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PROGRAM CONCENTRATION: **Healthcare Science**
CAREER PATHWAY: **Personal Care Services**
COURSE TITLE: **The Art and Science of Makeup**

Course Description: This course is designed to introduce students to the world of professional makeup as a career choice. Students will examine the art and science of makeup as a profession, studying both the art and the scientific principles professional makeup. Students will develop knowledge of basic chemistry and ingredients used in cosmetics and skin care products. Students will be able to recognize skin conditions and skin types to assist in evaluating what products to use for that client. This will include basic knowledge of the structure and function of the skin as well as proper skin care. Students will be able to describe bacteriology and understand how to keep their tools and work area sterilized and sanitized. Students will earn credit hours toward the completion of the 1500 credit hours required by Georgia State Board of Cosmetology. This course provides more in-depth competencies for the co-curricular student organization SkillsUSA that should be incorporated throughout instructional strategies developed for the course.

Infection Control

Students will demonstrate knowledge of salon infection control and how to reduce the spread of infections and diseases. Infection control will include proper sanitation, decontamination, and sterilization. Safe use of chemicals will be applied in the classroom and clinic.

HS-ASM-1. Students will evaluate the regulations of infection control: principles, prevention, procedures and precautions. The students will demonstrate understanding of proper sanitation, disinfection and sterilization. Facial implements and machines will be properly disinfected and stored.

a. Compare and contrast the regulatory agencies responsible for the cosmetology field (include OSHA, MSDS and the EPA).
b. Distinguish the types and classifications of bacteria, bacterial growth, and reproduction.
c. Define blood borne pathogens, viruses, and parasites.
d. Differentiate the different methods of sanitation, decontamination, and sterilization.
e. Identify the types of disinfectants and the disinfection procedure.
f. Identify all safety rules used in the cosmetology profession.

HS-ASM-2. Students will demonstrate safety rules when mixing disinfectants.

a. Select, mix, and store the correct antiseptic, disinfectant, and other decontamination chemicals to use in relation to the task.
b. Demonstrate how to sanitize and disinfect all implements and tools used in makeup.
c. Perform all sanitation, disinfection, and safety requirements essential to makeup services.

Academic Standard(s):
SCSh2. Students will use standards safety practices for all classroom laboratory and field investigation.

a. Follow correct procedures for use of scientific apparatus.
b. Demonstrate appropriate techniques in all laboratory situation.
c. Follow correct protocol for identifying and reporting safety problems and violations.

Science of Cosmetics and Skin

Students will develop some knowledge of basic chemistry and ingredients used in cosmetics and skin care products. Students will be able to recognize skin conditions and skin types to assist in evaluating what products to use for that client. This will include basic knowledge of the structure and function of the skin as well as proper skin care. Students will be able to demonstrate proper skin analyze, determining skin type and recommend proper skin care regimen. Students will demonstrate how to keep their tools and work area sterilized and sanitized.

HS-ASM-3. Students will learn how cosmetic ingredients affect the skin and appearance of the skin. The students will understand skin disorders that affect the skin and how to apply makeup to help conceal imperfections. The unit will cover bacteriology and how to help reduce the spread of infections and diseases in a professional setting. Students will be able to:

a. Define basic chemistry.
b. Understand cosmetic labels and identify purposes for various cosmetic ingredients used.
c. Describe the structures and functions of the skin.
d. Explain common disorders that affect the skin.
e. Analyze a client's skin type and condition.
f. Recommend proper skin care regimen for the client.
g. Explain pH balancing.
h. Demonstrate a skin cleansing procedure.
i. Describe the three general forms of bacteria.
k. Explain sterilization and sanitation.

Academic Standard(s):
SC1: Students will analyze the nature of matter and its classifications.

b. Identify substances based on chemical and physical properties**.**

SC7: Students will characterize the properties that describe solutions and the nature of acids and bases.

a. Explain the process of dissolving in terms of solute/solvent interactions.
b. Compare, contrast, and evaluate the nature of acids and bases.

SS6: Students will investigate the properties of solutions.

1. Describe solutions.
2. Observe factors affecting the rate a solute dissolves in a specific solvent.
3. Compare and contrast the components and properties of acids and bases.

SB1: Students will analyze the nature of the relationship between structures and functions

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in living cells.

2. Explain how enzymes function as catalysts.

The Art of Light and Color

Students will have a heightened awareness of the relationship of color and light as well as an understanding of how color is the language used by the makeup artist. Students will learn the importance of the color wheel and associate makeup with painting in transparent pigments.

HS-ASM-4. Students will have an understanding of light and color and be able to:

a. Distinguish color primaries from light primaries.
b. Explain the reflection and refraction of light.
c. Describe how different light and media affect colors.
d. Explain the three dimensions of color and the importance of color perception.

Academic Standard(s):

SP4: Students will analyze the properties and applications of waves.

b. Experimentally determine the behavior of waves in various media in terms of reflection, refraction, and diffraction of waves.

Anatomy of the Face and Art of Makeup

Students will analyze the anatomy of the face in order to incorporate the following principles of art and design: proportion, balance, emphasis, rhythm, and unity. Students will learn corrective makeup as well as special occasion makeup and the difference between a day-time makeup style and special occasion makeup styles.

HS-ASM-5. Students will study the integumentary, skeletal, and muscular systems. The students will demonstrate various makeup techniques, including corrective makeup and be able to:

a. Describe the zones of the face and the value of the concept to the makeup artist.
b. Identify the eight structures of the face.
c. Relate the study of anatomy and architecture of the face to the art of makeup.
d. Describe the functions of the skeletal system.
e. Name the major bones of the cranium and face.
f. Describe the functions of the muscular and nervous systems.
g. Describe the structure of the integumentary system and its role.
h. Demonstrate a complete step-by-step makeup application.
i. Demonstrate corrective makeup for various face shapes.
j. Demonstrate contouring and highlighting techniques.

Academic Standard(s):

SAP2: Students will analyze the interdependence of the integumentary, skeletal, and

muscular systems as these relate to the protection, support and movement of the human body.

1. Relate the structure of the integumentary system to its functional role in protecting the body and maintaining homeostasis.

Career Opportunities, Professionalism and Business Management Skills

Students will examine the various career options and opportunities for makeup artists as well as human relations and professional ethics. Students will develop a clear understanding about the importance of the artist's visual impact and be able to define the meaning of self-worth.

HS-ASM-6. Students will develop confidence and self-worth as they gain the understanding and ability to:

a. Identify some of the training and qualities needed to become a successful makeup artist.
b. Compare different job opportunities available to the professional makeup artist.
c. Prepare the makeup artist's marketing materials such as the artist's portfolio.
d. Relate the practice of human relations skills to success in business.
e. Define and demonstrate business ethics and courtesy in business dealings.
f. Explain the keys to good health.
g. Evaluate personal hygiene and grooming habits.
h. Explain the use of the "rate sheet" for makeup artist and how to determine what rates to charge based on "demand" in the area the makeup artist serves.

Academic Standard(s):

ELA9LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student:

1. Initiates new topics and responds to adult-initiated topics.
2. Asks relevant questions.
3. Responds to questions with appropriate information.
4. Actively solicits another person's comments or opinions.
5. Offers own opinion forcefully without domineering.
7. Gives reasons in support of opinions expressed.
8. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

SSEM12: The student will explain how the Law of Demand, the Law of Supply, prices and profits work to determine production and distribution in a market economy.

1. Define the Law of Supply and the Law of Demand.
2. Describe the roles of buyers and sellers in determining market clearing price.

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts,

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mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

Students will enhance reading in all curriculum areas by:

a. Reading in all curriculum areas
   - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
   - Read both informational and fictional texts in a variety of genres and modes of discourse.
   - Read technical texts related to various subject areas.

b. Discussing books
   - Discuss messages and themes from books in all subject areas.
   - Respond to a variety of texts in multiple modes of discourse.
   - Relate messages and themes from one subject area to messages and themes in another area.
   - Evaluate the merit of texts in every subject discipline.
   - Examine author's purpose in writing.
   - Recognize the features of disciplinary texts.

c. Building vocabulary knowledge
   - Demonstrate an understanding of contextual vocabulary in various subjects.
   - Use content vocabulary in writing and speaking.
   - Explore understanding of new words found in subject area texts.

d. Establishing context

- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.
CTAE-FS-3 Communications: Learners use various communication skills I expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in

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collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.