



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

HAIRDRESSING AND BEAUTY CARE

GRADE 4-5

Curriculum and Assessment
Policy Statement Grade R-5
for learners with Severe
Intellectual Disability
2018 Orientation

Learning programme

SECTION 2: INTRODUCTION TO HAIRDRESSING.

1.1 What is Hairdressing and Beauty Care?

Hairdressing and Beauty Care is a profession of creative skills. It is all about a person's appearance through the combination of qualities such as shape, colouring, cutting and different techniques and services.

Hairdressing and Beauty Care, and the content embedded in the skills, are taught over 2 years in grade 4 with differentiation and 3 years in grade 5 with differentiation. The educator is allowed to adapt the difficulty level of the skills to the ability of the learner.

The learner will be able to assist or to follow instructions of a qualified hair and beauty technician. A release form must be filled in for each client before a practical performance is done, to release the school, educator, learner and any representatives of claims arising due to their actions, whether as a result of negligence or otherwise.

Hairdressing bargaining council may also assist the educator regarding the knowledge of the specific skill.

The knowledge of Hairdressing and Beauty Care is an essential element for the development of the skill and to achieve the specific outcomes.

1.2 Specific Aims:

In Hairdressing and Beauty Care learners will study:

- Provide reception and communication skills and offer tea and coffee
- Demonstrate importance of image, explain career opportunities, maintain personal hygiene and sanitation and understand what health and safety entail.
- Understand the basic content of HIV/AIDS
- Perform shampoo, conditioner and head massage
- Perform roller set, blow dry and styling
- Perform assistance in colour, permanent wave and haircut services
- Perform nails and make-up

2.3 Topics to be studied in Hairdressing and Beauty Care include:

- Reception and communication skills
- Sanitation, Hygiene, Safety and Professional Image
- HIV/AIDS
- Shampoo, Conditioner and head massage
- Roller set, Blow dry and styling
- Colour, Permanent wave and Haircut
- Nails and make-up

2.4 Requirements for Hairdressing and Beauty Care as a subject:

2.4.1 Time Allocation

The compulsory instructional time for the Vocational Learning Programme for learners experiencing severe intellectual disabilities amounts to 8 hours per 5-day cycle. Schools may offer either three (3) or four (4) vocational subjects, depending on the number of learners in the school and the resources available. The compulsory instructional time for **Hairdressing and Beauty Care** is either:

- 2 hours per 5-day cycle plus three (3) other vocational subjects or
- 2,5 hours per 5-day cycle plus two (2) other vocational subjects.

Twenty percent (20%) of the above mentioned time is utilized to teach subject content which should be embedded in teaching the learners to execute the skills. This implies that theoretical lessons should not be instructed in isolation, but during the teacher's demonstration that takes place before the learners practise the skills. The learners are required to utilize eighty percent (80%) of the time to practise the various skills in the classroom.

2.4.2 Resources

2.4.2.1. Human resources

An appropriately qualified teacher registered with SACE in line with National Education Policy Act 27 of 1998 section 7.4.

An appropriately qualified and registered hairdressing teacher

2.4.2.2. Uniforms

Learners should wear a full body apron to protect their clothes.

2.4.2.3. Learner Resources:

Hairdressing and Beauty magazines, Wall posters, Text Books, and
You tube videos

2.4.2.4. Infrastructure and equipment:

It is important to have the necessary infrastructure and equipment for quality teaching and learning.

Infrastructure:

- Sufficient electrical outlets.
- Non slippery floor surface.
- Mirrors on the walls or loose units with mirrors.
- Basins with hot and cold water
- Enough lighting and ventilation
- The centre/classroom with ample floor space should contain the following furniture and equipment for approximately 15 learners.

Centrum/Classroom		
Fixtures and Furniture	Consumable Products	Consumable Equipment
4 x Wall unit dryers	Cleaning products (all-embracing)	2 x Brooms, mop and bucket, dustpan
Fixed work stations	Coffee and tea (Practice purposes)	Kettle, mugs and teaspoons
Chairs and Tables	Sugar and milk(Practice purposes)	Text books
Wall mirrors and hand mirrors		Stationary
Book shelf	Styling magazines/posters	Multi plugs
Trolleys for equipment		2-point plugs
Store room for products and equipment		15 x Mannequins plus stands
Washing machine	Washing powder	
Tumble dryer		
Fire Extinguisher		First Aid Kid
Air con (essential, not		

compulsory)		
Fluorescent light tubes preferable		
Sterilizing machine		
Desk and chair for educator,		
White / black board, Proxy		
Curtains / blinds		
Appointment book plus telephone for practical purposes		
Health and Safety signs		
	Shampoo and Conditioner	
Fixtures and Furniture	Consumable Products	Consumable Equipment
4 x Shampoo basins	Shampoo	Towels
	Conditioner	Shampoo comb
	Head massage treatment pack	Flat brush
	Colour	
	Hair colour	Colour chart
	Bleach powder	Capes and Aprons
	Activator (10vol, 20vol, 30vol and 40vol)	Flat brush
		Tail comb and Multi comb
		Tint brushes and bowls
		High light cap plus hook
		Timer clock
		Tint scale
		Tint cloves
	Permanent wave	
	End papers	Tail comb and Afro comb
	Cotton wool	Flat brush
		Perm rollers (3 colour sizes) - Small - Medium - Large

		Timer clock
		Capes and Aprons
		Sectioning clips, Butterfly jaws and perm sticks
		Water bottle
	Hair Cut	
	Oil for hair electric clipper	Cutting capes
		Cutting comb and Multi comb
		Flat brush and Neck brush
		Scissor
		Electric clipper with blades (no. 1 – no. 4)
		Water bottle
		Butterfly jaws
	Roller set	
	Setting lotion	Shoulder towels
	Mousse	Flat brush
	Hairspray	Tease comb and Tail comb
		Rollers (4 colour sizes)
		- 26 mm
		- 30 mm
		- 38 mm
		- 44 mm
		White plastic pins for rollers
	Blow dry and Styling	
	Gel	Shoulder towels
	Mousse	Blow dry round brushes – sizes:
		- X-small : 16 mm
		- Small : 25 mm
		- Medium : 33 mm
		- Large : 43 mm
		- X-Large : 53 mm
	Wax	Butterfly jaws

	Silicone	Tease comb
	Hairspray	Hand held dryers

2.4.2.5. Finances

The subject may not be offered without the necessary finances provided by the school.

- An annual budget should be available to purchase consumable products and equipment for weekly practical tasks.
- Maintenance and purchasing of new equipment should be added to the budget.

2.4.2.6. Stock control

- The educator is responsible for the stock and equipment and will keep it locked at all times.
- The educator will only use the necessary equipment for the specific topic.
- The educator must check the equipment daily.
- A stock inventory must be maintained by the educator on a regular basis and verified by the HOD.

2.6 Career opportunities

Learners can:

- Cleaner at a salon
- Assistant receptionist: walk-in clients and telephone bookings
- Wash basin operator (shampoo, conditioner and head massage)
- Assistant hairdresser (colour, perm and cut)
- Assistant stylist
- Assistant in nails and make-up

SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

Each week has a compulsory contact time of 2 to 2,5 hours (depending on the number of vocational subjects offered at school) for the subject Hairdressing and Beauty Care.

3.1 Content overview

The content is embedded in the skills and the learners should execute the skills in a simulated working environment recreated in the classroom/centre. The table below indicates the topics and content in the **Hairdressing and Beauty Care** learning programme in grade 4 and 5 with differentiation.

	Topic	Grade 4 with differentiation The learner must be able to:	Grade 5 with differentiation The learner must be able to:
1	Reception and communication skills	<ul style="list-style-type: none">• Communicate with clients• Perform basic reception skills – receive telephone calls and client's information• Role play reception skills• Consult with clients in a professional manner• Identify salon equipment• Predict hairdressing occupations	<ul style="list-style-type: none">• Communicate and consult with clients• Perform reception skills – receive and make telephone calls and client's information• Make appointments and keep clients record cards:<ul style="list-style-type: none">- Name and Surname- Telephone Number- All previous functions done• Assist with till procedures• Consult and prepare clients for service in a

			professional manner <ul style="list-style-type: none"> List salon equipment Name hairdressing occupations
2	Sanitation, Hygiene, Safety and Professional Image	<ul style="list-style-type: none"> List the causes of dirty areas and equipment in the centrum Comply with the use of protective clothing Identify 5 health and safety hazards in the centrum Practice a good personal appearance: <ul style="list-style-type: none"> State of neatness and care overall Language and body language use Explain save use of equipment Outline safety routines Identify faulty equipment 	<ul style="list-style-type: none"> Explain the importance of maintaining healthy and sanitary equipment, furniture, floors and surfaces Identify, care and use of protective clothing Design a safety hazard chart for the centrum Keep the centrum clean Practice a good personal appearance: <ul style="list-style-type: none"> State of neatness and care overall Language and body language use Be friendly and show a professional conduct Demonstrate save handling and use of equipment Understand and practice safety routines List faulty equipment and explain how to maintain the equipment
3	HIV/AIDS	<ul style="list-style-type: none"> Understand the basic contents of HIV/AIDS Identify the risks when working in a salon 	<ul style="list-style-type: none"> Explain what HIV/AIDS entails Name the risks of HIV/AIDS when working in a salon with clients

		<ul style="list-style-type: none"> Outline facts and precautions of HIV/AIDS 	<ul style="list-style-type: none"> Discuss the important facts of HIV/AIDS and how to prevent the causes
4	Shampoo, Conditioner and head massage	<ul style="list-style-type: none"> Explain the main purpose of shampoo Prepare basin for shampoo procedure Perform shampoo procedure: <ul style="list-style-type: none"> Application Rinse List the principles of conditioner Describe basic scalp massaging 	<ul style="list-style-type: none"> Explain the main purpose of shampoo and conditioner Prepare all workstations Perform shampoo and conditioner procedure: <ul style="list-style-type: none"> Application Rinse Explain the principles of conditioner Describe scalp, neck and shoulder massaging List advantages of scalp massaging Perform head massage
5	Roller set, Blow dry and styling	<ul style="list-style-type: none"> Explain roller control Perform a basic roller set procedure Identify equipment to be used Identify different size rollers Perform a blow dry procedure on long hair 	<ul style="list-style-type: none"> Explain roller control and placement Perform a full head roller set procedure and make use of wall unit dryer Display equipment to be used Display different size rollers Identify advantages of roller set Perform a blow dry procedure on long and

		<ul style="list-style-type: none"> • Demonstrate how to hold a hair dryer so that you don't burn the client's scalp • Introduce the factors that influence styling • Prepare to style long hair into a basic style 	<p>short hair</p> <ul style="list-style-type: none"> • Explain the difference between "finger drying" and "scrunching" • Demonstrate how to hold a hair dryer so that you don't burn the client's scalp • Introduce the factors that influence styling and give reasons • Prepare to style long hair into an advance style • Identify the different face shapes
6	Colour, Permanent wave and Haircut	<ul style="list-style-type: none"> • Name the primary and secondary colours in colour wheel • Explain the application method of a colour • Practice application method of colour on a mannequin • Know the development time • Identify the equipment used for colouring - Combs 	<ul style="list-style-type: none"> • Draw a colour wheel with the primary and secondary colours • Explain the difference between primary and secondary colours • Explain and mix the application method of a colour • Perform application method of colour on a client • Know and set the timer for the development time • Name the equipment used for colouring - Combs

		<ul style="list-style-type: none"> - Tint brushes and bowls - Capes - Aprons • Practice high lights using a high light cap • Understand what a perm service entails • Prepare hair for perm service • Identify the equipment for a perm service • Divide hair in block formation • Demonstrate the correct winding technique • Explain the use of end papers • Prepare client on desired haircut 	<ul style="list-style-type: none"> - Tint brushes and bowls - Capes - Aprons • Practice high lights through a high light cap and apply bleach • Explain what a perm service entails • Prepare hair for perm service • Display the equipment for a perm service • Divide hair in block formation and sub sections • Demonstrate the correct winding technique and roller placement • Explain the use of end papers • Distinguish between the first phase and second phase of the perm process • Describe the result of an unsuccessful perm in the following causes: <ul style="list-style-type: none"> - Overlapping ends - Sections too thick or too wide - Winding too tight • Prepare and consult client on desired haircut
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		<ul style="list-style-type: none"> Identify the combs used for cutting Name the parts of a cutting scissor 	<ul style="list-style-type: none"> Identify the equipment and combs used for cutting Draw and name the parts of a cutting scissor Perform a ladies one length haircut Know a guide line Perform a gents full head haircut with an electric clipper
7	Nails and Make-up	<ul style="list-style-type: none"> Name five contents that a nail consist of List three points on how fast nails grow Difference between manicure and pedicure Name four different nail shapes List four different skin types List three most common facial shapes 	<ul style="list-style-type: none"> Name five contents that a nail consist of and explain each one Difference between manicure and pedicure and perform one set of each Name four different nail shapes and draw each shape to illustrate the answer Show how to apply nail varnish List four different skin types and explain each List six different facial shapes and explain each one Know the steps and perform eye brow plucking Apply eye make-up on the following eyes: <ul style="list-style-type: none"> Small eyes Flat/no eyelids Droopy/puffy eyelids

			<ul style="list-style-type: none"> • Explain Nail anatomy <ul style="list-style-type: none"> - Nail plate - Nail bed - White half moon - Nail matrix - Cuticle
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3.3 Annual teaching plans

Each term comprises of ten (10) weeks and a minimum of nine (9) **practical sessions** are compulsory. The sequence within the term is not compulsory and the teacher may cover the learning content and skills in any appropriate sequence. Learners spend two years in grade 4 with differentiation, and therefore different activities are included for the first and second year in grade 4.

The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment and tools to the learners and the teacher may not leave learners unattended during Hairdressing and Beauty Care instructional time. A group discussion on the safety precautions that must be followed during all the instructional time is compulsory. Learners with a severe intellectual disability are not always able to make abstract judgments, and they are often not able to apply learned knowledge from one topic to the next. Impulsive behavior as well as the inability to make fast decisions can easily lead to learners finding themselves in, or being exposed to dangerous situation

Grade 4 with differentiation Term 1

Grade 4 with differentiation Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
1-2	Sanitation, Hygiene, Safety and Professional Image	Grade 4 with differentiation 1st year. <ul style="list-style-type: none"> Understand the subject name and field Outline health and safety rules Identify protective clothing 	Grade 4 with differentiation 1st year The teacher : <ul style="list-style-type: none"> Introduces the subject and provides a general overview Discusses the benefit of the subject to the learner Points out safety hazards The learners complete the following activities: Activity 1: Dress in protective clothing Activity 2: Create a poster of people with a professional image

Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
		Grade 4 with differentiation 2nd year <ul style="list-style-type: none"> • Practise safety routines • Practise safe handling and use of equipment • Report faulty equipment • Explain the importance of cleaning hands before and after each client • Understand that professional image reflects your behaviour inside and outside the workplace 	Grade 4 with differentiation 2nd year <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses safety routines with the learners • Shows relevant movies, slides, magazines, books, worksheets and poster to learners <p>The learners complete the following activities:</p> <p>Activity 1: Participate cleaning activities within the centre and practice safety routines</p> <p>Activity 2: Identify defective or faulty equipment in the centre</p>
3-4	Reception and communication skills	Grade 4 with differentiation 1st year. <ul style="list-style-type: none"> • Perform basic reception skills such as: receive telephone calls and client information • Practise to receive clients at the reception area • Identify salon equipment 	Grade 4 with differentiation 1st year. <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the products and equipment used in a salon • Explains the importance of reception and communication skills <p>The learners complete the following activities:</p> <p>Activity 1: Practise telephone conversations between learners relating reception procedures</p> <p>Activity 2: Identify salon equipment</p>

Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
		<p>Grade 4 with differentiation 2nd year</p> <ul style="list-style-type: none"> • Perform reception skills • Explain how to deal with appointments • Practise communication skills • Consult with clients in a professional manner • List hairdressing occupations 	<p>Activity 3: Make a collage depicting any Hairdressing activity</p> <p>Grade 4 with differentiation 2nd year. The teacher:</p> <ul style="list-style-type: none"> • Revises communication and reception skills • Explains the steps to follow when dealing with appointments • Discusses on how to consult a client in a professional manner • Compares the different career opportunities in hairdressing <p>The learners complete the following activities:</p> <p>Activity 1: Role play between learners and practise to receive, greet, welcome and attend to a client</p> <p>Activity 2: Optional – A trip to a salon</p> <p>Activity 3: Complete a worksheet about reception and communication skills</p>
5	HIV/AIDS	<p>Grade 4 with differentiation 1st year.</p> <ul style="list-style-type: none"> • Understand what HIV/AIDS entails • Identify the risks of HIV/AIDS when working in a salon 	<p>Grade 4 with differentiation 1st year. The teacher:</p> <ul style="list-style-type: none"> • Discusses and explains how people get infected by HIV/AIDS • Discusses the basic information of HIV/AIDS in the context of working in

Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
6-7	Shampoo, Conditioner and head massage	<ul style="list-style-type: none"> Understand how HIV/AIDS infection takes place <p>Grade 4 with differentiation 2nd year.</p> <ul style="list-style-type: none"> Understand the difference between HIV/AIDS Outline characteristics of a patient suffering from HIV/AIDS Discuss some precautions to take to prevent HIV/AIDS infection <p>Grade 4 with differentiation 1st year.</p> <ul style="list-style-type: none"> Understand the basic purpose of shampoo and conditioner Prepare the shampoo and conditioner workstation Practise to meet the client for the service 	<p>a salon</p> <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Oral / Written questionnaire about HIV/AIDS</p> <p>Grade 4 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses how HIV/AIDS infection takes place Explains characteristics of a patient with HIV/AIDS and precautions to take against HIV/AIDS infection <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Create a poster on any aspect of HIV/AIDS</p> <p>Grade 4 with differentiation 1st year. The teacher:</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the importance of shampoo and conditioner Asks questions and interact with learners <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Group discussion on why the workstations need to be prepared</p>

Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
		<p>Grade 4 with differentiation 2nd year.</p> <ul style="list-style-type: none"> Define the basic understanding of the purpose of shampoo and conditioner Prepare the client for shampoo and conditioner according to the requirements Perform a shampoo and conditioner service Perform a basic scalp massage 	<p>Activity 2: Practise to greet a client in a professional manner</p> <p>Activity 3: Complete a worksheet on the topic</p> <p>Grade 4 with differentiation 2nd year. The teacher:</p> <ul style="list-style-type: none"> Discusses shampoo and conditioner Demonstrates how to perform a shampoo and conditioner service Demonstrates how to perform a scalp massage Ask questions and interact with learners <p>The learners complete the following activities:</p> <p>Activity 1: Group discussion on why the workstations need to be prepared before attending to a client and give feedback</p> <p>Activity 2: Practise and role play how to meet and greet a client</p> <p>Activity 3: Complete a worksheet on the topic</p>
8-9	Nails and make-up	<p>Grade 4 with differentiation 1st year.</p> <ul style="list-style-type: none"> Identify four different nail shapes 	<p>Grade 4 with differentiation 1st year. The teacher:</p>

Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
		<ul style="list-style-type: none"> Identify three most common facial shapes Understand the field of make-up and nails services <p>Grade 4 with differentiation 2nd year.</p> <ul style="list-style-type: none"> List three points on how fast nails grow Explain three most common facial shapes Apply foundation on the face 	<ul style="list-style-type: none"> Discusses the basic introduction and knowledge of nails and make-up Displays and explain nail shapes and facial shapes <p>The learners complete the following activities:</p> <p>Activity 1: Draw four different nail shapes</p> <p>Activity 2: Draw three facial shapes and name each one</p> <p>Activity 3: Complete a worksheet: True/False</p> <p>Grade 4 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Revises the basic introduction and knowledge of nails and make-up Lists the different facial shapes and explain each one Displays different types of make-up and demonstrates how to use it <p>The learners complete the following activities:</p> <p>Activity 1: Role play and practice to apply foundation on a fellow learner's face</p> <p>Activity 2: Group discussion on how fast nails grow and report back to the teacher</p>

Assessment: Term 1 - Practical

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported.

Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 4 with differentiation 1 st year	Grade 4 with differentiation 2 nd year
1-2	<ol style="list-style-type: none">1. Create a professional image poster2. Dress in protective clothing	<ol style="list-style-type: none">1. Participate in cleaning activities2. Practice safety routines
3-4	<ol style="list-style-type: none">1. Practise telephone communications2. Create a hairdressing collage of any activity	<ol style="list-style-type: none">1. Role play reception and communication skills2. Practise to make appointments
5	<ol style="list-style-type: none">1. Create a poster on any aspect of HIV/AIDS2. Discuss in a group the risk of HIV/AIDS when working in a salon	<ol style="list-style-type: none">1. Create a poster on HIV/AIDS2. Discuss in a group the precautions to prevent HIV/AIDS
6-7	<ol style="list-style-type: none">1. Practise to greet a client in a professional manner2. Prepare the shampoo and conditioner workstations	<ol style="list-style-type: none">1. Role play how to meet a client at the reception area2. Perform a shampoo and conditioner service
8-9	<ol style="list-style-type: none">1. Draw four different nail shapes2. Draw three facial shapes	<ol style="list-style-type: none">1. Practise to apply foundation on a face2. Group discussion on how fast nails grow

Assessment: Term 1 - Theoretical

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on.

The following serves as suggestions of theoretical activities to report on.

The learner must be able to:

Week	Grade 4 with differentiation 1st year	Grade 4 with differentiation 2nd year
1-2	State one healthy rule and one safety rule	Explain how to handle equipment safely
3-4	Identify salon equipment	List hairdressing occupations
5	Understand and identify how HIV/AIDS infection takes place	Outline characteristics of a patient suffering from HIV/AIDS
6-7	Understand the basic purpose of shampoo and conditioner	Define the basic understanding of the purpose of shampoo and conditioner
8-9	Identify nail and face shapes	Explain the application of foundation on a face

Grade 4 with differentiation: 1st and 2nd year

Term 2

Grade 4 with differentiation Term 2			
Week	Topic	Content The learner must be able to;	Teaching tips, techniques, activities and resources.
1	Sanitation, Hygiene, Safety and Personal Image	<p>Grade 4 with differentiation 1st year.</p> <ul style="list-style-type: none"> List the causes of dirty areas and equipment in the centre Identify cleaning materials such as: hand cleaner, soap, floor cleaner, washing powder, broom, mop etc. Practise an acceptable personal appearance: <ul style="list-style-type: none"> Neatness over all Language and body language use <p>Grade 4 with differentiation 2nd year.</p> <ul style="list-style-type: none"> Identify and remove potential safety hazards Explain what is waste material and the safety procedures to follow Practise face to face communications and interactions 	<p>Grade 4 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses health and safety in the salon / centre Explains the difference between sanitation and sterilization Demonstrates good posture <p>The learners complete the following activities:</p> <p>Activity 1: Design a poster of people with a professional image</p> <p>Activity 2: Role play good posture, language and body language:</p> <ul style="list-style-type: none"> Sit, stand, walk and talk <p>Grade 4 with differentiation 2nd year.</p> <p>The teacher :</p> <ul style="list-style-type: none"> Discusses safety hazards with the learners Shows video clips of potential safety hazards Discusses the exposure of waste material and the safety rules to follow Explains the importance of personal hygiene

Grade 4 with differentiation Term 2			
Week	Topic	Content The learner must be able to;	Teaching tips, techniques, activities and resources.
		<ul style="list-style-type: none"> Understand and practise the importance of personal hygiene 	<p>The learners complete the following activities:</p> <p>Activity 1: Group discussion to talk about personal hygiene and report back to the teacher</p> <p>Activity 2: Role play face-to-face communications and interactions with fellow learners</p> <p>Activity 3: Complete a written/oral test on hazardous solutions</p>
2-3	Shampoo, Conditioner and head massage	<p>Grade 4 with differentiation 1st year.</p> <ul style="list-style-type: none"> Practise how to prepare a client for shampoo and conditioner service Perform a shampoo procedure: <ul style="list-style-type: none"> Application Rinse Towel dry Take client back to work station 	<p>Grade 4 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates and explains how to prepare a client for the shampoo procedure <p>The learners complete the following tasks:</p> <p>Activity 1: Identify and name shampoo products using pictures and salon products</p> <p>Activity 2: Practise to apply and rinse shampoo, towel dry the hair and take the client back to the work station</p>

Grade 4 with differentiation Term 2			
Week	Topic	Content The learner must be able to;	Teaching tips, techniques, activities and resources.
		Grade 4 with differentiation 2nd year. <ul style="list-style-type: none"> • Prepare the wash basin and the client for the service • Perform a shampoo and conditioner service • Perform a basic scalp massage 	Grade 4 with differentiation 2nd year. <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the shampoo, conditioner and scalp massage procedure • Demonstrates shampoo, conditioner and scalp massage steps, interact with learners and ask questions <p>The learners complete the following activities:</p> <p>Activity 1: Practise and perform a shampoo and conditioner service</p> <p>Activity 2: Role play and perform a basic scalp massage</p>

Grade 4 with differentiation Term 2			
Week	Topic	Content The learner must be able to;	Teaching tips, techniques, activities and resources.
4	Roller set	<p>Grade 4 with differentiation 1st year.</p> <ul style="list-style-type: none"> • Explain roller control • Identify the equipment used for roller set • Identify products before roller set • Practise on a mannequin to make sections and sub-sections for roller set • Display the different size rollers for the specific length of hair <p>Grade 4 with differentiation 2nd year.</p> <ul style="list-style-type: none"> • Use a tail comb to make sections and sub-sections • Explain why setting lotions are used before roller set • Practise with different size rollers on a mannequin • Know how to use white plastic pins with rollers 	<p>Grade 4 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses important facts of roller control and roller set • Demonstrates roller set procedure • Explains products to use before roller set and why <p>The learners complete the following activities:</p> <p>Activity 1: Practise to make sections and sub-sections</p> <p>Activity 2: Practise a basic roller set procedure</p> <p>Grade 4 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses what roller set is all about • Displays all equipment and products used for roller set • Shows and explains winding technique • Demonstrates roller set procedure <p>The learners complete the following activities:</p> <p>Activity 1: Practise roller set procedure using the equipment and products needed</p>

Grade 4 with differentiation Term 2			
Week	Topic	Content The learner must be able to;	Teaching tips, techniques, activities and resources.
5	Blow dry	<ul style="list-style-type: none"> Place rollers correctly and understand the winding technique Perform a full head roller set procedure <p>Grade 4 with differentiation 1st year.</p> <ul style="list-style-type: none"> Demonstrate how to hold a hair dryer so that you don't burn the client's scalp Explain that the hair must be blow dried from the roots to the ends Identify the equipment to be used such as: <ul style="list-style-type: none"> Round brushes for specific length of hair Butterfly jaws to help keep the hair in sections Tease comb if needed Practise blow dry on a mannequin 	<p>Grade 4 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains how to use specific equipment Outlines the importance of blow drying the hair from roots to ends Demonstrates blow dry using all the necessary equipment and products <p>The learners complete the following activities:</p> <p>Activity 1: Perform a blow dry procedure</p> <p>Activity 2: Demonstrate how to hold a hair dryer not to burn the client's scalp</p>

Grade 4 with differentiation Term 2			
Week	Topic	Content The learner must be able to;	Teaching tips, techniques, activities and resources.
6	Styling	Grade 4 with differentiation 2nd year. <ul style="list-style-type: none"> • Demonstrate how to hold a hair dryer so that you don't burn the client scalp • Display all the necessary equipment to be used to perform a blow dry procedure • Perform a blow dry procedure on long hair 	Grade 4 with differentiation 2nd year. <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the blow dry procedure • Demonstrates a blow drying procedure on long hair <p>The learners complete the following activities:</p> <p>Activity 1: Demonstrate how to hold a hair dryer so that you don't burn the client scalp</p> <p>Activity 2: Practice blow drying procedure on long hair</p>
		Grade 4 with differentiation 1st year. <ul style="list-style-type: none"> • Outline the factors that influence styling • Identify different facial shapes • Display styling products: <ul style="list-style-type: none"> - Gel, wax, silicone - Mousse, hairspray • Prepare to style long hair into a basic style 	Grade 4 with differentiation 1st year. <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses factors that influence styling • Explains the use of different styling products • Demonstrates a basic style on long hair <p>The learners complete the following activities:</p> <p>Activity 1: Complete a worksheet</p> <p>Activity 2: Practise different basic styles on long hair</p>

Grade 4 with differentiation Term 2			
Week	Topic	Content The learner must be able to;	Teaching tips, techniques, activities and resources.
		Grade 4 with differentiation 2nd year. <ul style="list-style-type: none"> • Explain which factors influence styling • Use styling products and perform a basic up style with long hair 	Grade 4 with differentiation 2nd year. <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the reasons for factors influencing styling • Demonstrates a basic style on long hair <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Demonstrate a basic style on long hair, using styling products</p>

Grade 4 with differentiation Term 2			
Week	Topic	Content The learner must be able to;	Teaching tips, techniques, activities and resources.
7-9	Nails and make-up	Grade 4 with differentiation 1st year. <ul style="list-style-type: none"> Identify three points on how fast nails grow List four different skin types Predict the correct foundation for the face 	Grade 4 with differentiation 1st year. <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the basic knowledge of nails and skin types Explains different types of foundation for different types of skin types Shows video clips of different skin types <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Practise and play with different foundation colours for different skin colours</p>
		Grade 4 with differentiation 2nd year <ul style="list-style-type: none"> List four different nail shapes List three most common facial shapes Perform a manicure Apply eye shadow on the face 	Grade 4 with differentiation 2nd year. <p>The teacher:</p> <ul style="list-style-type: none"> Revises the content of nail and facial shapes Demonstrates and explains a manicure and how to perform one Demonstrates how to apply eye shadow <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Draw the four different nail shapes and name each one</p> <p>Activity 2:</p> <p>Practise on a fellow learner how to apply eye shadow and make use of different shades</p>

Assessment: Term 2 - Practical

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported.

Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 4 with differentiation 1 st year	Grade 4 with differentiation 2 nd year
1	<ol style="list-style-type: none">1. Role play body language2. Design a poster of hygiene / cleaning materials	<ol style="list-style-type: none">1. Practise face to face communications2. Discuss how to dispose of waste material
2-3	<ol style="list-style-type: none">1. Prepare a client for a shampoo procedure2. Practise a full shampoo procedure	<ol style="list-style-type: none">1. Practise a shampoo and conditioner service2. Perform a basic scalp massage
4	<ol style="list-style-type: none">1. Demonstrate a basic roller set procedure	<ol style="list-style-type: none">1. Perform a roller set procedure using different size rollers
5	<ol style="list-style-type: none">1. Practise a blow dry procedure	<ol style="list-style-type: none">1. Demonstrate how to use the necessary equipment and perform a blow dry procedure on long hair
6	<ol style="list-style-type: none">1. Practise different basic styles on long hair	<ol style="list-style-type: none">1. Perform a basic up style on long hair
7-9	<ol style="list-style-type: none">1. Role play with different foundation colours for different skin colours2. Draw four different nails shapes	<ol style="list-style-type: none">1. Apply eye shadow on the face2. Perform a manicure

Assessment: Term 2 - Theoretical

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on.

The following serves as suggestions of theoretical activities to report on.

The learner must be able to:

Week	Grade 4 with differentiation 1 st year	Grade 4 with differentiation 2 nd year
1	List causes of dirty areas / equipment in the centre	Identify potential safety hazards
2-3	Identify shampoo products	Explain the shampoo, conditioner and scalp massage steps
4	Identify the equipment use for roller set	Explain why setting lotions are used before roller set
5	Explain the importance of blow drying the hair from roots to ends	Outline the importance of using a hair dryer correctly
6	Know the factors that influence styling	Name and explain the factors influence styling
7-9	List four different skin types	Explain how to perform a manicure

Grade 4 with differentiation: 1st and 2nd year: Term 3.

Grade 4 with differentiation Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
1	Sanitation, Hygiene, Safety and Professional Image	<p>Grade 4 with differentiation 1st year.</p> <ul style="list-style-type: none"> • Practise to clean hairdressing equipment • Identify health and safety hazards in the centrum • Outline the importance of trustworthiness and loyalty <p>Grade 4 with differentiation 2nd year.</p> <ul style="list-style-type: none"> • Find and read instructions before using any electrical equipment • Understand why sanitation plays an 	<p>Grade 4 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Describes trustworthiness and loyalty • Demonstrates learners how hazards can be created if one is careless • Discusses how to clean hairdressing equipment <p>The learners complete the following activities:</p> <p>Activity 1: Identification test on health and safety hazards</p> <p>Activity 2: Speech about trustworthiness and loyalty</p> <p>Activity 3: Practise to clean hairdressing equipment</p> <p>Grade 4 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Explains and discusses the danger of using electricity in general and also as a result of negligence

Grade 4 with differentiation Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
		<p>important part in maintaining health</p> <ul style="list-style-type: none"> Define the element of professionalism in a workplace 	<p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Written/oral test on precautions of using electricity</p>
2-3	Colour	<p>Grade 4 with differentiation 1st year.</p> <ul style="list-style-type: none"> Identify the primary and secondary colours in a colour wheel Explain the application method of a colour Identify/know the development time Identify the equipment used for colouring <ul style="list-style-type: none"> Combs, tint brushes, capes and aprons 	<p>Grade 4 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the difference between primary and secondary colours Demonstrates the application method of a colour Explains the importance of development time of a colour Displays the colour equipment <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Draw a colour wheel with the primary and secondary colours</p> <p>Activity 2:</p> <p>Create a collage reflecting equipment used for colouring</p> <p>Activity 3:</p> <p>Practise to apply colouring</p>

Grade 4 with differentiation Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
		Grade 4 with differentiation 2nd year. <ul style="list-style-type: none"> Name the primary and secondary colours in a colour wheel Practise application method of colour using the necessary equipment Practise high lights using a high light cap 	Grade 4 with differentiation 2nd year. <p>The teacher:</p> <ul style="list-style-type: none"> Revises the colour wheel Demonstrates application methods of colour Explains the steps to follow to practise high lights with a cap <p>The learners complete the following activities:</p> <p>Activity 1: Practise to apply colour</p> <p>Activity 2: Practise high lights with a cap</p>
4-5	Permanent wave	Grade 4 with differentiation 1st year. <ul style="list-style-type: none"> Explain a perm service Display the equipment for a perm service Prepare hair for perm service Divide hair in block formation Demonstrate the correct winding technique Explain the use of end papers 	Grade 4 with differentiation 1st year. <p>The teacher:</p> <ul style="list-style-type: none"> Explains what permanent wave is Shows equipment needed for a perm service Demonstrates how to divide hair into sections <p>The learner complete the following activities:</p> <p>Activity 1: Practices to divide hair into sections for perm service</p>

Grade 4 with differentiation Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
		Grade 4 with differentiation 2nd year. <ul style="list-style-type: none"> • Prepare hair for perm service • Divide hair in block formation • Demonstrate the correct winding technique • Explain the use of end papers 	Grade 4 with differentiation 2nd year. <p>The teacher:</p> <ul style="list-style-type: none"> • Explains what a perm service entails • Demonstrates block formation • Discusses and shows the correct winding technique • Discusses the importance of the use of end papers <p>The learners complete the following activities:</p> <p>Activity 1: Practise block formation</p> <p>Activity 2: Practise the winding technique using end papers</p> <p>Activity 3: Complete a written/oral questionnaire about perm service</p>
6-7	Haircut	Grade 4 with differentiation 1st year. <ul style="list-style-type: none"> • Practise on a mannequin and divide hair into sections and sub-sections • Consult with client for desired haircut • Identify the combs used for cutting 	Grade 4 with differentiation 1st year. <p>The teacher:</p> <ul style="list-style-type: none"> • Displays all equipment needed for a haircut • Outlines the important parts of a cutting scissor

Grade 4 with differentiation Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
		<p>Grade 4 with differentiation 2nd year.</p> <ul style="list-style-type: none"> • Prepare client for desired haircut • Name the combs used for cutting • Name the parts of a cutting scissor 	<p>The learners complete the following activities:</p> <p>Activity 1: Draw a cutting scissor and name each part</p> <p>Activity 2: Role play and prepare a fellow learner/client for a haircut</p> <p>Grade 4 with differentiation 2nd year. The teacher:</p> <ul style="list-style-type: none"> • Discusses the importance of consulting a client first for a specific haircut • Displays all equipment needed to perform a haircut <p>The learners complete the following activities:</p> <p>Activity 1: Role play between learners and practise a consulting service</p>
8	Blow dry	<p>Grade 4 with differentiation 1st year.</p> <ul style="list-style-type: none"> • Understand how to hold a hair dryer to prevent the client's scalp from getting 	<p>Grade 4 with differentiation 1st year. The teacher:</p> <ul style="list-style-type: none"> • Explains how to use specific equipment

Grade 4 with differentiation Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
		burnt <ul style="list-style-type: none"> Perform a blow dry service on long hair Use the necessary products needed Grade 4 with differentiation 2nd year. <ul style="list-style-type: none"> Use the hair dryer and start to blow dry from the roots to the ends Perform a blow dry service on long or short hair Use correct products 	<ul style="list-style-type: none"> Demonstrates blow dry using all the necessary equipment and products The learners complete the following activities: Activity 1: Perform a blow dry procedure Grade 4 with differentiation 2nd year. The teacher: <ul style="list-style-type: none"> Outlines the importance of blow drying the hair from roots to ends Revises and discusses the products needed The learners complete the following activities: Activity 1: Pack a trolley with the necessary equipment for a blow dry service Activity 2: Perform a blow dry service on long or short hair
9	Nails and make-up	Grade 4 with differentiation 1st year. <ul style="list-style-type: none"> Describe the difference between manicure and pedicure Practise manicure and follow the steps Explain four different skin types 	Grade 4 with differentiation 1st year. The teacher: <ul style="list-style-type: none"> Compares and explains the difference between manicure and pedicure Demonstrates how to perform a manicure

Grade 4 with differentiation Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
		<ul style="list-style-type: none"> Understand the application of foundation <p>Grade 4 with differentiation 2nd year.</p> <ul style="list-style-type: none"> Identify five components/parts of nails Perform a pedicure Apply lipstick 	<ul style="list-style-type: none"> Revises the different skin types and the application of foundation <p>The learners complete the following activities:</p> <p>Activity 1: Perform a manicure on a fellow learner</p> <p>Grade 4 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the components that nails consist of Demonstrates how to perform a pedicure Demonstrates how to use lipstick <p>The learners complete the following tasks:</p> <p>Activity 1: Practise to perform a pedicure</p> <p>Activity 2: Practise to apply lipstick</p>

Assessment: Term 3 - Practical

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported.

Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 4 with differentiation 1 st year	Grade 4 with differentiation 2 nd year
1	<ol style="list-style-type: none">1. Practise to clean hairdressing equipment2. Discuss health and safety hazards in a group	<ol style="list-style-type: none">1. Demonstrate how to wash hands and apply the steps to follow for health and safety2. Practise to read instructions before using electrical equipment
2-3	<ol style="list-style-type: none">1. Create a collage of equipment used for colouring2. Practise the application method of colour	<ol style="list-style-type: none">1. Practise to apply colour2. Practise high light method with a cap
4-5	<ol style="list-style-type: none">1. Practise to divide hair into sections for perm service2. Use different size rollers in block formation	<ol style="list-style-type: none">1. Demonstrate block formation and / or winding technique2. Practise how to use end papers with winding technique
6-7	<ol style="list-style-type: none">1. Role play a consulting service2. Use a mannequin and divide hair into sections for cutting	<ol style="list-style-type: none">1. Role play and prepare a fellow learner for a haircut2. Demonstrate how to hold a scissor
8	<ol style="list-style-type: none">1. Demonstrate how to hold a hair dryer to prevent the client's scalp from getting burnt2. Perform a blow dry procedure	<ol style="list-style-type: none">1. Use the hair dryer and blow dry from roots to the ends2. Perform a blow dry service on long or short hair
9	<ol style="list-style-type: none">1. Perform a manicure on a fellow learner2. Practise the application of foundation	<ol style="list-style-type: none">1. Practise to perform a pedicure2. Practise to apply lipstick

Assessment: Term 3 - Theoretical

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on.

The following serves as suggestions of theoretical activities to report on.

The learner must be able to:

Week	Grade 4 with differentiation 1 st year	Grade 4 with differentiation 2 nd year
1	Identify health and safety hazards in the e	List the precautions of using electricity
2-3	Identify the primary and secondary colours Explain the importance of development time	Explain the application method for colour Describe how a colour wheel works
4-5	Explain what a perm service entails Explain the use of end papers	Describe how to prepare the hair for a perm service Explain the importance of the winding technique
6-7	Name the combs used for cutting Know the parts of a cutting scissor	Draw a cutting scissor and name each part Outline the importance of consulting a client first before cutting
8	Name the products / equipment needed for a blow dry service	Name the necessary products / equipment needed for a blow dry service
9	Describe the difference between a manicure and pedicure	Identify five components of a nail

Grade 4 with differentiation: 1st and 2nd year - Term 4.

Grade 4 with differentiation Term 4			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, Activities and resource.
1	Shampoo, Conditioner and head massage	<p>Grade 4 with differentiation: 1st year.</p> <ul style="list-style-type: none"> • Explain the basic purpose of shampoo and conditioner • List the principles of conditioner • Perform a full shampoo and conditioner service • Perform a full head and neck massage at the basin <p>Grade 4 with differentiation 2nd year.</p> <ul style="list-style-type: none"> • Know when a head and neck or scalp massage can or cannot be done due to injury or medical conditions • Display a basic understanding of hygiene and safety practices while doing shampoo, conditioner and scalp massage 	<p>Grade 4 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Revises the shampoo and conditioner service • Demonstrates a full shampoo and conditioner service <p>The learners complete the following activities:</p> <p>Activity 1: Practise a shampoo and conditioner service</p> <p>Activity 2: Practise a head and neck massage</p> <p>Grade 4 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the benefits and types of massages • Demonstrates different massage movements • Shows video clips on different massage movements <p>The learners complete the following activities:</p> <p>Activity 1: Perform a neck and head massage</p>

Grade 4 with differentiation Term 4			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, Activities and resource.
		<ul style="list-style-type: none"> Perform a shampoo, conditioner, head and neck and scalp massage 	Activity 2: Group discussion on hygiene and safety practices while doing shampoo procedure. Report back to the teacher
2-3	Colour	Grade 4 with differentiation 1st year. <ul style="list-style-type: none"> Explain the primary and secondary colours in a colour wheel Practise one application method of colour Use the necessary equipment to perform a colour procedure Understand the principle of high lights 	Grade 4 with differentiation 1st year. The teacher: <ul style="list-style-type: none"> Discusses the primary and secondary colours in a colour wheel Demonstrates the application method and explains the different equipment needed Explains the principles of high lights The learners complete the following activities: Activity 1: Play with different paint colours and practise how to mix colours for a desired outcome Activity 2: Design a colour wheel consist of primary and secondary colours

Grade 4 with differentiation Term 4			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, Activities and resource.
		Grade 4 with differentiation 2nd year. <ul style="list-style-type: none"> Understand the principles of a colour wheel Understand mixing methods to develop colour (colour + activator) Practise application method on a mannequin Explain high lights and practise with a high light cap and pin 	Grade 4 with differentiation 2nd year. <p>The teacher:</p> <ul style="list-style-type: none"> Explains and demonstrates how to mix and apply colour Demonstrates high lights and how to use the cap and pin without the application of colour <p>The learners complete the following activities:</p> <p>Activity 1: Practise high lights with a high light cap and pin</p> <p>Activity 2: Design a colour wheel consist of primary and secondary colours</p>
4-5	Permanent wave	Grade 4 with differentiation 1st year. <ul style="list-style-type: none"> Prepare the hair for a perm service Divide the hair into block formation Demonstrate the correct winding technique 	Grade 4 with differentiation 1st year. <p>The teacher:</p> <ul style="list-style-type: none"> Shows the correct winding technique and block formation Discusses the preparation for a permanent wave service <p>The learners complete the following activities:</p> <p>Activity 1: Practise the winding technique and block formation</p>

Grade 4 with differentiation Term 4			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, Activities and resource.
		Grade 4 with differentiation 2nd year. <ul style="list-style-type: none"> Divide the hair into block formation and sub-sections Use the correct equipment Perform a half head perm service with one size rollers 	Grade 4 with differentiation 2nd year. <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates the correct winding technique and block formation Shows different equipment and explains the use of each Demonstrates how to use different size perm rollers for different lengths of hair <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Practise a half head perm with different size perm rollers</p>
6-7	Haircut	Grade 4 with differentiation 1st year. <ul style="list-style-type: none"> Prepare client for desired haircut Identify the combs used to perform a haircut service Name the parts of a cutting scissor Grade 4 with differentiation 2nd year. <ul style="list-style-type: none"> Prepare client for desired haircut Practise a ladies one length haircut Understand what a guide line is 	Grade 4 with differentiation 1st year. <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the preparation for a haircut service Outlines the parts of a cutting scissor <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Practise to prepare a client for a haircut</p> Grade 4 with differentiation 2nd year. <p>The teacher:</p> <ul style="list-style-type: none"> Performs a ladies one length cut Explains the importance of a guide line

Grade 4 with differentiation Term 4			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, Activities and resource.
		<ul style="list-style-type: none"> Understand how to use an electric clipper 	<ul style="list-style-type: none"> Shows how to use an electric clipper <p>The learners complete the following activities:</p> <p>Activity 1: Perform a ladies one length hair cut</p> <p>Activity 2: Practise how to use an electric clipper</p>
8-9	Roller set	<p>Grade 4 with differentiation 1st year.</p> <ul style="list-style-type: none"> Explain why setting lotions are used before roller set Practise roller control and roller placement Practise with a tail comb to make sections and sub-sections Use different size rollers and white plastic pins and perform a full head roller set service Demonstrate how to take rollers out and finish off the style 	<p>Grade 4 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the important facts of roller set Shows and explains the equipment to be used for roller set Revises on the demonstration of roller set Explains how to finish off the style <p>The learners complete the following activities:</p> <p>Activity 1: Perform a full head roller set service working towards a specific style for example: starting off with a pivot point</p> <p>Activity 2: Practise to finish off a style using a tease comb and finishing off products after rollers is taken out</p>

Grade 4 with differentiation Term 4			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, Activities and resource.
		Grade 4 with differentiation 2nd year. <ul style="list-style-type: none"> • Explain three advantages of roller set • Perform roller control and roller placement • Understand and know the winding technique • Use different size rollers and white pins for different hair lengths • Identify and use all necessary equipment and products to complete a full roller set service • Perform a roller set procedure and make use of a wall unit dryer 	Grade 4 with differentiation 2nd year. <p>The teacher:</p> <ul style="list-style-type: none"> • Revises on a full head roller set procedure • Discusses difficulties and ask questions • Demonstrates a full roller set service <p>The learner complete the following activities:</p> <p>Activity 1: Practise only the winding technique and correct roller placement with different size rollers</p> <p>Activity 2: Perform a full head roller set service and to finish off a style</p>

Assessment: Term 4 - Practical

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported.

Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 4 with differentiation 1 st year	Grade 4 with differentiation 2 nd year
1	<ol style="list-style-type: none">1. Practise shampoo and conditioner service2. Perform a head and neck massage	<ol style="list-style-type: none">1. Perform a neck and head massage2. Group discussion on hygiene and safety practises while doing shampoo procedure
2-3	<ol style="list-style-type: none">1. Mix different paint colours for a desired outcome2. Use the necessary equipment to perform a colour procedure	<ol style="list-style-type: none">1. Practise high lights with a high light cap and pin2. Perform a colour procedure
4-5	<ol style="list-style-type: none">1. Prepare client for perm service2. Demonstrate the correct winding technique	<ol style="list-style-type: none">1. Perform a half head perm service2. Practise to use different size perm rollers in block formation
6-7	<ol style="list-style-type: none">1. Prepare client for desired haircut2. Draw a cutting scissor	<ol style="list-style-type: none">1. Perform a ladies one length haircut2. Practise the use of an clipper with number 1-4 combs
8-9	<ol style="list-style-type: none">1. Perform roller control and roller placement2. Practise to finish off a style after roller set	<ol style="list-style-type: none">1. Practise winding technique with different size rollers2. Perform a full head roller set service

Assessment: Term 4 - Theoretical

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on.

The following serves as suggestions of theoretical activities to report on.

The learner must be able to:

Week	Grade 4 with differentiation 1 st year	Grade 4 with differentiation 2 nd year
1	List the principles of conditioner	Display a basic understanding of hygiene and safety practices while performing a shampoo, conditioner and scalp massage
2-3	Design a colour wheel consist of primary and secondary colours Understand the principals of high lights	Understand and explain how a colour wheel works Know the mixing methods to develop colour
4-5	Understand what a perm service entails Know the difference between first and second stage of a perm service	Explain the importance of the winding technique Describe when to use which perm roller for which length of hair
6-7	Name the parts of a cutting scissor Identify the combs used	Explain how to use a guideline Understand how to use an electric clipper
8-9	Explain why setting lotions are used before roller set Discuss the use of plastic white pins	Name two advantages or roller set Know which products to use for roller set

Grade 5 with differentiation: 1st, 2nd and 3rd year - Term 1.

Grade 5 with differentiation Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
1-2	Sanitation, Hygiene, Safety and Professional Image	<p>Grade 5 with differentiation 1st year:</p> <ul style="list-style-type: none"> Predict the importance of maintaining health and safety State the reasons for sanitising equipment Practise good habits for example: <ul style="list-style-type: none"> Keep hair and nails clean Wash hands regularly Fresh breath Positive personal image Identify protective clothing Identify different emergency signs in the workplace <p>Grade 5 with differentiation 2nd year</p> <ul style="list-style-type: none"> Understand how to dispose of salon waste in different colour containers Explain the importance of good 	<p>Grade 5 with differentiation 1st year:</p> <p>The teacher:</p> <ul style="list-style-type: none"> Describes the importance of protective clothing Discusses how to clean hairdressing equipment Discusses and explains what good personal appearance entails Shows and explains emergency signs <p>The learners complete the following activities:</p> <p>Activity 1: Perform a sterilization exercise on equipment</p> <p>Activity 2: Discuss the importance of each emergency sign. The learners work in groups and provide feedback</p> <p>Grade 5 with differentiation 2nd year:</p> <p>The teacher:</p> <ul style="list-style-type: none"> Describes the importance of wearing protective clothing and when to use it

Grade 5 with differentiation Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
		<p>behaviour in the workplace</p> <ul style="list-style-type: none"> Identify and use protective clothing Understand the emergency signs and procedures in the workplace <p>Grade 5 with differentiation 3rd year.</p> <ul style="list-style-type: none"> Outline the importance of high standards of salon hygiene Practise good personal appearance of example: <ul style="list-style-type: none"> State of neatness Language Explain the importance of protective clothing Explain emergency procedures in the 	<ul style="list-style-type: none"> Displays the different colour containers and demonstrates in which containers the different waste materials are disposed Discusses behaviour management in the workplace Explains what to do in case of an emergency in the workplace <p>The learners complete the following activities:</p> <p>Activity 1: Practise through week 1 and 2 to dispose waste materials in different containers in the workplace</p> <p>Activity 2: Practise emergency procedures</p> <p>Grade 5 with differentiation 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Describes the importance of protective clothing Discusses how germs are spread in a salon and how to maintain high standards of salon hygiene Demonstrates how to sanitise equipment in the salon Discusses and explain what good personal appearance entails Explains how to follow emergency procedures

Grade 5 with differentiation Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
		work	<p>The learners complete the following activities:</p> <p>Activity 1: Sanitise furniture in the workplace and sterilise all equipment</p> <p>Activity 2: Design a poster of people with a good appearance</p>
3-4	Reception and Communication skills	<p>Grade 5 with differentiation 1st year.</p> <ul style="list-style-type: none"> Understand the different duties of a receptionist: <ul style="list-style-type: none"> Methods of payment Answer the telephone Greet the client Make an appointment Stock take and order stock Name products in the salon Discuss how to receive clients <p>Grade 5 with differentiation 2nd year.</p> <ul style="list-style-type: none"> Outline and understand the different duties of a receptionist: <ul style="list-style-type: none"> Methods of payment 	<p>Grade 5 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates and explains all the different duties of a receptionist Discusses various products and when to use it in the salon Describes the importance of dealing with clients <p>The learners complete the following activities:</p> <p>Activity 1: Perform a receptionist and client dialogue with a fellow learner. Practise to meet and greet the client, answer the telephone and make an appointment</p> <p>Activity 2: Display the products in the salon and explain what each product is used for</p> <p>Grade 5 with differentiation 2nd year:</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates and explains all the different duties of a receptionist Discusses and displays various products and how to use it. Use

Grade 5 with differentiation Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> *cash or card - Answer the telephone - Meet and greet the client - Make appointments - Stock take and order stock • Name products and service in the salon • Discuss how to receive and communicate with clients • Understand the importance of a client's record card: <ul style="list-style-type: none"> - Name and surname - Telephone number - All previous functions done <p>Grade 5 with differentiation 3rd year.</p> <ul style="list-style-type: none"> • Explain the different duties of a receptionist: <ul style="list-style-type: none"> - Payment methods <p>*Cash and Cards</p> <ul style="list-style-type: none"> - Answer the telephone 	<p>Internet pictures of products</p> <ul style="list-style-type: none"> • Describes the importance of dealing with a client • Shows the learners how to use a client record card and explains the purpose of it <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Role play on communication skills for example:</p> <ul style="list-style-type: none"> - Receive and speak to a client - Answer the telephone <p>Activity 2:</p> <p>Design a client's record card with the necessary details</p> <p>Grade 5 with differentiation 3rd year:</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Introduces welding tools and equipment. • Discusses the reason for using welding tools and equipment. • Demonstrates operation of welding equipment. • Demonstrates operation of gas welding equipment.

Grade 5 with differentiation Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> *Friendly tone *Speak clearly *Avoid foul language - Meet and greet the client - Make appointments and repeat it back to the client - Stock take - Order stock • Display the products in the salon • Demonstrate how to receive, communicate and consult with clients • Explain the importance of a client's record card: <ul style="list-style-type: none"> - Name and surname - Telephone number - All previous functions done 	<p>The learners complete the following activities.</p> <p>Activity 1: Practise his/her listening and communication skills. Make use of different scenarios for example:</p> <ul style="list-style-type: none"> - Client consultation - Stock take with a co-worker <p>Activity 2: Visit a salon to experience the different duties of a receptionist</p>

Grade 5 with differentiation Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
5	HIV/AIDS	<p>Grade 5 with differentiation 1st year:</p> <ul style="list-style-type: none"> • Identify the facts of HIV/AIDS • Understand the myths about HIV/AIDS • Identify the risks of HIV/AIDS when working in a salon • Understand how HIV/AIDS infection takes place 	<p>Grade 5 with differentiation 1st year:</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the topic HIV/AIDS • Explains general myths regarding HIV/AIDS • Discusses the basic information of HIV/AIDS in the context of working in a salon <p>Explains how clients may contract HIV/AIDS to improve awareness of the disease and the importance of understanding how infection takes place The learners complete the following activities:</p> <p>Activity 1: Discuss in groups characteristics and facts on HIV/AIDS and provide feedback to the teacher</p> <p>Activity 2: Watch video clips that show preventative measures</p> <p>Activity 3: Create a poster that shows how to prevent HIV/AIDS</p>

Grade 5 with differentiation Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
		<p>Grade 5 with differentiation 2nd year</p> <ul style="list-style-type: none"> • Understand the facts of HIV/AIDS for example: • No cure for HIV/AIDS • Medication necessary • Eat healthy and exercise • Name a few myths about HIV/AIDS • List a few risks of HIV/AIDS when working in a salon • Discuss how HIV/AIDS infection takes place <p>Grade 5 with differentiation 3rd year.</p> <ul style="list-style-type: none"> • Explain important facts of HIV/AIDS for example: • No cure for HIV/AIDS • Medication necessary • Eat healthy and exercise • Explain the myths of HIV/AIDS infected people for example: 	<p>Grade 5 with differentiation 2nd year:</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses what HIV/AIDS entails • Explains general myths regarding HIV/AIDS • Discusses the risks of HIV/AIDS when working in a salon • Explains how people can get HIV/AIDS infected through various ways <p>The learners complete the following activities:</p> <p>Activity 1: Oral questionnaire about the facts of HIV/AIDS</p> <p>Activity 2: Identify general myths that the teacher explained and report back to the class</p> <p>Grade 5 with differentiation 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses what HIV/AIDS entails • Explains general myths regarding HIV/AIDS • Describes the risks of HIV/AIDS when working in a salon • Discusses safety precaution methods and prevention of HIV/AIDS <p>The learners complete the following activities:</p> <p>Activity 1:</p>

Grade 5 with differentiation Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> • Use the same toilet • Kiss or hold hands • Outline the risks of HIV/AIDS when working in a salon • Discuss how one can get HIV/AIDS and how to prevent it 	<p>Watch video clips that shows preventative measures</p> <p>Activity 2:</p> <p>Interviews a clinic/school sister (with the teacher's help) on how to prevent HIV/AIDS</p>
6-7	Shampoo and Conditioner	<p>Grade 5 with differentiation 1st year.</p> <ul style="list-style-type: none"> • Discuss the main purpose of shampoo and conditioner • Perform a shampoo procedure: <ul style="list-style-type: none"> - Application x2 - Test water temperature - Rinse • Identify the duties of a shampoo operator • Prepare the wash basin for the service <p>Grade 5 with differentiation 2nd year.</p> <ul style="list-style-type: none"> • Explain the main purpose of shampoo and conditioner 	<p>Grade 5 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the importance of shampoo and conditioner • Demonstrates and explains how to prepare the wash basin and the client for a shampoo procedure • Explains the duties of a shampoo operator <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Prepare the wash basin for a shampoo service</p> <p>Activity 2:</p> <p>Demonstrate a shampoo service</p> <p>Grade 5 with differentiation 2nd year:</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the purpose of shampoo and conditioner

Grade 5 with differentiation Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> Perform a shampoo and conditioner procedure: <ul style="list-style-type: none"> - Application x2 - Test water temperature - Rinse Understand the different duties of a shampoo operator such as: <ul style="list-style-type: none"> - Prepare work station and client - Shampoo, condition and/or massage or treat scalp - Assist client back to work station Prepare the wash basin and client for the service <p>Grade 5 with differentiation 3rd year.</p> <ul style="list-style-type: none"> Display a basic understanding of hygiene and safety practises during shampooing and conditioning Perform a shampoo, conditioner and head massage procedure Explain the duties of a shampoo 	<ul style="list-style-type: none"> Demonstrates the steps of a shampoo and conditioner service, interact with learners and ask questions <p>The learners complete the following activities:</p> <p>Activity 1: Practise to prepare work station and client for shampoo service</p> <p>Activity 2: Practise how to apply and rinse shampoo and conditioner, towel dry the hair and take the client back to the work station</p> <p>Grade 5 with differentiation 3rd year:</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses hygiene and safety methods during shampoo and conditioner service Demonstrates shampoo, conditioner and head massage procedure Explains the duties of a shampoo operator as well as the preparation of the wash basin and the client before a service

Grade 5 with differentiation Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
		<p>operator</p> <ul style="list-style-type: none"> Prepare the wash basin and client for the service 	<p>The learners complete the following activities.</p> <p>Activity 1: Perform a shampoo and conditioner service</p> <p>Activity 2: Perform a head massage</p>
8-9	Nails and make-up	<p>Grade 5 with differentiation 1st year</p> <ul style="list-style-type: none"> Identify four different nail shapes <ul style="list-style-type: none"> Square Square with round corners Oval Point Display different nail varnish colour and prepare for a service Understand what a manicure entails Identify four different skin types <ul style="list-style-type: none"> Normal skin Dry skin Oily skin Combination skin 	<p>Grade 5 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the basic introduction and knowledge of nails and make-up Demonstrates and explains what a manicure is and how to perform one Explains different skin types and facial shapes <p>The learners complete the following activities:</p> <p>Activity 1: Draw the four different nail shapes and name each one</p> <p>Activity 2: Practise to use different nail varnish colours to varnish nails</p>

Grade 5 with differentiation Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> Name four different facial shapes: <ul style="list-style-type: none"> Oval and Round face Heart-shaped face Oblong face <p>Grade 5 with differentiation 2nd year.</p> <ul style="list-style-type: none"> Name four different nail shapes Practise to apply nail varnish Explain what a manicure is List four different skin types Name and draw four different facial shapes <p>Grade 5 with differentiation 3rd year.</p> <ul style="list-style-type: none"> Name four different nail shapes and draw each shape to illustrate the answer Demonstrate the application of nail varnish 	<p>Grade 5 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses what make-up and nails entails Demonstrates the application of nail varnish Explains different skin types and facial shapes <p>The learners complete the following activities:</p> <p>Activity 1: Practise to perform a manicure</p> <p>Activity 2: Design a poster with four different facial shapes</p> <p>Grade 5 with differentiation 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Displays and explains nail shapes Discusses the comparison between manicure and pedicure Shows video clips of different skin types and face shapes

Grade 5 with differentiation Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> Describe the difference between manicure and pedicure List four different skin types and explain each one <ul style="list-style-type: none"> Normal skin Dry skin Oily skin Combination skin List six different face shapes and explain each one <ul style="list-style-type: none"> Oval face Heart-shaped face Oblong face Round face Square face Triangular face 	<ul style="list-style-type: none"> Demonstrates the application of nail varnish <p>The learners complete the following activities:</p> <p>Activity 1: Outline six different face shapes and describe each one</p> <p>Activity 2: Perform a manicure and pedicure</p>

Assessment: Term 1 - Practical

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported.

Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 5 with differentiation 1 st year	Grade 5 with differentiation 2 nd year	Grade 5 with differentiation 3 rd year
1-2	<ol style="list-style-type: none">1. Perform a sterilization exercise on equipment2. Discuss in a group the importance of emergency signs	<ol style="list-style-type: none">1. Demonstrate how to dispose of waste material2. Practise emergency procedures	<ol style="list-style-type: none">1. Practise to sanitise furniture in the workplace and sterilise all equipment2. Design a poster of people with a good appearance
3-4	<ol style="list-style-type: none">1. Perform a receptionist and client dialogue with a fellow learner2. Discuss in a group the different duties of a receptionist	<ol style="list-style-type: none">1. Role play telephone etiquette2. Design a client's record card and include the necessary details	<ol style="list-style-type: none">1. Demonstrate how to receive, communicate and consult with clients
5	<ol style="list-style-type: none">1. Create a poster that shows how to prevent HIV/AIDS	<ol style="list-style-type: none">1. Complete an oral questionnaire on HIV/AIDS facts	<ol style="list-style-type: none">1. Interview a clinic sister (with teacher's help) on how to prevent HIV/AIDS
6-7	<ol style="list-style-type: none">1. Prepare the wash basin for a shampoo service2. Demonstrate a shampoo service	<ol style="list-style-type: none">1. Practise to perform a manicure2. Design a poster to illustrate four different facial shapes	<ol style="list-style-type: none">1. Demonstrate the application of nail varnish2. Perform a manicure and pedicure
8-9	<ol style="list-style-type: none">1. Draw four different nail shapes2. Practise to use different nail varnish colours	<ol style="list-style-type: none">1. Practise to perform a manicure2. Design a poster to illustrate different facial shapes	<ol style="list-style-type: none">1. Demonstrate the application of nail varnish2. Perform a manicure and pedicure

Assessment: Term 1 - Theoretical

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on.

The following serves as suggestions of theoretical activities to report on.

The learner must be able to:

Week	Grade 5 with differentiation 1 st year	Grade 5 with differentiation 2 nd year	Grade 5 with differentiation 3 rd year
1-2	Identify and use protective clothing	Explain the importance of good behaviour in the workplace	Outline the high standards of salon hygiene
3-4	Name the different duties of a receptionist	Explain the importance of a client's record card	Explain the different duties of a receptionist
5	Identify the facts of HIV/AIDS	List a few risks of HIV/AIDS when working in a salon	Explain how one can get HIV/AIDS and how to prevent it
6-7	Name the duties of a shampoo operator	Explain the main purpose of shampoo and conditioner	Outline the steps to follow for a head massage
8-9	Identify four different nail shapes	List four different skin types	Describe the difference between manicure and pedicure

Grade 5 with differentiation: 1st, 2nd and 3rd year - Term 2.

Grade 5 with differentiation Term 2			
Week	Topic	Content. The learner must be able to:	Teaching tips, techniques, activities and resources.
1	Sanitation, Hygiene, Safety and Personal image	<p>Grade 5 with differentiation 1st year.</p> <ul style="list-style-type: none"> • Understand the importance of sanitation and sterilization of furniture in the centre • Discuss the storage and safe keeping of equipment • Explain professional conduct <p>Grade 5 with differentiation 2nd year.</p> <ul style="list-style-type: none"> • Understand that sanitation is an effective tool to keep the environment clean • Practise knowledge of emergency signs and procedure • Outline the skills necessary to practise 	<p>Grade 5 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the importance of sanitation • Discusses the spread of germs in a salon • Revise the professional conduct in a salon • Explain where to store and keep equipment safe <p>The learners complete the following activities:</p> <p>Activity 1: Sterilise equipment</p> <p>Activity 2: Clean centre and furniture</p> <p>Grade 5 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrates to learners how sanitation is maintained and how equipment and furniture are kept clean and sterilized • Discusses safety in the salon • Explains how to practise a professional image

Grade 5 with differentiation Term 2			
Week	Topic	Content. The learner must be able to:	Teaching tips, techniques, activities and resources.
		<p>professional conduct</p> <p>Grade 5 with differentiation 3rd year.</p> <ul style="list-style-type: none"> Describe the difference between sanitation and sterilization Understand the causes of contamination in regard to safety precautions in the salon 	<p>The learners complete the following activities:</p> <p>Activity 1: Discuss the importance of sanitation</p> <p>Activity 2: Oral identification test on emergency signs (pictures, displays, short video clips)</p> <p>Grade 5 with differentiation 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the comparison between sanitation and sterilization Discusses the causes of contamination in a salon due to dealing with clients constantly Explains the importance of safety in a salon according to regulations <p>The learners complete the following activities:</p> <p>Activity 1: Design a safety hazard for the centre poster</p> <p>Activity 2 Demonstrate how sterilization is done</p>
2	Shampoo and conditioner	<p>Grade 5 with differentiation 1st year.</p> <ul style="list-style-type: none"> Explain the importance of shampoo and conditioner 	<p>Grade 5 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Revises the importance of shampoo and conditioner

Grade 5 with differentiation Term 2			
Week	Topic	Content. The learner must be able to:	Teaching tips, techniques, activities and resources.
		<ul style="list-style-type: none"> • Practise how to analyse a client scalp for any sores or skin rashes before a shampoo service is done • Perform a full shampoo and conditioner service <ul style="list-style-type: none"> - Test water temperature on wrist - Shampoo application - Rinse thoroughly - Towel dry - Conditioner application - Hair comb - Head massage - Rinse <p>Grade 5 with differentiation 2nd year.</p> <ul style="list-style-type: none"> • Explain how to perform a scalp analysis before a shampoo service • Understand the principles of conditioner • Explain and demonstrate the duties of a shampoo operator 	<ul style="list-style-type: none"> • Demonstrates thoroughly each step to perform a shampoo and conditioner service • Discusses why a scalp analysis must be done before a shampoo service, including; type of shampoo to be used, skin irritation, skin rashes and scalp sores <p>The learners complete the following activities:</p> <p>Activity 1: Role play: Shampoo operator and client – analyse the client scalp at the basin</p> <p>Activity 2: Practise the steps and perform a full shampoo and conditioner service</p> <p>Grade 5 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Revises on scalp analysis and the importance thereof • Explains the principles of conditioner • Discusses and revises the shampoo operator duties

Grade 5 with differentiation Term 2			
Week	Topic	Content. The learner must be able to:	Teaching tips, techniques, activities and resources.
		<p>Grade 5 with differentiation 3rd year.</p> <ul style="list-style-type: none"> • Explain the principles of conditioner • Perform a shampoo, conditioner, head and neck massage service 	<p>The learners complete the following activities:</p> <p>Activity 1: Make a collage of a shampoo operator</p> <p>Activity 2: Perform a scalp analysis at the basin</p> <p>Grade 5 with differentiation 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the principles of conditioner • Revises on shampoo and conditioner procedures • Demonstrates a head and neck massage at the basin <p>The learners complete the following activities:</p> <p>Activity 1: Practise a head and neck massage at the basin</p> <p>Activity 2: Perform a shampoo and conditioner service</p>
3-4	Roller set	<p>Grade 5 with differentiation 1st year.</p> <ul style="list-style-type: none"> • Understand roller control and placement • Identify the equipment used for roller set • Practise to make sections with a tail 	<p>Grade 5 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the important facts of roller control and roller placement • Demonstrates the different colour size rollers to be used

Grade 5 with differentiation Term 2			
Week	Topic	Content. The learner must be able to:	Teaching tips, techniques, activities and resources.
		<p>comb for roller set</p> <ul style="list-style-type: none"> • Display and understand different size rollers and when to use it <p>Grade 5 with differentiation 2nd year.</p> <ul style="list-style-type: none"> • Explain roller control and placement • Identify and explain the different equipment used for roller set • Practise to make sections and sub-sections with a tail comb for roller set • Demonstrate different size rollers for specific length of hair 	<ul style="list-style-type: none"> • Shows and explains the equipment for roller set • Demonstrates how to make sections • Explains how to use specific equipment <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Practise exercises to make sections with a tail comb</p> <p>Grade 5 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the important facts of roller control and roller placement • Demonstrates the different colour size rollers to be used for specific length of hair • Shows and explains the equipment for roller set <p>The learner completes the following activities.</p> <p>Activity 1:</p> <p>Practise to make sections and sub-sections with a tail comb</p>

Grade 5 with differentiation Term 2			
Week	Topic	Content. The learner must be able to:	Teaching tips, techniques, activities and resources.
		Grade 5 with differentiation 3rd year. <ul style="list-style-type: none"> • Explain roller control and placement using different size rollers • Identify advantages of roller set • Perform a basic roller set procedure using one size rollers and a tail comb 	Grade 5 with differentiation 3rd year. <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the important facts of roller control and roller placement • Explains the various advantages of roller set • Demonstrates a basic roller set procedure with the necessary equipment <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Practise a basic roller set procedure</p>
5	Blow dry	Grade 5 with differentiation 1st year. <ul style="list-style-type: none"> • Demonstrate how to hold a hair dryer so that you don't burn the client scalp • Identify equipment to practise blow dry • Understand that the hair should be blown from the roots to the ends 	Grade 5 with differentiation 1st year. <p>The teacher:</p> <ul style="list-style-type: none"> • Explains how to use specific equipment • Outlines the importance of blow dry techniques • Demonstrates blow dry procedure <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Practise to blow dry</p>

Grade 5 with differentiation Term 2			
Week	Topic	Content. The learner must be able to:	Teaching tips, techniques, activities and resources.
		<p>Grade 5 with differentiation 2nd year.</p> <ul style="list-style-type: none"> • Explain why it is important to hold a hair dryer correctly • Identify equipment and perform a blow dry procedure • Explain why hair should be dried from the roots to the ends <p>Grade 5 with differentiation 3rd year.</p> <ul style="list-style-type: none"> • Demonstrate how to hold a hair dryer not to burn the client's scalp • Use equipment such as: • Round brushes • Butterfly jaws • Before and after products • Tease comb <p>and practise blow dry on a mannequin</p>	<p>Grade 5 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Explains how to use specific equipment • Discusses blow dry techniques and demonstrates how to blow dry <p>The learners complete the following activities:</p> <p>Activity 2:</p> <p>Demonstrate how to hold a hair dryer and perform a blow dry service on long hair</p> <p>Grade 5 with differentiation 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses all the necessary equipment and products needed for a blow dry procedure • Demonstrates how to hold and use a hair dryer so that you don't burn the client scalp <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Practise different blow dry techniques and perform a blow dry service on long and short hair</p>

Grade 5 with differentiation Term 2			
Week	Topic	Content. The learner must be able to:	Teaching tips, techniques, activities and resources.
6	Styling	<p>Grade 5 with differentiation 1st year.</p> <ul style="list-style-type: none"> Understand 3 factors that influence styling Display styling products and know how to apply Gel, wax, silicone Mousse, hairspray Prepare to style long hair <p>Grade 5 with differentiation 2nd year</p> <ul style="list-style-type: none"> Explain 4 factors that influence styling Prepare different styles for different face shapes Understand all the equipment and products needed to style hair 	<p>Grade 5 with differentiation 1st year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses factors that influence styling Explains the use of different styling products Demonstrates a basic style on long hair <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Demonstrate how to hold a hair dryer so that you don't burn the client scalp</p> <p>.</p> <p>Grade 5 with differentiation 2nd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates a basic style on long hair and explains equipment and products needed Discusses factors that influence styling <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Practise formal styles on long hair</p>

Grade 5 with differentiation Term 2			
Week	Topic	Content. The learner must be able to:	Teaching tips, techniques, activities and resources.
		Grade 5 with differentiation 3rd year <ul style="list-style-type: none"> Outline factors that influence styling Explain how and when to use styling products such as <ul style="list-style-type: none"> Gel, wax, silicone Mousse, hairspray 	Grade 5 with differentiation 3rd year <p>The teacher:</p> <ul style="list-style-type: none"> Discusses factors that influence styling Explains the use of different styling products Demonstrates a basic style on long hair <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Practise different formal basic styles on long hair</p>
7-9	Nails and make-up	Grade 5 with differentiation 1st year. <ul style="list-style-type: none"> Name four different nail shapes List four most common facial shapes Understand how to apply foundation on the face Explain the steps to apply nail varnish 	Grade 5 with differentiation 1st year. <p>The teacher:</p> <ul style="list-style-type: none"> Revises and explains the different shapes of nails and faces Demonstrates how to apply foundation on a face Discusses the steps to follow for nail varnish application <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Practise to apply the correct colour foundation that matches the skin colour of the face</p> <p>Activity 2:</p> <p>Practise to apply nail varnish on different nail shapes</p>

Grade 5 with differentiation Term 2			
Week	Topic	Content. The learner must be able to:	Teaching tips, techniques, activities and resources.
		<p>Grade 5 with differentiation 2nd year.</p> <ul style="list-style-type: none"> Describe and show the difference between a basic manicure and pedicure List five components that a nail consist of Explain four different skin types Understand how to perform a make-up service consist of: <ul style="list-style-type: none"> Foundation Eye shadow Lipstick <p>Grade 5 with differentiation 3rd year.</p> <ul style="list-style-type: none"> Describe the weaknesses of different face shapes for example: <ul style="list-style-type: none"> Low forehead High wide forehead Short nose Long nose 	<p>Grade 5 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses facial shapes with observation of learners own face shapes Demonstrates how to perform a manicure and pedicure Revises the introduction to nails and the different skin types <p>The learners complete the following activities:</p> <p>Activity 1: Identify learner's own face shape as well as face shapes of other learners</p> <p>Activity 2: Practise a make-up service</p> <p>Activity 3: Practise a manicure and pedicure on learners</p> <p>Grade 5 with differentiation 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and explains different face profiles and weaknesses that will make it more challenging/difficult to make-up Explains the steps to perform a full pedicure Demonstrates a full pedicure

Grade 5 with differentiation Term 2			
Week	Topic	Content. The learner must be able to:	Teaching tips, techniques, activities and resources.
		<ul style="list-style-type: none"> - Double chin - Fat cheeks • Understand that a pedicure consist of a full foot massage for example: <ul style="list-style-type: none"> - Footbath (soak feet, foot scrub, remove loose/rough skin) - Soft towels - Massage with foot lotion - Push back cuticles and apply cuticle oil - File toe nails and apply varnish 	<p>The learners complete the following activities:</p> <p>Activity 1: Watch video clips or images of how to make-up a face to disguise weak facial features</p> <p>Activity 2: Practise a full pedicure</p> <p>Activity 3: Perform a full manicure</p> <p>Activity 4: Perform a full make-up service</p>

Assessment: Term 2 - Practical

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported.

Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 5 with differentiation 1 st year	Grade 5 with differentiation 2 nd year	Grade 5 with differentiation 3 rd year
1	1. Show how to sterilise equipment	1. Discuss in a group the importance of sanitation	1. Design a safety hazard chart
2	1. Role play – shampoo operator and client 2. Practise the steps and perform a full shampoo and conditioner service	1. Design a collage of a shampoo operator 2. Perform a scalp analysis at the basin	1. Practise a head and neck massage at the basin 2. Perform a shampoo and conditioner service
3-4	1. Practise to make sections with a tail comb	1. Practise to make sections and sub sections with a tail comb	1. Practise a basic roller set procedure
5	1. Practise to blow dry	1. Perform a blow dry service on long hair	1. Practise different blow dry techniques
6	1. Prepare to style a basic formal hairstyle	1. Demonstrate a basic formal hairstyle	1. Perform a formal hairstyle on long hair
7-9	1. Apply the correct colour foundation for specific skin colour 2. Demonstrate the application of nail varnish	1. Show the difference between manicure and pedicure 2. Practise a make-up service	1. Role play and identify learner's own, and other learners' face shapes 2. Practise a full pedicure

Assessment: Term 2 - Theoretical

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on.

The following serves as suggestions of theoretical activities to report on.

The learner must be able to:

Week	Grade 5 with differentiation 1 st year	Grade 5 with differentiation 2 nd year	Grade 5 with differentiation 3 rd year
1	Explain formal salon behaviour and how to show professional conduct	Outline the skills necessary to do a job in a professional manner and image	Describe the difference between sanitation and sterilization
2	Explain the importance of shampoo and conditioner	List the duties of a shampoo operator	Explain the principles of conditioner
3-4	Understand different size rollers and when to use it	Explain roller control and placement	Identify advantages of roller set
5	Identify equipment to practice blow dry	Explain why it is important to hold a hair dryer correctly	Name and explain the different equipment to perform a blow dry service
6	Name a few factors that influence styling	Name different styles for different face shapes	Outline when to use different styling products
7-9	Name four different face shapes Explain the steps to apply nail varnish	List the components to perform a make-up service Explain different face shapes	Describe the weaknesses of different face shapes Explain what a pedicure consists of

Grade 5 with differentiation: 1st, 2nd and 3rd year - Term 3.

Grade 5 with differentiation Term 3			
Week	Topic	Content The learner is able to:	Teaching tips, techniques, activities and resources.
1	Safety	<p>Grade 5 with differentiation 1st year.</p> <ul style="list-style-type: none"> • Understand the emergency signs in the centre • Explain the danger when floors and surfaces are slippery • Know how to store electrical equipment • Use electrical equipment safely for example: <ul style="list-style-type: none"> - Disconnect electrical equipment after use - Keep all wires and plugs in a good condition - Inspect and maintain electrical equipment regularly - Do not overload sockets - Keep electrical equipment dry 	<p>Grade 5 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Explains and discusses safety rules in the centre • Discusses the safe use of electrical equipment <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Interview an electrician with regards to electrical safety hazards</p>

Grade 5 with differentiation Term 3			
Week	Topic	Content The learner is able to:	Teaching tips, techniques, activities and resources.
		<p>Grade 5 with differentiation 2nd year.</p> <ul style="list-style-type: none"> • Explain the emergency signs and procedures in the centre • Know the contents of a first aid kit • Know how to store electrical equipment • Explain how to use electrical equipment safely <p>Grade 5 with differentiation 3rd year.</p> <ul style="list-style-type: none"> • Explain what to do in case of an emergency in the centre • Explain the use of each content in a first aid kit in the centre • Understand how to assist a person with a minor wound 	<p>Grade 5 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses safety rules in the centre • Explains the use of a first aid kit and why it is important to have one in the centre • Demonstrates and explains how to use electrical equipment safely <p>The learners complete the following activities:</p> <p>Activity 1: Design a 3-dimensional first aid kit</p> <p>Grade 5 with differentiation 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Practises emergency procedures to safety • Displays the content of a first aid kit and explain the use of each • Shows images or video clips of different minor wounds • Demonstrates how to help someone with a minor wound <p>The learners complete the following activities:</p> <p>Activity 1: Demonstrate how to assist a person with a minor wound</p>

Grade 5 with differentiation Term 3			
Week	Topic	Content The learner is able to:	Teaching tips, techniques, activities and resources.
2-3	Colour	Grade 5 with differentiation 1st year. <ul style="list-style-type: none"> - Name the primary and secondary colours in a colour wheel - Understand the application method of a colour - Display the equipment used for colouring for example: <ul style="list-style-type: none"> - Combs - Tint brushes and bowls - Capes - Aprons 	Grade 5 with differentiation 1st year. <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the primary and secondary colours • Demonstrates the application method and explains the different equipment needed <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Practise on a mannequin how to apply colour. Make use of conditioner</p>

Grade 5 with differentiation Term 3			
Week	Topic	Content The learner is able to:	Teaching tips, techniques, activities and resources.
		<p>Grade 5 with differentiation 2nd year.</p> <ul style="list-style-type: none"> - Explain the primary and secondary colours in a colour wheel - Practise on application method of colour - Use the correct equipment to perform a colour procedure - Understand what high lights are <p>Grade 5 with differentiation 3rd year.</p> <ul style="list-style-type: none"> - Understand the colour wheel - Understand how to mix colours (colour + activator) - Practise application method on a mannequin - Explain high lights and practise 	<p>Grade 5 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the primary and secondary colours in a colour wheel • Demonstrates the application method and explains the different equipment needed • Explains what high lights entails <p>The learners complete the following activities:</p> <p>Activity 1: Play with different paint colours and practise how to mix colours for a desired outcome</p> <p>Activity 2: Design a colour wheel consisting of primary and secondary colours</p> <p>Grade 5 with differentiation 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Explains and demonstrates how to mix and apply colour • Demonstrates high lights and how to use the cap and pin without the application of colour

Grade 5 with differentiation Term 3			
Week	Topic	Content The learner is able to:	Teaching tips, techniques, activities and resources.
4-5	Permanent wave	<p>with a high light cap and pin</p> <p>Grade 5 with differentiation 1st year.</p> <ul style="list-style-type: none"> - Understand what a perm service is - Identify perm equipment - Practise on a mannequin and divide hair into sections <p>Grade 5 with differentiation 2nd year.</p> <ul style="list-style-type: none"> • Prepare the hair for a perm service • Divide the hair into block formation • Demonstrate the correct winding technique 	<p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Practise high lights with a high light cap and pin</p> <p>Grade 5 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Describes permanent wave and important aspects • Demonstrates how to divide hair into sections for specific size roller <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Demonstrate sections and sub-sections</p> <p>Grade 5 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Shows the correct winding technique and block formation • Discusses the preparation for a permanent wave service <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Practise the winding technique and block formation</p>

Grade 5 with differentiation Term 3			
Week	Topic	Content The learner is able to:	Teaching tips, techniques, activities and resources.
6-7	Haircut	Grade 5 with differentiation 3rd year. <ul style="list-style-type: none"> - Divide the hair into block formation and sub-sections - Use the correct equipment - Perform a half head perm service with one size rollers 	Grade 5 with differentiation 3rd year. The teacher: <ul style="list-style-type: none"> • Demonstrates the correct winding technique and block formation The learners complete the following activities: Activity 1: Practice and perform a half head perm service
		Grade 5 with differentiation 1st year. <ul style="list-style-type: none"> • Explain how to consult a client for a desired haircut • Identify the combs that are used during a haircut 	Grade 5 with differentiation 1st year. The teacher: <ul style="list-style-type: none"> • Outlines the reasons why consultation with a client is very important The learners complete the following activities: Activity 1: Role play: Hairdresser and client – consult the client on a specific haircut. Broaden listening skills
		Grade 5 with differentiation 2nd year. <ul style="list-style-type: none"> • Prepare client for desired haircut • Identify the combs used to perform a haircut service • Name the parts of a cutting scissor 	Grade 5 with differentiation 2nd year. The teacher: <ul style="list-style-type: none"> • Discusses the preparation for a haircut service • Outlines the parts of a cutting scissor

Grade 5 with differentiation Term 3			
Week	Topic	Content The learner is able to:	Teaching tips, techniques, activities and resources.
8	Blow dry	<p>Grade 5 with differentiation 3rd year.</p> <ul style="list-style-type: none"> • Prepare client for desired haircut • Practise a ladies one length haircut • Understand what a guide line is • Understand the use of an electric clipper <p>Grade 5 with differentiation 1st year.</p> <ul style="list-style-type: none"> • Understand how to hold a hair dryer to blow the hair dry from the roots to the ends • Identify the correct products and equipment to dry hair, e.g. <ul style="list-style-type: none"> - Round brushes 	<p>The learners complete the following activities:</p> <p>Activity 1: Prepare client for desired haircut</p> <p>Grade 5 with differentiation 3rd year. The teacher:</p> <ul style="list-style-type: none"> • Performs a ladies one length cut • Explains the importance of a guide line • Shows how to use an electric clipper <p>The learners complete the following activities:</p> <p>Activity 1: Practise and perform a ladies one length haircut</p> <p>Grade 5 with differentiation 1st year. The teacher:</p> <ul style="list-style-type: none"> • Discusses the different blow dry techniques • Demonstrates how to perform a blow dry procedure on long hair • Displays all equipment and products and explain how and when to use each one

Grade 5 with differentiation Term 3			
Week	Topic	Content The learner is able to:	Teaching tips, techniques, activities and resources.
		<ul style="list-style-type: none"> - Flat brush - Tease comb - Butterfly jaws - Wax, gel, silicone - Mousse, hairspray • Perform a blow dry procedure on long hair <p>Grade 5 with differentiation 2nd year.</p> <ul style="list-style-type: none"> • Demonstrate section formation • Display all the equipment and products to be used and practise blow dry on long or short hair • Use different size round brushes for different length of hair: <ul style="list-style-type: none"> - Shorter the hair, smaller the round brush - Longer the hair, bigger the round brush • Explain why hair must be blow dried from the roots to the ends 	<p>The learners complete the following activities:</p> <p>Activity 1: Discuss with a fellow learner the comparison between products and give feedback to the teacher</p> <p>Activity 2: Practise a blow dry procedure on long hair</p> <p>Grade 5 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrates how to divide the hair into sections for a blow dry procedure • Revises the use of all the equipment and products • Explains and shows different length of hair and different size round brushes • Shows video clips on blow dry techniques <p>The learners complete the following activities:</p> <p>Activity 1: Practise a blow dry procedure on short hair</p> <p>Activity 2: Perform a blow dry service on long hair</p>

Grade 5 with differentiation Term 3			
Week	Topic	Content The learner is able to:	Teaching tips, techniques, activities and resources.
9	Nails and make-up	Grade 5 with differentiation 3rd year. <ul style="list-style-type: none"> Understand clearly the safety aspects when using a blow dryer Disconnect/unplug hairdryer when finished Never pull the hair dryer on the cord when removing from the socket Explain why you may not overload sockets Explain why you may not clean the hairdryer while it is still plugged in Outline the equipment and products needed to perform a blow dry service 	Grade 5 with differentiation 3rd year. The teacher: <ul style="list-style-type: none"> Discusses safety rules of a hair dryer and electricity Revises the use of equipment and hair products Demonstrates blow dry techniques on long and short hair The learners complete the following activities: Activity 1: Perform a blow dry service on short hair Activity 2: Perform a blow dry service on long hair Activity 3: Oral questionnaire on safety rules when working with electricity
		Grade 5 with differentiation 1st year. <ul style="list-style-type: none"> List weak features of different face shapes Practise to put foundation on the face Practise to apply nail varnish on 	Grade 5 with differentiation 1st year. The teacher: <ul style="list-style-type: none"> Discusses and explains different face shapes with weak features and how to disguise it with make-up Demonstrates the application of foundation on the face and nail varnish

Grade 5 with differentiation Term 3			
Week	Topic	Content The learner is able to:	Teaching tips, techniques, activities and resources.
		<p>different nail shapes</p> 	

Grade 5 with differentiation Term 3			
Week	Topic	Content The learner is able to:	Teaching tips, techniques, activities and resources.
		<p>Cuticle care Cuticle care</p> <p>Nails file Nails file</p> <p>Nail varnish application Nail varnish</p> <p>Grade 5 with differentiation 3rd year.</p> <ul style="list-style-type: none"> Perform a full make-up service consisting of: <ul style="list-style-type: none"> Foundation application Eye brow plucking Applying lip stick and lip liner Applying mascara Know the steps and perform eye brow plucking/shaping Apply eye make-up on the following eye types: <ul style="list-style-type: none"> Small eyes Flat/no eyelids Droop/puffy eyelids Explain nail anatomy: <ul style="list-style-type: none"> Nail plate, White half-moon, Nail bed, Nail matrix, Cuticle 	<p>Grade 5 with differentiation 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates a full make-up procedure Explains the steps and equipment needed to perform eye brow plucking Discusses the application of eye shadow on different eyes Shows images or video clips to illustrate examples Explains what nail anatomy entails <p>The learners complete the following activities:</p> <p>Activity 1: Practise eye make-up on different eyes and/or a full make-up service</p> <p>Activity 2: Demonstrate the procedure to follow during eye brow plucking/shaping</p> <p>Activity 3: Complete a worksheet on nail anatomy</p>

Grade 5 with differentiation Term 3			
Week	Topic	Content The learner is able to:	Teaching tips, techniques, activities and resources.

Assessment: Term 3 - Practical

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported.

Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 5 with differentiation 1 st year	Grade 5 with differentiation 2 nd year	Grade 5 with differentiation 3 rd year
1	<ol style="list-style-type: none">1. Practise to use electrical equipment safely2. Explain how to execute electrical safety in the salon	<ol style="list-style-type: none">1. Draw safety rule signs2. Design a 3-dimensional first aid toolkit box	<ol style="list-style-type: none">1. Practise emergency procedures to demonstrate salon safety2. Demonstrate how to assist a person with a minor wound
2-3	<ol style="list-style-type: none">1. Practise to apply colour	<ol style="list-style-type: none">1. Practise how to mix colours for a desired outcome	<ol style="list-style-type: none">1. Practise highlights with a highlight cap and pin
4-5	<ol style="list-style-type: none">1. Demonstrate sections and sub-section2. Display all perm equipment	<ol style="list-style-type: none">1. Prepare hair for perm service2. Demonstrate correct winding technique	<ol style="list-style-type: none">1. Perform a half head perm service2. Practise block formation
6-7	<ol style="list-style-type: none">1. Consult a client (fellow learner) on a specific haircut	<ol style="list-style-type: none">1. Prepare client for a haircut	<ol style="list-style-type: none">2. Perform a ladies one length haircut
8	<ol style="list-style-type: none">1. Display all the necessary products and equipment needed to perform a blow dry	<ol style="list-style-type: none">1. Practise a blow dry procedure on short hair2. Perform a blow dry service on long hair	<ol style="list-style-type: none">1. Practise to use different size round brushes on different length of hair2. Perform a blow dry service on short and long hair
9	<ol style="list-style-type: none">1. Demonstrate the application of foundation on a face2. Practise to apply nail varnish	<ol style="list-style-type: none">1. Perform a manicure procedure2. Perform a pedicure procedure	<ol style="list-style-type: none">1. Practise eye make-up on different eyes2. Demonstrate the procedure of eye brow shaping

Assessment: Term 3 - Theoretical

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on.

The following serves as suggestions of theoretical activities to report on.

The learner must be able to:

Week	Grade 5 with differentiation 1 st year	Grade 5 with differentiation 2 nd year	Grade 5 with differentiation 3 rd year
1	Explain the danger when floors and surfaces are slippery	Describe the emergency procedure in the centre	Name the content in a first aid toolkit
2-3	Name the primary and secondary colours in a colour wheel Know the equipment used for colouring	Explain the procedure to perform highlights Explain the primary and secondary colours in a colour wheel	Understand how to mix colours (colours + activator) Explain what high lights entails
4-5	Outline the reasons why consultation with a client is very important Identify perm equipment	Understand the first and second phase of permanent wave Describe the correct winding technique	Outline the importance of block formation Explain the different equipment used to perform a perm service
6-7	Explain how to consult a client for the desired haircut Identify the combs used during a haircut	Identify the parts of a cutting scissor Explain the preparation method for a client	Explain what a guide line is Know how to use an electric clipper
8	Identify the products and equipment used for a blow dry service	Explain why hair should be blow dried from the roots to the ends	Complete a questionnaire on safety rules when working with electricity
9	Describe a few weak features of different face shapes	Name and explain five components a nail consist of	Explain nail anatomy

Grade 5 with differentiation: 1st, 2nd and 3rd - Term 4.

Grade 5 with differentiation Term 4			
Week	Topic	Content.	Teaching tips, techniques, activities and resources.
1	Shampoo and Conditioner	<p>Grade 5 with differentiation 1st year.</p> <ul style="list-style-type: none"> • Explain the basic purpose of shampoo and conditioner • List the principles of conditioner • Perform a full shampoo and conditioner service • Perform a full head and neck massage at the basin <p>Grade 5 with differentiation 2nd year.</p> <ul style="list-style-type: none"> • Understand when a neck or scalp massage can or cannot be done due to injury or medical condition • Display a basic understanding of hygiene and safety practises while doing shampoo, conditioner and scalp massage • Perform a shampoo and conditioner, 	<p>Grade 5 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Revises the shampoo and conditioner service • Demonstrates a full shampoo and conditioner service <p>The learners complete the following activities:</p> <p>Activity 1: Practise a shampoo and conditioner service</p> <p>Activity 2: Practise a head and neck massage</p> <p>Grade 5 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the advantages and types of massages • Demonstrates different massage movements • Shows video clips of different massage movements <p>The learners complete the following activities:</p> <p>Activity 1: Perform a full scalp and neck massage</p>

Grade 5 with differentiation Term 4			
Week	Topic	Content.	Teaching tips, techniques, activities and resources.
		<p>neck and scalp massage service</p> <p>Grade 5 with differentiation 3rd year.</p> <ul style="list-style-type: none"> • Explain what shampooing and conditioning, scalp and neck massage entails • Perform a full shampoo procedure 	<p>Activity 2: Perform a full shampoo and conditioner service</p> <p>Activity 3: Discuss in groups about hygiene and safety practises while doing shampoo procedure. Report back to the teacher</p> <p>Grade 5 with differentiation 3rd year. The teacher:</p> <ul style="list-style-type: none"> • Reflects back on the important aspects of shampoo and conditioner • Revises on the full shampoo and conditioner service and also on the scalp and neck massage procedure <p>The learners complete the following activities:</p> <p>Activity 1: Demonstrate/practise how to perform a scalp massage</p> <p>Activity 2: Write what you like most about a shampoo service</p>

Grade 5 with differentiation Term 4			
Week	Topic	Content.	Teaching tips, techniques, activities and resources.
2-3	Colour	Grade 5 with differentiation 1st year. <ul style="list-style-type: none"> Describe the difference between primary and secondary colours Explain the application method of a colour Practise colour application on a mannequin Use the correct equipment to perform a colour service 	Grade 5 with differentiation 1st year. <p>The teacher:</p> <ul style="list-style-type: none"> Discusses a colour wheel Demonstrates the application method Displays the equipment needed for a colour service Explains preparation methods <p>The learners complete the following activities:</p> <p>Activity 1: Perform a colour service and apply conditioner</p> <p>Activity 2: Watch video clips on how to prepare a client for a colour service. Ask questions and demonstrate the preparation steps.</p>
		Grade 5 with differentiation 2nd year. <ul style="list-style-type: none"> Draw a colour wheel with the primary and secondary colours Perform a colour application and use the necessary equipment Practise high lights with a cap and pin Understand how to set the timer for the development time 	Grade 5 with differentiation 2nd year. <p>The teacher:</p> <ul style="list-style-type: none"> Discusses all the aspects a colour wheel entails Demonstrates colour application Shows how to perform a high light service with a high light cap and pin Explains why a timer is necessary for a colour development

Grade 5 with differentiation Term 4			
Week	Topic	Content.	Teaching tips, techniques, activities and resources.
4-5	Permanent wave	<p>Grade 5 with differentiation 3rd year.</p> <ul style="list-style-type: none"> • Assist and observe while the teacher mixes the colour and activator • Perform a colour application service • Practise high lights through a high light cap and apply bleach powder 	<p>The learners complete the following activities:</p> <p>Activity 1: Perform a full head colour</p> <p>Activity 2: Practise a high light service with conditioner</p> <p>Grade 5 with differentiation 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Revises practical demonstrations of colour • Demonstrates the applications of colour • Demonstrates how to use a high light cap <p>The learners complete the following activities:</p> <p>Activity 1: Perform a full head colour or a full high light service</p>
		<p>Grade 5 with differentiation 1st year.</p> <ul style="list-style-type: none"> • List permanent wave equipment • Practise the division of block formation and sub-sections for each roller • Demonstrate the correct winding 	<p>Grade 5 with differentiation 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrates and describes division of block formation and sub-sections as well as winding techniques • Explains preparation methods

Week	Topic	Content.	Teaching tips, techniques, activities and resources.
		<p>technique</p> <p>Grade 5 with differentiation 2nd year.</p> <ul style="list-style-type: none"> • Practise a full head permanent wave with one size rollers • Demonstrate the correct winding technique and roller placement • Identify the use of end papers • Understand the first and second phase of permanent wave 	<p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Practise to divide hair into desired sections for specific size roller</p> <p>Activity 2:</p> <p>Watch video clips on how to prepare a client for a perm service. Ask questions and demonstrate the preparation steps.</p> <p>Grade 5 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrates the winding technique and roller placement • Discusses the use of end papers and what the first and second phase entails • Outlines the importance of the two phases in permanent waving <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Perform a full head permanent wave with one size rollers</p> <p>Activity 2:</p> <p>Practice to use the end papers on sub-sections</p>

Grade 5 with differentiation Term 4			
Week	Topic	Content.	Teaching tips, techniques, activities and resources.
6-7	Haircut	Grade 5 with differentiation 3rd year. <ul style="list-style-type: none"> • Explain the use of end papers • Distinguish between the first and second phase of the perm process • Describe the result of an unsuccessful perm in the following causes: <ul style="list-style-type: none"> - Overlapping ends - Sections too thick or too wide - Winding too tight • Prepare the hair for a permanent wave service • Perform a full head permanent wave service 	Grade 5 with differentiation 3rd year. <p>The teacher:</p> <ul style="list-style-type: none"> • Revises practical demonstrations of permanent waving • Discusses the importance of the first and second phase of a permanent wave service • Discusses the results and causes of unsuccessful perms <p>The learners complete the following activities:</p> <p>Activity 1: Group discussion and/or video's on results and causes of unsuccessful perms</p> <p>Activity 2: Perform a full head permanent wave procedure</p>
		Grade 5 with differentiation 1st year. <ul style="list-style-type: none"> • Prepare a client for a desired haircut • Understand the consultation process • Know the different equipment 	Grade 5 with differentiation 1st year. <p>The teacher:</p> <ul style="list-style-type: none"> • Explains preparation methods • Demonstrates the consultation process • Displays and explains all the equipment

Grade 5 with differentiation Term 4			
Week	Topic	Content.	Teaching tips, techniques, activities and resources.
		<p>Grade 5 with differentiation 2nd year.</p> <ul style="list-style-type: none"> • Explain the importance of a guide line • Practise a ladies one length haircut • Explain how to use an electric clipper 	<p>The learners complete the following activities:</p> <p>Activity 1: Watch video clips on how to prepare a client for a haircut. Ask questions and demonstrate the preparation steps</p> <p>Activity 2: Roll-play and perform a full consultation process on fellow learners</p> <p>Grade 5 with differentiation 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrates the importance of a guide line through the performance of a ladies one length haircut • Explains and shows how to use an electric clipper <p>The learners complete the following activities:</p> <p>Activity 1: Perform a one length haircut</p> <p>Activity 2: Draw and name the parts of a cutting scissor</p> <p>Activity 3: Perform a one length haircut</p> <p>Activity 4: Draw and name the parts of a cutting scissor</p>

Grade 5 with differentiation Term 4			
Week	Topic	Content.	Teaching tips, techniques, activities and resources.
		Grade 5 with differentiation 3rd year. <ul style="list-style-type: none"> • Prepare and consult client for desired haircut • Identify the equipment and combs used for a haircut • Know the parts of a cutting scissor • Perform a ladies one length haircut • Explain a guide line • Perform a gents full head haircut with an electric clipper 	Grade 5 with differentiation 3rd year. <p>The teacher:</p> <ul style="list-style-type: none"> • Revises practical demonstrations of a haircut • Explains and demonstrates how to use an electric clipper and how to perform a gents haircut • Discusses the importance of a guide line • Displays and explains the cutting equipment <p>The learners complete the following activities:</p> <p>Activity 1: Demonstrate how to cut a one length style with the use of a guide line</p> <p>Activity 2: Demonstrate a gents cut with an electric clipper</p>

Grade 5 with differentiation Term 4			
Week	Topic	Content.	Teaching tips, techniques, activities and resources.
8-9	Roller set	Grade 5 with differentiation 1st year. <ul style="list-style-type: none"> Understand why setting lotions are used before roller set Use a tail comb to make sections and sub-sections Use and place rollers correctly and understand the winding technique Understand the use of white plastic pins Perform a full head roller set procedure 	Grade 5 with differentiation 1st year. <p>The teacher:</p> <ul style="list-style-type: none"> Discusses what roller set is all about Displays all equipment and products used for roller set Shows and explains winding technique Demonstrates roller set procedure Explains the use of the white plastic pins <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Practise roller set procedure using the appropriate equipment and products</p>
		Grade 5 with differentiation 2nd year. <ul style="list-style-type: none"> Explain why setting lotions are used before roller set Practise roller control and roller placement Practise with a tail comb to make sections and sub-sections Use different size rollers and white 	Grade 5 with differentiation 2nd year. <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the important facts of roller set Shows and explains the equipment to be used for roller set Revises on the demonstration of roller set Explains how to finish off the style

Grade 5 with differentiation Term 4			
Week	Topic	Content.	Teaching tips, techniques, activities and resources.
		<p>plastic pins and perform a full head roller set service</p> <ul style="list-style-type: none"> Demonstrate how to take the rollers out and finish off the style <p>Grade 5 with differentiation 3rd year.</p> <ul style="list-style-type: none"> Explain a few advantages of roller set Perform roller control and roller placement Understand and know the winding technique Use different size rollers and white pins for different length of hair Identify and use all necessary equipment and products for a full roller set service Perform a roller set procedure and make use of a wall unit dry 	<p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Perform a full head roller set service working towards a specific style for example: starting off with a pivot point</p> <p>Activity 2:</p> <p>Practise to finish off a style using a tease comb and finishing off products after rollers is taken out</p> <p>Grade 5 with differentiation 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Revises on a full head roller set procedure Discusses difficulties and ask questions Demonstrates a full roller set service <p>The learners complete the following activities:</p> <p>Activity 1:</p> <p>Practise only the winding technique and correct roller placement with different size rollers</p> <p>Activity 2:</p> <p>Perform a full head roller set service and to finish off a style</p>

Grade 5 with differentiation Term 4			
Week	Topic	Content.	Teaching tips, techniques, activities and resources.

Assessment: Term 4 - Practical

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported.

Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 5 with differentiation 1 st year	Grade 5 with differentiation 2 nd year	Grade 5 with differentiation 3 rd year
1	<ol style="list-style-type: none">1. Practise a shampoo and conditioner service2. Practise a head and neck massage	<ol style="list-style-type: none">1. Perform a full scalp and neck massage2. Discuss in a group hygiene and safety practises while doing shampoo procedure	<ol style="list-style-type: none">1. Perform a full shampoo procedure2. Perform a full conditioner service with a scalp massage
2-3	<ol style="list-style-type: none">1. Perform a colour service done with conditioner	<ol style="list-style-type: none">1. Perform a full head colour2. Practise a high light service with conditioner	<ol style="list-style-type: none">1. Perform a full highlight service2. Perform a colour application service
4-5	<ol style="list-style-type: none">1. Divide hair into different sections for specific size roller2. Practise the correct winding technique	<ol style="list-style-type: none">1. Demonstrate the correct winding techniques2. Practise perm roller placement	<ol style="list-style-type: none">1. Perform a half head permanent wave procedure2. Perform a full head permanent wave service with different size perm rollers
6-7	<ol style="list-style-type: none">1. Demonstrate the preparation steps for a haircut client2. Perform a consultation with a fellow learner on a desired haircut	<ol style="list-style-type: none">1. Draw the parts of a cutting scissor2. Practise ladies one length haircut	<ol style="list-style-type: none">1. Demonstrate a gents cut with an electric clipper2. Perform a ladies one length haircut
8-9	<ol style="list-style-type: none">1. Practise roller set procedure2. Use a tail comb and make sections and sub-sections	<ol style="list-style-type: none">1. Practise roller control and roller placement2. Demonstrate how to take rollers out and finish off the style	<ol style="list-style-type: none">1. Practise the winding technique2. Perform a roller set service and make use of a wall unit dryer

Assessment: Term 4 - Theoretical

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on.

The following serves as suggestions of theoretical activities to report on.

The learner must be able to:

Week	Grade 5 with differentiation 1 st year	Grade 5 with differentiation 2 nd year	Grade 5 with differentiation 3 rd year
1	List the principles to apply conditioner	Define hygiene and safety practises	Explain what shampoo, conditioner, scalp and neck massage entails
2-3	Name the correct equipment to perform a colour service Understand the difference between primary and secondary colours	Explain the difference between primary and secondary colours Understand how to set the timer for the development time	Describe how to mix colour and activator Explain what bleach powder is and when to use it
4-5	List permanent wave equipment Explain the importance of the correct winding technique	Identify the use of end papers Understand the first and second phase of permanent wave	Describe different causes and results of unsuccessful perms Explain the use of end papers
6-7	Explain how to prepare a client for a haircut Know how to consult a client for a desired haircut	Explain the importance of a guideline Know the parts of a cutting scissor	Know the parts of a cutting scissor Explain how to use an electric clipper
8-9	Explain the use of white plastic pins in a roller set Understand why setting lotions are used before roller set	Outline the importance of setting lotion before roller set Discuss how to finish off a style after roller set	State a few advantages of roller set Explain the importance of the use of different size rollers for different lengths of hair

PUBLIC COMMENT