a career in multiple areas of the service industry as well as other industries. Some
additional examples are:

- Nail Technician
- Working in Salons
- Spas
- Nail Bars
- Beauty Studios
- Fashion Events

For additional skilled trade, apprenticeship, and career opportunity resources, visit the Ontario Council for Technology Education website or contact your school's guidance department.

Engineering Design Process

Designing nail art involves a creative process that combines artistic vision with engineering principles for creating intricate designs on nails. When completing this design process for the nail art project we will factor in:

- **Defining the problem:** a goal needs to be clearly defined and the requirement of the nail art project. This could include but not limited to the desired nail art design, target audience,occasion, theme, and any specific constraints.
- **Research:** conduct a research on the latest nail art trends, techniques, tools, and materials needed to complete the theme chosen.
- **Brainstorming:** generate various designs through brainstorming sessions.
- **Sketching:** create rough sketches or digital designs of the selected nail art for the project.
- **Material selection:** choose the appropriate materials for the nail art project, such as nail polish, acrylic paints, decals, gems, glitter, top coat, etc. Ensure selected materials are compatible, durable, and safe with the nail surfaces.
- **Design Adjustments:** based on feedback and personal preferences be open to make adjustments to your design/theme to enhance the aesthetics and functionality of the nail art.
- **Execution:** applying the nail art to the nails. Use precision tools like brushes, dotting tools, and nail art supplies to complete designs and details to the nail art. Pay attention to detail to obtain a high level of craftiness.

- **Inspection:** look over the completed nail art design for durability, quality, and adherence to the initial requirement.
- **Documentation:** during the design process document material used, and techniques applied. Showcase of work in the portfolio during the design process.
- **Feedback:** peers, self, and teacher will assess nail art projects.

Universal Design for Learning

Multiple Means of Representation: provided various ways to present nail art concepts and techniques, such as visual demonstrations, written instructions, videos, and hands-on

practices. Use of diverse materials, tools, and resources to accommodate different learning styles and preferences.

Multiple Means of Engagement: Offer options for learners to explore and engage with the nail art project based on their interests and motivations. Incorporate interactive elements, creative challenges, and personalization opportunities to foster engagement and ownership of the learning process.

Multiple Means of Expression: Allow learners to demonstrate their understanding and creativity in different ways. Encourage Self-expression through diverse design choices, techniques, and styles. Provide opportunities for reflection, feedback, and revision to support continuous improvement and skill development.

Indigenous ways of knowing, doing and learning

The author has suggested an activity that honours the place from where it was written.

Please consult your school boards First Nation, Metis and Inuit curriculum and / or cultural support team to inform content or activities relevant to communities in your area.

Indigenous ways of knowing, doing, and learning into the nail art project can enrich the creative process and promote cultural awareness and appreciation. Please liaison with your Indigenous department to ensure that students are:

- Being Culturally Sensitive: Honour and respect the cultural traditions and practices of the Indigenous communities when designing and creating nail art.
- Natural materials: Consider using natural materials and pigments sourced from the environment in Indigenous traditions.
- Storytelling: Infuse storytelling elements into the nail art design to convey cultural narratives, legends, or teaching from the Indigenous communities.

Potential for Community Partnership

Community partnerships can greatly enhance a nail art project by providing support, resources, and opportunities for collaboration.

- Local Salons and Spas
- Other Schools and Colleges
- Cultural Centres and Museums
- Community Events and Festivals

Innovations and Emerging Technologies

Innovations and emerging technologies are constantly shaping the field of nail art, offering new possibilities for creativity, efficiency, and design precision. Some key innovations and technologies
that can enhance a nail art project:

- 3D Printing: utilizing 3D printing technology to create intricate nail art design, textures, and embellishments.
- Augmented Reality (AR): implement AR technology to allow students to visualize and try out different nail art designs virtually before application.
- LED/UV Nail Polish: Use LED/UV gel nail polish for long lasting and durable nail art designs.
- Smart Nail Devices: incorporate technology into nail art, such as LED light-up nails and temperature-sensitive nail polishes.

Career Opportunities

There are a variety of career opportunities in the beauty and fashion industry. Here are some common career paths and opportunities for individuals interested in nail art:

- Salon/Spa Nail Technician
- Freelance Nail Artist
- Nail Art Educator/Instructor
- Nail art Blogger/Influencer
- Nail Art Product Developer
- Run a Nail Art Studio
- Run Nail Art Classes/Workshops

For additional skilled trade, apprenticeship, and career opportunity resources, visit the Ontario Council for Technology Education website or contact your school's guidance department.

Assessment and Evaluation

Assessment and evaluation are essential components of a nail art project to ensure quality, success, and continuous improvement. Some points to consider for assessing and evaluating a nail art project are:

- K-W-L Chart
- Checklist
- Marking Scheme
- Written Reflection

K-W-L Chart

Reflect on what you know before and then after learning about a particular topic. Begin by filling in The columns below with what you **K**now about the topic, **W**hat you know, and finally, what you have **L**earned.

What do you **K**now about the topic?	What do you **W**ant to know?	What have you **L**earned?

Checklist

Checklist		
Working On	**Ideas**	**Potential Solutions**
Student brainstorms and generates creative ideas for nail art design, considering factors such as theme, colour scheme, and style.		
Student creates prototypes of their chosen nail art designs, experimenting with different techniques, materials, and patterns to refine and improve their designs.		
Student tests their nail art designs on sample nails or surfaces, considering different factors (durability, aesthetics, and user experience) to identify areas for improvement.		
Student selects the best nail art design, make necessary refinements, and present their finished designs showcasing their creativity and design skills to others.		
Notes:		

Marking Scheme

Names	**Knowledge and Understanding** demonstrates thorough understanding of content	**Thinking and Investigating** uses critical/ creative thinking processes with a high degree of effectiveness	**Communication** expresses and organizes ideas and information with a high degree of effectiveness	**Application** transfers knowledge and skills to new contexts with a high degree of effectiveness	Total
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
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	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	

Written Reflection

Glossary
Identify - to recognize or establish a specific problem, need, or goal that requires attention or action.

Research - the systematic investigation of existing knowledge, information, or resources to gather insights, data, and understanding relevant to a particular topic or question.

Brainstorm - a creative process of generating a large number of ideas or solutions through spontaneous discussion or individual thinking, typically without immediate evaluation.

Conceptualize - to form a clear mental picture or idea of something, often involving the development of a detailed plan, structure, or framework to guide further actions or decisions.

Collaborate - to work together with others towards a common goal, combining individual strengths, expertise, and perspectives to achieve shared objectives or solve complex problems.

Iterate - to repeat a process or cycle of activities with the goal of making incremental improvements, refinements, or adjustments based on feedback, evaluation, or new insights gained from previous iterations.

Student Success - the achievement of positive outcomes, growth, and development in various aspects of a student's academic, personal, and professional life, often involving reaching academic goals, acquiring relevant skills, gaining knowledge, and displaying traits such as resilience, motivation, and self-efficacy.

Identify
1. What specific problem or design challenges are you aiming to address with your nail art project?
2. What are the key requirements and constraints you need to consider when conceptualizing your nail art design?

Research
1. How did you research existing nail art techniques, trends, and materials to inform your design ideas?
2. What insights did you gain from your research that influenced your design concept?

Ideate
1. Describe your brainstorming process for generating different nail art design ideas.
2. How did you prioritize and evaluate the feasibility of your design concepts during the ideation stage?

Conceptualize
1. What factors influenced your decisions regarding colour palette, patterns, and overall design theme for your nail art project?
2. How did you incorporate elements of creativity and innovation into your design concepts?

Collaborate

1. Did you seek input or feedback from peers or mentors during the ideation stage?If so, how did this collaboration impact your design process.
2. How did working with others help you generate new ideas or refine your initial design concepts?

Iterate

1. How did you iterate on your initial design to explore different possibilities and improve your concepts?
2. What criteria did you use to evaluate and select the most promising design concept to move forward with?

Define Success Criteria

1. What criteria did you use to measure the success of your nail art design in terms of both aesthetics and functionality?
2. How will you ensure that your design aligns with the project requirements and objectives you have set?

Experiential Learning

Experiential Learning is a process to allow students to think about thinking. It involves having opportunities to reflect on your learning, complete projects in multiple ways including hands-on, visual and cognitive learning. Some ways to achieve this learning could be:

- A visit to a salon/spa to see various nail art demonstrations.
- Having a guest speaker in to demonstrate and have a mini project and/or partner for the challenge activity with the class
- Demonstration of skills in the community on client days.(eg: go to a retirement home and perform nail design on clients)

Reflection of Learning

Reflection on learning from the nail art project is an important part of the experiential learning Process. Students will be engaged in various activities to deepen their reflection and understanding. Reflection happens before, during, and after the learning as a metacognitive skill.

Portfolio: Students will be encouraged to keep their portfolio updated throughout the project where they can also write about their experiences, thoughts, and feelings. They can reflect on their progress, challenges faced, and what they learned from overcoming those challenges.

Peer/Self Assessment: Students will participate in peer/self assessment providing constructive feedback to each other. This can help gain perspectives and insight into their work. It can also help them identify their strengths and areas for improvement.

Visual reflection: Students will be allowed to express their reflections visually through drawings, collages, or other artistic means. This can be a creative way for them to represent their learning and emotions from the nail art project.

Feedback in Different Forms: Students will share their thoughts through the KWL chart, portfolio, discussions, and conversations about the project, what they enjoyed, and any suggestions for future projects. This can help gather valuable insights for improving the learning experience.

Reflective Questions: Students will participate in multiple ways (communication, written response, picture response, to reflect on their learning and learning journey.

Health and Safety Considerations

Ergonomics: Students will use appropriate ergonomics principles by adjusting equipment and tools properly to maintain good posture while working.

Select safe and appropriate materials, tools, and products and use them correctly to perform professional spa services (e.g., nail files, dotting tools, etc.)

Identify and use appropriate sanitation products and equipment and use them correctly when completing their nail art practical task.

Comply with workplace health and safety regulations in handling salon/spa products, materials, and equipment.

Appendix #1

K-W-L Chart

Reflect on what you know before and then after learning about a particular topic. Begin by filling in The columns below with what you **K**now about the topic, **W**hat you know, and finally, what you have **L**earned.

What do you **K**now about the topic?	What do you **W**ant to know?	What have you **L**earned?

Appendix #2

Checklist

Checklist		
Working On	**Ideas**	**Potential Solutions**
Student brainstorm and generate creative ideas for nail art design, considering factors such as theme, colour scheme, and style.		
Student create prototypes of their chosen nail art designs, experimenting with different techniques, materials, and patterns to refine and improve their designs.		
Student test their nail art designs on sample nails or surfaces, considering different factors (durability, aesthetics, and user experience) to identify areas for improvement.		
Student select the best nail art design, make necessary refinements, and present their finished designs showcasing their creativity and design skills to others.		
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Appendix #3

Marking Scheme

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	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	

Appendix #4

Written Reflection

Glossary

Identify - to recognize or establish a specific problem, need, or goal that requires attention or action.

Research - the systematic investigation of existing knowledge, information, or resources to gather insights, data, and understanding relevant to a particular topic or question.

Ideate - a creative process of generating a large number of ideas or solutions through spontaneous discussion or individual thinking, typically without immediate evaluation.

Conceptualize - to form a clear mental picture or idea of something, often involving the development of a detailed plan, structure, or framework to guide further actions or decisions.

Collaborate - to work together with others towards a common goal, combining individual strengths, expertise, and perspectives to achieve shared objectives or solve complex problems.

Iterate - to repeat a process or cycle of activities with the goal of making incremental improvements, refinements, or adjustments based on feedback, evaluation, or new insights gained from previous iterations.

Student Success - the achievement of positive outcomes, growth, and development in various aspects of a student's academic, personal, and professional life, often involving reaching academic goals, acquiring relevant skills, gaining knowledge, and displaying traits such as resilience, motivation, and self-efficacy.

Identify

1. What specific problem or design challenges are you aiming to address with your nail art project?
2. What are the key requirements and constraints you need to consider when conceptualizing your nail art design?

Research

1. How did you research existing nail art techniques, trends, and materials to inform your design ideas?
2. What insights did you gain from your research that influenced your design concept?

Ideate

1. Describe your brainstorming process for generating different nail art design ideas.
2. How did you prioritize and evaluate the feasibility of your design concepts during the ideation stage?

Conceptualize

1. What factors influenced your decisions regarding colour palette, patterns, and overall design theme for your nail art project?
2. How did you incorporate elements of creativity and innovation into your design concepts?

Collaborate

1. Did you seek input or feedback from peers or mentors during the ideation stage?If so, how did this collaboration impact your design process.
2. How did working with others help you generate new ideas or refine your initial design concepts?

Iterate

1. How did you iterate on your initial design to explore different possibilities and improve your concepts?
2. What criteria did you use to evaluate and select the most promising design concept to move forward with?

Define Success Criteria

1. What criteria did you use to measure the success of your nail art design in terms of both aesthetics and functionality?
2. How will you ensure that your design aligns with the project requirements and objectives you have set?

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