

ALL ABOUT ME

Hairstyling and Aesthetics
TIJ10/TXJ10
Grade 9
June 2020



**ONLINE
RESOURCE**



Table of Contents

Introduction	3
Project Outline	3
Prior Knowledge.....	3
Student Activities	3
Resources.....	4
Planning Notes.....	4
Instructional Strategies.....	4
Motivational Strategies.....	4
Learning Goals and Success Criteria	4
Overall Expectations	4
Overall Expectations.....	4
Specific Expectations	5
Safety Concerns and Expectations	6
Differentiation of the Project / Activity	6
Career and Industry Extensions	6
Reflection or Design Report	6
Appendix A – Properties of the Hair and Scalp PowerPoint	7
Appendix B - Properties of the Hair and Scalp Student's Worksheet.....	8
Appendix C - Teacher's Answer Sheet and Marking Scheme for Properties of the Hair and Scalp	10
Appendix D - All About Me Worksheet for Students Including Rubrics	12
All About Me	12
Activity #1	12
Activity #2.....	13
Activity #3.....	14
Activity #4.....	14
Assessment Rubric for Activity #3 and #4.....	14
Facial shape	15
Activity #5.....	15
Activity #6.....	16
Assessment Rubric for Activities #5 and #6	16
Eye shape	16

Activity #7	17
Activity #8	18
Activity #9	18
Assessment for Activities #7, #8 and #9	18
Appendix E - All About Me - Teacher's Copy/Assessments.....	19
All About Me – Teacher's Copy/Assessments	19
Activity #1	19
Assessment Rubric for Activity #1	19
Activity #2.....	20
Assessment for Activity #2.....	20
Activity #3 Matching Foundation	20
Activity #4.....	20
Assessment Rubric for Activity #3 and #4.....	21
Facial shape	21
Activity #5.....	22
Activity # 6.....	22
Assessment Rubric for Activities #5 and #6.....	22
Activity #7, #8 and #9	23
Assessment for Activities #7, #8 and #9	23
References	24

Introduction

Course Code: TIJ10 / TXJ10

Broad base Technology: Exploring Technology – Hairstyling & Aesthetics

Destination: Open

Grade Level: 9

Online Project Name: All About Me

Project Outline

Students are introduced to properties of the hair and scalp, how to determine eye shape, facial shapes and underlying skin tones. These activities would be also appropriate for TXJ10, TIJ10, TXJ20 or TXJ3E.

Students will go through the slide show on Properties of the Hair and Scalp. They will then answer the questions on the worksheet. Next, there are several activities to help students determine their texture, density, porosity, elasticity, eye shape, skin tones, undertones and facial shapes.

Prior Knowledge

Prior knowledge in the area of sanitation and disinfection for makeup applications would be helpful however; this is an introductory lesson so no prior knowledge is required in order to complete this project.

Student Activities

1. Slideshow and worksheet for Properties of the Hair and Scalp
2. What is your undertone? Three activities to help you determine whether you have a warm, cool or neutral undertone.
3. Can you match your skin tone? Students use paint to try to match the inside of their arm with paint.
4. Matching foundation to your skin tone. Students will either use any makeup they have at home or use the Internet to match their skin tones.
5. Find your best match online for foundation makeup.
6. Determine your face shape.
7. Students will demonstrate their knowledge and understanding in this activity by using basic principles of design to design a hairstyle suitable for their face shape.
8. Determine your eye shape.
9. Research what makeup applications would best suit your eye shape.
10. Demonstrate eye makeup application for your eye shape or write out steps

Resources: This resource contains multiple activities, black lines masters, a link to a PowerPoint presentation, an internet search and assessment rubrics.

Planning Notes: Some of the steps could be done together (synchronous learning) in a group or individually (asynchronous)

ie: Determining face shapes or eye shapes

Instructional Strategies

Teachers may use any of the following instructional strategies; 3-Part lesson, lecture, storyboard, word wall, think-pair-share, placemat activity, rapid write, K-W-L, anticipation chart, ABC taxonomy, think aloud, analyzing text, Cornell note taking, exit ticket/ticket out the door, plus/minus/delta,

Motivational Strategies

Students enjoy learning about themselves and how to accentuate their features.

Learning Goals and Success Criteria

Properties of the Hair and Scalp- Determining the four factors (texture, density, elasticity and porosity) Identify some scalp disorders and diseases.

Principle of Hair Design- Determining shapes and using principles of design to compliment features

Overall Expectations in support of Ontario Curriculum Grades 9-10 Technological Education

Overall Expectations

A2 Describe a variety of common products, tools, and procedures that are used in the care of hair, skin, and nails;

B1 Perform a variety of salon/spa services, using appropriate tools and products in a professional and safe manner;

B2 Use knowledge of design elements and principles in the contexts of hairstyling and aesthetics services and marketing;

B3 Apply methods for meeting the needs of the salon/spa clientele;

C2 Demonstrate an understanding of trends and social issues in relation to the hairstyling and aesthetics industry;

D1 Comply with occupational health and safety standards in performing salon/spa services.

Specific Expectations

A2.1 Describe common hairstyling and aesthetics products and their uses (e.g., shampoos, conditioners, styling agents, skin care products, nail care products, make-up products, colouring agents);

A2.2 Describe various processes and equipment that are used in the hairstyling and aesthetics industry (e.g., processes: spiral curl ironing, updos, round-brush blow drying, French braiding, facials, manicures, make-up applications, hair removal; equipment: flat iron, cuticle pusher, razor);

B1.1 Select safe and appropriate materials, tools, and products and use them correctly to perform professional salon/spa services;

B1.5 Perform a variety of hairstyling and aesthetics procedures (e.g., hairstyling: thermal styling, wet styling, shampooing, hair and scalp treatments; aesthetics: manicures, nail tips, facials, make-up, hair removal) for a variety of purposes/occasions (e.g., for peer modelling events, client days, musicals, drama productions, fashion shows, charity events).

B2.2 Use knowledge of design principles (e.g., proportion, balance, emphasis) to sketch, create, and produce a variety of pleasing/ interesting salon/spa styles and effects (e.g., in nail art, make-up, eyebrow shapes, hairstyles);

B3.2 Conduct service and product consultations to identify the hairstyling and aesthetics services to be provided (e.g., interview potential clients and record their information, noting relevant medical information such as allergies);

C2.1 Describe some key social issues that are of concern to the hairstyling and aesthetics industry (e.g., the use of animal testing in product development; the use of natural versus synthetic ingredients in product development; demand for scent-free and hypoallergenic products; cultural protocols, such as the Anishinaabe practice of collecting cut hair to dispose of in a culturally acceptable way);

D1.1 Use safe and sanitary work practices in performing hairstyling and aesthetics services (e.g., develop an inspection program and a safety checklist for tools and equipment; label products correctly; use a fresh towel for every customer; keep floors swept and dry) and identify potential problems related to working in an unsanitary or unsafe work environment (e.g., possibility of infection from contaminated instruments; danger of slipping on wet floor);

Safety Concerns and Expectations

If students do the makeup applications, they should have a parent or guardians' permission and understand how to sanitize and disinfect makeup brushes.

Differentiation of the Project / Activity

Teacher may need to differentiate tasks for complex learners by helping them determine their features and lessening the amount of activities expected for students to do

Students could download apps for trying on different hairstyles and make up applications

Career and Industry Extensions

Students will be able to take this knowledge and transfer it to determining others features to design hairstyles and makeup applications for peers/clients

Reflection or Design Report

Teachers may wish to have the students complete a design report, reflection or create a foldable to consolidate their learning. This would be a nice way to capture the student's understanding in a summative format and be used in preparation for their examination or entering the workforce.

Appendix A – Properties of the Hair and Scalp PowerPoint

[Properties of the Hair and Scalp Slides](#)



Hairstyling and Aesthetics

Properties of the Hair and Scalp



[Properties of the Hair and Scalp.](#)

[Original Link to Properties of the Hair and Scalp](#)

Appendix B - Properties of the Hair and Scalp Student's Worksheet

Worksheet for Properties of the Hair and Scalp

Answer the following questions from the Presentation of Properties of the Hair and Scalp. Please add the resources of where you found this information following each answer. Please use a different colour font to help your teacher identify your responses.

*Please do not use Wikipedia.

1. What are the two places where you do not have any hair? *(2 marks for each correct answer) /4*
2. What type of growth patterns do you have? Remember everyone has a stream; you may have to get some help or use a mirror to see if you have a whorl most commonly found in your crown. *(4 possible marks if student can correctly back up their answer with how they know this)*
3. How do you treat the three different types of alopecia? Include the definition and treatment of each type of alopecia. *(Student must identify correct treatment to each type for alopecia up to 4 marks for each type) /12*
 - a) Androgenic
 - b) Postpartum
 - c) Areata
4. Find the term for the following definitions or conditions: *(2 marks for each correct answer) /8*
 - a) A variety of canities, characterized by alternating bands of gray and pigmented hair.
 - b) A condition also known as hirsuties, growth of terminal hair where vellus hair is usually found
 - c) Technical term for split ends
 - d) Technical term for brittle hair

5. Research both types of dandruff include the definitions. (Up to 4 marks for each answer, if students can include correct definition and treatment) /8

a) Pityriasis capitis

b) Pityriasis steatoides

6. Do an analysis of the four factors of your hair that are important to hairdressers. *(2 marks for each correct answer) /8*

a) Texture

b) Density

c) Porosity

d) Elasticity

Appendix C - Teacher's Answer Sheet and Marking Scheme for Properties of the Hair and Scalp

Worksheet for Properties of the Hair and Scalp

Answer the following questions from the Presentation of Properties of the Hair and Scalp. Please add the resources of where you found this information following each answer. Please use a different colour font to help your teacher identify your responses.

*Please do not use Wikipedia.

Feel free to personalize this and adjust value points. My answers are in this colour font.

1. What are the two places where you do not have any hair? *(2 marks for each correct answer) /4*

Soles of your feet (2) and Palms of your hands (2)

2. What type of growth patterns do you have? Remember everyone has a stream; you may have to get some help or use a mirror to see if you have a whorl most commonly found in your crown. *(4 possible marks if student can correctly back up their answer with how they know this)*

Mostly whorls are found in the crown and cowlicks in the hairline. I personally mark this question on a level, which is why I have made it out of 4. If the student explains that they have no cowlicks and no whorls they could earn 4 marks if they explain that their hair lies smooth everywhere on their head. If they back their answer up it would be a level 3 or 4.

3. How do you treat the three different types of alopecia? Include the definition and treatment of each type of alopecia. *(Student must identify correct treatment for each type for alopecia up to 4 marks for each type) /12.*

Androgenic *Definitions are in the slides presentation*

Postpartum *Definitions are in the slides presentation*

Areata *Definitions are in the slides presentation*

4. Find the term for the following definitions or conditions: *(2 marks for each correct answer) /8*
 - a) A variety of canities, characterized by alternating bands of gray and pigmented hair. *Ringed hair*
 - b) A condition also known as hirsuties, growth of terminal hair where vellus hair is usually found *Hypertrichosis*
 - c) Technical term for split ends *Trichoptilosis*
 - d) Technical term for brittle hair *Fragilitas crinium*

5. Research both types of dandruff include the definitions.(Up to 4 marks for each answer, if students can include correct definition and treatment) /8
- a) Pityriasis capitis *Technical term for dandruff that is characterized by scalp irritation, large flakes and itchy scalp. Treated with shampoos usually pyrithione zinc, selenium sulfide or ketoconazole or topical solutions.*
 - b) Pityriasis steatoides *a more severe case of dandruff characterized by an accumulation of greasy or waxy scales, mixed with sebum. You should not treat someone with this condition; they should be referred to a physician. * Both dandruffs are caused by malassezia that get out of control. *I have asked for resources so you can fact check but the information provided here is from the Milady Standard Textbook of Cosmetology.*
6. Do an analysis of the four factors of your hair that are important to hairdressers. *(2 marks for each correct answer) /8*
- a) Texture
 - b) Density
 - c) Porosity
 - d) Elasticity

Appendix D - All About Me Worksheet for Students Including Rubrics

All About Me

This is a guide to walk you through the steps of identifying the following:

Skin tone

First, your skin tone is different from your undertone. Your undertone though does help define what your skin tone is. Surface tones like freckles or redness that can affect your skin tone. Surface tones can change over time or from sun exposure.

Your Undertone:

Here are three ways to help you determine your undertone.

Activity #1

First, get a mirror, take your hair off your face and if possible just have a white towel around your chest so that your clothes do not interfere with your undertones.

First test- Stand by natural light, look at your veins. Are they bluish/violet or greenish/olive or if you are not sure, maybe neutral?

Second test- Take a white sheet and put it up to your neck, compare it to your chest or neck. Does it turn pink or yellow if it looks red you are cold if it turns yellow, you are a warm tone. Still not sure? Maybe neutral.

Third test- Hold gold jewelry and then silver jewelry in front of your neck. What metal makes your skin look better? Gold or silver?

Warm	Cool	Neutral
Greenish or olive veins	Bluish or purple veins	Not sure
Paper turned yellow	Paper turned red	Not sure
Gold jewelry	Silver jewelry	Not sure

*If you are neutral, you are lucky, you can wear anything!

After you have completed these tasks. Write a paragraph explaining your results and your findings in proper paragraph form and submit it to your teacher.

Criteria	Level 4	Level 3	Level 2	Level 1
<p>Activity 1 Students are to demonstrate the ability to identify their undertone.</p> <p>Students' paragraph demonstrates good communication skills, is written in proper paragraph form and has no grammar or spelling mistakes.</p>	<p>Students have an opening statement, three sentences to support their findings as well as a concluding sentence. The paragraph has no grammar or spelling mistakes.</p> <p>Student demonstrates excellent ability to identify their undertone correctly</p>	<p>Students have an opening statement, two to three statements to support their findings as well as a concluding sentence. There are no grammar or spelling mistakes.</p> <p>Student demonstrates considerable ability to identify their undertone</p>	<p>Students have two to three statements to support their findings as well as a concluding sentence. There are grammar mistakes but no spelling mistakes.</p> <p>Student demonstrates some ability to identify their undertone</p>	<p>Students have two statements to support their findings .There are some grammar mistakes and spelling mistakes.</p> <p>Student demonstrates limited ability to identify their undertone</p>

Activity #2

Take some white paint and add colours to it to try to match the inside of your arm. Possible colours you would need would be yellow, blue, red, brown or black. Take a picture of this paper beside your arm and send it to your teacher. If you do not have paints, you could also try food colouring in sugar,

This is a check mark activity only Completed/ Incomplete

Students attempt to match their skin tone to develop an understanding of how undertones affect skin tones.

Matching Foundation

Colour Striping on the Cheek

Foundation is like a wash of colour. The most common tones are silver, pink (rosy), and peach neutral, yellow, olive and red.

Activity #3

If you have any foundation put a bold line on your face right on the side of the cheek, then blend it in and see if you think it is a good match after all. If you have more than one foundation at home, try them all. Snap a picture and send it to your teacher. If you do not have any foundations at home try looking up an activity on YouTube. Copy and paste the URL address here and then write a paragraph describing the process they used to match foundations for skin tones.

Activity #4

Try going on to a website like this one by [Ulta Beauty](#) on makeup lines that you like to wear, to help you determine what would be the best foundation for you.

[Ulta Beauty Shade Finders webpage for beauty products](#)

(A specific brand might look like this [Ulta Beauty Shade Finders webpage for L'Oréal Infallible-24hr-Fresh-Wear](#) or the [L'Oréal Paris webpage for Infallible-24hr-Fresh-Wear](#))

What shade did you decide would be your best match? Include brand and name

My best match would be _____

Assessment Rubric for Activity #3 and #4

Criteria	Level 4	Level 3	Level 2	Level 1
Students are able to identify or demonstrate the skill and knowledge of how to match foundation to their skin tone.	Student has demonstrated an excellent understanding of how to match skin tones with foundation.	Student has demonstrated considerable understanding of how to match skin tones with foundation.	Student has demonstrated some understanding of how to match skin tones with foundation.	Student has demonstrated limited understanding of how to match skin tones with foundation.

Facial shape

Our facial shape is good to know because it can help us to determine what our best haircuts, hair colours and how to contour and highlight our face for makeup applications.

First, we are going to look at the face into three sections. First section is from the hairline to the middle of the eyebrow, then from the middle of the eyebrow to the bottom of the nose, the bottom of the nose to the bottom of the chin.

For the length, an **oval face** should be 1 and ½ times as long as the width of the forehead. Your face is longer than it is wider. This is to be thought of as the perfect face shape. It is the basis for evaluating and modifying all other face shapes.

Next, we have the **round face** shape. It has a round hairline, a round chin line and the face is wide throughout the middle.

The **square face** is wide at the temples, narrow in the middle and the jaw is square.

The **triangular face** shape or sometimes referred to as a **pear shape** has a narrow forehead and a wide jaw and chin line.

An **oblong face** is a long, narrow face with hollow cheeks. It is like taking the oval face and stretching it even longer.

A **diamond face** shape has a narrow forehead, extreme width through the cheekbones and a narrow chin.

An **inverted triangle** also known as a **heart shaped** face has a wide forehead and a narrow chin line.

Activity #5

Determine your facial shape using the guide above. You will want to pull your hair back off your face. Draw eight imaginary dots or use a mirror and a white board marker if you want a visual. Your dots go:

- On the top of your forehead right in the middle,
- The top of your forehead on the right and left side,
- Your cheekbones on each side,
- The bottom of your jaw on both the left and right side
- The bottom of your chin.

My face shape is _____.

Activity #6

Design a hairstyle for yourself using the Internet for research on what style of haircut would suit your face. You will want to use colour as well for your hairstyle as lighter shades add width/increase volume and darker shades add depth. You can submit this style by either using words to describe the style, a drawing done by yourself or you could also use an app on your phone then take a screenshot and submit this to your teacher.

Assessment Rubric for Activities #5 and #6

Criteria	Level 4	Level 3	Level 2	Level 1
Student is able to identify their face shape. Student has researched and is developing an understanding of the concepts of principles of hair design. Student has designed an attractive hairstyle suitable for their face shape.	Student has been able to correctly identify their face shape. They have researched and demonstrated an excellent understanding of principles of design in relation to hairstyling for facial shapes that is appropriate to their grade level.	Student has been able to correctly identify their face shape. They have researched and demonstrated a considerable understanding of principles of design in relation to hairstyling for facial shapes that is appropriate to their grade level.	Student has been able to correctly identify their face shape. They have done minimal research and demonstrated some comprehension of principles of design in relation to hairstyling for facial shapes that is somewhat to appropriate to their grade level.	Student has been able to correctly identify their face shape. It is evident they have done very minimal research. The student has demonstrated minimal comprehension of the principles of design in relation to hairstyling for facial shapes. Student is barely achieving appropriate grade level work.

Eye shape

Continuing with identifying all about you we are now moving onto your eyes. There are a couple of things to consider when applying eye makeup. The first is your eye shape and the second is your eye colour. Let us start with your eye shape.

Activity #7

First, your eye shape is either almond or round. You can tell this by one simple test. When you look straight into the mirror, can you see white at the top or bottom of your eyes? If you can see white, you have round eyes. If you cannot, you have almond shaped eyes.

My eyes are _____ shaped. (Record this information here)

Secondly, do you have close set eyes, normal or wide set eyes? Generally, if you have normal spaced eyes your eyes will measure in between your eyes on eye width. If you have more space, you have wide set eyes. If you do not have an eye's width between your eyes, you have close set eyes.

My eyes are _____ set eyes. (Record this information here)

Thirdly, let us look at whether you have deep set eyes, protruding eyes or normal. This is pretty self-explanatory. There is very little difference in the size of everyone's eyes but where they sit in your head does differ.

My eyes are _____ (Record this information here)

Next take a ruler or a piece of paper (something straight) and put it right across the middle of your eyes. Are your eyes straight across or do they turn up or down?

My eyes are _____ (Record this information here)

Lastly sometimes we have hooded or monolid eyes. When you look straight at your eyes, can you see a crease? The difference is monolids do not have a crease and hooded eyes just have skin hanging over making the crease hard to see when their eyes are open.

My eyes are _____ (Record here if you have a mono eyelid or a hooded eyelid, leave blank if you do not)

Activity #8

After identifying all the special characteristics about your eye now you are now going to research how to best apply eye makeup to your eye shape. Watch two to three different YouTube videos on your eye shape. Make sure you include all of your characteristics in this search, not just round or almond.

Copy and paste what videos you watched here:

Activity #9

Now it is your turn, apply makeup to your eyes that is best suited for your eye shape. Take a picture and send it to your teacher. If you do not have any makeup then write out the steps you would do to best accentuate all your eye's features.

Assessment for Activities #7, #8 and #9

Criteria	Level 4	Level 3	Level 2	Level 1
<p>The student has identified the shape of their eyes. (Activity #7)The student has watched videos that are relevant to their eye shape and characteristics. (Activity #8)The student has applied eye makeup to enhance the special shape of their eye and any characteristics or exceptionalities or wrote out the proper steps (Activity #9)</p>	<p>Student has correctly identified all characteristics and the shape of their eyes.</p> <p>The student has demonstrated exceptional research skills; this is evident in the videos they chose for their assignment.</p> <p>The student has demonstrated exceptional knowledge and/or skill in applying eye makeup or writing about the steps</p>	<p>Student has correctly identified all characteristics and the shape of their eyes.</p> <p>The student has demonstrated considerable research skills; this is evident in the videos they chose for their assignment.</p> <p>The student has demonstrated considerable knowledge and/or skill in applying eye makeup or writing about the steps</p>	<p>Student has correctly identified most characteristics and the correct shape of their eyes.</p> <p>The student has demonstrated some research skills; this is evident in the videos they chose for their assignment.</p> <p>The student has demonstrated some knowledge and/or skill in applying eye makeup or writing about the steps</p>	<p>Student has correctly identified the correct shape of their eyes. (round or almond)</p> <p>The student has demonstrated limited research skills; this is evident in the videos they chose for their assignment.</p> <p>The student has demonstrated limited knowledge and/or skill in applying eye makeup or writing about the steps</p>

Appendix E - All About Me - Teacher's Copy/Assessments

All About Me – Teacher's Copy/Assessments

Activity #1

Here are three ways to help you determine your undertone. (See worksheet for more details)

1. Veins
2. White sheet
3. Jewelry

Assessment Rubric for Activity #1

Criteria	Level 4	Level 3	Level 2	Level 1
<p>Activity 1</p> <p>Students are to demonstrate the ability to identify their undertone.</p> <p>Students' paragraph demonstrates good communication skills, is written in proper paragraph form and has no grammar or spelling mistakes.</p>	<p>Students have an opening statement, three sentences to support their findings as well as a concluding sentence. The paragraph has no grammar or spelling mistakes.</p> <p>Student demonstrates excellent ability to identify their undertone correctly</p>	<p>Students have an opening statement, two to three statements to support their findings as well as a concluding sentence. There are no grammar or spelling mistakes. Student demonstrates considerable ability to identify their undertone</p>	<p>Students have two to three statements to support their findings as well as a concluding sentence. There are grammar mistakes but no spelling mistakes. Student demonstrates some ability to identify their undertone</p>	<p>Students have two statements to support their findings. There are some grammar mistakes and spelling mistakes. Student demonstrates limited ability to identify their undertone</p>

Activity #2

Take some white paint and add colours to it to try to match the inside of your arm. Possible colours you would need would be yellow, blue, red, brown or black. Take a picture of this paper beside your arm and send it to your teacher. If you do not have paints, you could also try food colouring in sugar.

Assessment for Activity #2

This is a check mark of completed or not completed. Some students may not have access to any materials.

Students attempt to match their skin tone to develop an understanding of how undertones affect skin tones.

Activity #3 Matching Foundation

If you have any foundation put a bold line on your face right on the side of the cheek, then blend it in and see if you think it is a good match after all. If you have more than one foundation at home, try them all. Snap a picture and send it to your teacher. If you do not have any foundations at home try looking up an activity on YouTube. Copy and paste the URL address here and then write a paragraph describing the process they used to match foundations for skin tones

Activity #4

Try going on to a website like this one by [Ulta Beauty](#) on makeup lines that you like to wear, to help you determine what would be the best foundation for you.

[Ulta Beauty Shade Finders webpage for beauty products](#)

(A specific brand might look like this [Ulta Beauty Shade Finders webpage for L'Oréal Infallible-24hr-Fresh-Wear](#) or the [L'Oréal Paris webpage for Infallible-24hr-Fresh-Wear](#))

What shade did you decide would be your best match? Include brand and name

My best match would be _____

Assessment Rubric for Activity #3 and #4

Criteria	Level 4	Level 3	Level 2	Level 1
Students are able to identify or demonstrate the skill and knowledge of how to match foundation to their skin tone.	Student has demonstrated an excellent understanding of how to match skin tones with foundation.	Student has demonstrated considerable understanding of how to match skin tones with foundation.	Student has demonstrated some understanding of how to match skin tones with foundation.	Student has demonstrated limited understanding of how to match skin tones with foundation.

Facial shape

Our facial shape is good to know because it can help us to determine what our best haircuts, hair colours and how to contour and highlight our face for makeup applications.

First, we are going to look at the face into three sections. First section is from the hairline to the middle of the eyebrow, then from the middle of the eyebrow to the bottom of the nose, the bottom of the nose to the bottom of the chin.

For the length, an **oval face** should be 1 and $\frac{1}{2}$ times as long as the width of the forehead. Your face is longer than it is wider. This is to be thought of as the perfect face shape. It is the basis for evaluating and modifying all other face shapes.

Next, we have the **round face** shape. It has a round hairline, a round chin line and the face is wide throughout the middle.

The **square face** is wide at the temples, narrow in the middle and the jaw is square.

The **triangular face** shape or sometimes referred to as a **pear shape** has a narrow forehead and a wide jaw and chin line.

An **oblong face** is a long, narrow face with hollow cheeks. It is like taking the oval face and stretching it even longer.

A **diamond face** shape has a narrow forehead, extreme width through the cheekbones and a narrow chin.

An **inverted triangle** also known as a **heart shaped** face has a wide forehead and a narrow chin line.

Activity #5

Determine your facial shape using the guide above. You will want to pull your hair back off your face. Draw eight imaginary dots or use a mirror and a white board marker if you want a visual. Your dots go:

- On the top of your forehead right in the middle,
- The top of your forehead on the right and left side,
- Your cheekbones on each side,
- The bottom of your jaw on both the left and right side
- The bottom of your chin.

My face shape is _____.

Activity # 6

Design a hairstyle for yourself using the Internet for research on what style of haircut would suit your face. You will want to use colour as well for your hairstyle as lighter shades add width/increase volume and darker shades add depth. You can submit this style by either using words to describe the style, a drawing done by yourself or you could also use an app on your phone then take a screenshot and submit this to your teacher.

Assessment Rubric for Activities #5 and #6

Criteria	Level 4	Level 3	Level 2	Level 1
Student is able to identify their face shape. Student has researched and is developing an understanding of the concepts of principles of hair design. Student has designed an attractive hairstyle suitable for their face shape.	Student has been able to correctly identify their face shape. They have researched and demonstrated an excellent understanding of principles of design in relation to hairstyling for facial shapes that is appropriate to their grade level.	Student has been able to correctly identify their face shape. They have researched and demonstrated a considerable understanding of principles of design in relation to hairstyling for facial shapes that is appropriate to their grade level	Student has been able to correctly identify their face shape. They have done minimal research and demonstrated some comprehension of principles of design in relation to hairstyling for facial shapes that is somewhat to appropriate to their grade level	Student has been able to correctly identify their face shape. It is evident they have done very minimal research. The student has demonstrated minimal comprehension of the principles of design in relation to hairstyling for facial shapes. Student is barely achieving appropriate grade level work.

Activity #7, #8 and #9

Now it is your turn, apply makeup to your eyes that is best suited for your eye shape. Take a picture and send it to your teacher. If you do not have any makeup then write out the steps you would do to best accentuate all your eye's features.

Assessment for Activities #7, #8 and #9

Criteria	Level 4	Level 3	Level 2	Level 1
<p>The student has identified the shape of their eyes. (Activity #7)</p> <p>The student has watched videos that are relevant to their eye shape and characteristics. (Activity #8)</p> <p>The student has applied eye makeup to enhance the special shape of their eye and any characteristics or exceptionalities or wrote out the proper steps (Activity #9)</p>	<p>Student has correctly identified all characteristics and the shape of their eyes.</p> <p>The student has demonstrated exceptional research skills; this is evident in the videos they chose for their assignment.</p> <p>The student has demonstrated exceptional knowledge and/or skill in applying eye makeup or writing about the steps</p>	<p>Student has correctly identified all characteristics and the shape of their eyes.</p> <p>The student has demonstrated considerable research skills; this is evident in the videos they chose for their assignment.</p> <p>The student has demonstrated considerable knowledge and/or skill in applying eye makeup or writing about the steps</p>	<p>Student has correctly identified most characteristics and the correct shape of their eyes.</p> <p>The student has demonstrated some research skills; this is evident in the videos they chose for their assignment.</p> <p>The student has demonstrated some knowledge and/or skill in applying eye makeup or writing about the steps</p>	<p>Student has correctly identified the correct shape of their eyes. (round or almond)</p> <p>The student has demonstrated limited research skills; this is evident in the videos they chose for their assignment.</p> <p>The student has demonstrated limited knowledge and/or skill in applying eye makeup or writing about the steps</p>

References

21st Century Competencies: Foundation Document for Discussion. Phase 1: Towards Defining 21st Century Competencies for Ontario, Winter 2016 Edition, 2016

http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf

Course Codes for Emphasis courses in the Revised Curriculum: Technological Education, Grades 11 and 12, 2009 <http://www.edu.gov.on.ca/eng/curriculum/secondary/techedemphasiscourses.pdf>

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010 www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

L'Oréal Paris Infallible 24HR Fresh Wear Foundation Swatches and How to Find the Right Shade for Your Skin Tone (article), 2020 <https://www.lorealparis.ca/en-ca/infallible-24hr-fresh-wear-foundation-swatches-and-how-to-find-the-right-shade-for-your-skin-tone>

Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013 <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

Properties of the Hair and Scalp Slides (PowerPoint), 2020 Revised

Properties of the Hair and Scalp Slides (PowerPoint), 2020

http://www.octe.ca/application/files/1615/9257/0089/Properties_of_the_Hair_and_Scalp_to_Share.pptx

The Differentiated Instruction Scrapbook

<http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010DIScrapbook.pdf>

The Ontario Curriculum, Grades 9 and 10: Technological Education, 2009 (revised)

<http://www.edu.gov.on.ca/eng/curriculum/secondary/teched910curr09.pdf>

The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised)

<http://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf>

Ulta Beauty webpage for L'Oréal Shade Finders (website), 2020 <https://www.ulta.com/shade-finders/loreal/infallible-24hr-fresh-wear/>

Ulta Beauty Shade Finders (website), 2020 <https://www.ulta.com/shade-finders/>