

# **Curriculum for vg1 hairdressing, floral, interior and retail design**

This is a translation from Norwegian Bokmål of the official Norwegian subject curriculum text.

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## About the subject

### Relevance and central values

Vg1 hairdressing, floral, interior and retail design focuses on design processes, basic craft skills, exhibition design and communication forms that shall meet the demands and needs of customers. Through working with materials, techniques and tools, the programme subjects help develop the pupils' aesthetic senses and mastery skills. The programme subjects also involve the analysis of trends in a historical perspective and using digital tools to meet the demand of customers in today's society and the society of tomorrow.

All subjects are designed to help give pupils a strong foundation for learning. Vg1 hairdressing, floral, interior and retail design shall contribute to the education of future professionals within crafts, design and exhibition design. Through the joy of innovation, creativity and critical thinking, the programme subjects contribute to the pupils mastering and reflecting on their own practice, identity and ethical awareness, in an equal and inclusive community. VG 1 hairdressing, floral, interior and retail design shall contribute to knowledge of how social partners cooperative to develop a better workplace.

### Core elements

#### Product development

The core element product development involves knowledge of materials and analyses, and making choices from the onset of an idea to the finished product based on the demands and needs of the customer. It also involves experimenting with composition, colours, shapes and function. Further, the core element involves holistic awareness through reflection within the services, and adaptation of products to the customers and surroundings, and knowledge of fashion, trends, style history and different cultures.

#### Production and craft skills

The core element production and craft skills involve using tools, machinery, techniques and materials to produce goods and services in a workshop. It also involves using colours, artistic language, features and relevant technology for innovation, and adaptation of products to spaces, people and occasions. Further, the core element involves the production of goods and services in accordance with applicable health, safety and environment regulations.

## Working life, communication and exhibition design

The core element working life, communication and exhibition design involves using various communication forms in cooperation with peers, customers and local businesses. It involves analysing the wishes of and orders placed by customers, and conversing with the customer during the production process. Further, it involves understanding and respecting life situations, needs, cultures and traditions. The core element involves using appropriate technology and visual instruments to develop, present and exhibit products and services. It also involves economics, sales, marketing and production processes.

## Interdisciplinary topics

### Health and life skills

In vg1 hairdressing, floral, interior and retail design, the interdisciplinary topic of health and life skills addresses identity development and critical reflection over work methods in a creative process, both individually and with others. It also involves the development of strategies to accommodate and cope with the expectations of customers, and a working environment with defined timeframes. Further, it involves reflecting on how one is affected by fashion, trends and visual expressions.

### Sustainability

In vg1 hairdressing, floral, interior and retail design, the interdisciplinary topic of sustainable development involves making ethical and environmentally friendly choices through knowledge about products, materials, tool maintenance and creative work. It also involves managing, using and recycling resources during production and reflecting on how sustainable choices may impact society and nature.

## Basic skills

### Oral skills

Oral skills in vg1 hairdressing, floral, interior and retail design involve being able to use and understand technical terminology. It also involves listening to and communicating professionally with customers, colleagues and cooperation partners.

### Writing

Writing in vg1 hairdressing, floral, interior and retail design involves being able to communicate in writing through text, images, illustrations and blueprints with customers and cooperation partners. It also involves being able to use

technical terminology and to adapt texts to different purposes, recipients and media, and to plan, design and document professional work.

## Reading

Reading in vg1 hairdressing, floral, interior and retail design involves being able to gather, reflect on, interpret, understand and use appropriate technical resources. Further, it involves being able to read and understand directions for use, work and safety routines, work drawings, and other descriptions with signs and symbols relevant to the occupation.

## Numeracy

Numeracy in vg1 hairdressing, floral, interior and retail design involves being able to use geometric shapes, measuring units, scales, tables, and economics and cost estimates in one's own practical work.

## Digital skills

Digital skills in vg1 hairdressing, floral, interior and retail design involves being able to choose and use digital resources. It also involves being able to use digital resources to develop, document, exhibit and experiment with shapes, colours and compositions. Further, it involves being able to critically assess information from digital sources, use netiquette and develop digital judgement.

# Competence aims and assessment

## Competence aims and assessment product development and production

### Competence aims after product development and production

The pupil is expected to be able to

- plan, carry out, document and assess their own work within give time frames
- use knowledge about fashion, trends, style history and different cultures in their own work
- describe and use various composition methods to achieve the desired expression in their own work
- use colour theory in their own work
- gather and apply knowledge about materials and the characteristics of products in their own work

- analyse various assignments and make aesthetical choices according to the demands and needs of customers
- explore and use visual and digital tools for concept development and presentation of their own work
- use and choose suitable tools, machines and techniques to present products and services
- carry out simple maintenance on machines, tools and equipment in accordance with applicable safety provisions
- keep a workshop tidy and use materials, chemicals, techniques and equipment in accordance with applicable health, safety and environment rules
- explore and use techniques and materials in self-chosen areas of interest

## Formative assessment

The formative assessment should help promote learning and the development of competence. The pupils demonstrate and develop competence in product development and production when they use knowledge, skills and critical thinking to solve assignments in the programme subject.

The teacher facilitates pupil participation and encourages the desire to learn through a variety of assignments. The teacher can give assignments that cover multiple or all the programme subjects. The teacher shall have conversations with the pupil regarding their development within product development and production. The pupils shall have the opportunity to express what they believe they can accomplish and reflect on their own academic development. The teacher provides guidance on further learning and adapts the education to enable the pupils to use the guidance provided to develop their competence in the programme subject.

## Assessment of coursework

The grades awarded for coursework reflect the overall competence of the pupil in product development and production at the end of the education in the programme subject. The teacher plans and facilitates the pupils in demonstrating their competence in various ways. Using the competence aims as a starting point, the teacher shall assess how the pupil demonstrates understanding, reflection and critical thinking, and how the pupil masters challenges and solves assignments in various contexts. The teacher awards grades in product development and production based on the competence the pupil has demonstrated by planning, completing, assessing and documenting their own academic work.

## **Competence aims and assessment communication, customers and the working life**

### Competence aims after communication, customers and the working life

The pupil is expected to be able to

- analyse assignments and orders placed by customer, and use the information in work processes
- visualise their own ideas and present them to customers and cooperation partners
- develop and present products and services
- assess and explain quality and the exploitation of resources during production, and reflect on how sustainable choices in their own work can impact society and nature
- use different forms of communication when interacting with customers and cooperation partners
- describe and use marketing and sales processes in connection with products and services
- calculate the price of products and services, and assess the profitability of an order
- apply strategies for accommodating and coping with the expectations of customers and others
- reflect on different life phases, needs, cultures and traditions, and use their reflections when advising customers
- assess and use applicable health, safety and environment rules in their own practical work
- describe what is required and expected of a professional and reflect on their own practice
- explain and assess how social partners cooperate to develop a better workplace

### Formative assessment

The formative assessment should help promote learning and the development of competence. The pupils demonstrate and develop competence within communication, customers and working life, when they use knowledge, skills and critical thinking to solve assignments in the programme subject.

The teacher facilitates pupil participation and encourages the desire to learn through a variety of assignments. The teacher can give assignments that cover multiple or all the programme subjects. The teacher shall have conversations with the pupil regarding their development within communication, customers and the workplace. The pupils shall have the

opportunity to express what they believe they can accomplish and reflect on their own academic development. The teacher provides guidance on further learning and adapts the education to enable the pupils to use the guidance provided to develop their competence in the programme subject.

## Assessment of coursework

The grades awarded for coursework reflect the overall competence of the pupil in communication, customers and working life at the end of the education in the programme subject. The teacher plans and facilitates the pupils in demonstrating their competence in various ways. Using the competence aims as a starting point, the teacher shall assess how the pupil demonstrates understanding, reflection and critical thinking, and how the pupil masters challenges and solves assignments in various contexts. The teacher awards grades in communication, customers and working life based on the competence the pupil has demonstrated by planning, completing, assessing and documenting their own academic work.

## Type of assessment

### Assessment of coursework

Product development and production: The pupils shall have one grade awarded for coursework.

Communication, customers and working life: The pupils shall have one grade awarded for coursework.

### Examination for pupils

Product development and production: The pupils shall not sit for an examination.

Communication, customers and working life: The pupils shall not sit for an examination.

### Examination for external candidates

Product development and production: : External candidates shall sit for a written examination in the programme subject. The examination will be prepared and graded locally. The county council decides whether the local examination for external candidates will have a preparatory part.

Communication, customers and working life: : External candidates shall sit for a written examination in the programme subject. The examination will be prepared and graded locally. The county council decides whether the local examination for external candidates will have a preparatory part.

Product development and production, and communication, customers and working life: : External candidates shall take an interdisciplinary practical examination in these programme subjects. The examination will be prepared and graded locally. The county council decides whether the local examination for external candidates will include a preparatory part.