

Scheme Of Learning

Author of Scheme of Work –

Course Title - Balayage Training

Assessor –

Tutors Delivering –

Session	Topic	Learning Objective(s)	Lesson Activities	Sequence of Learning	Resources
Session 1	Introduction to Balayage: Theory and Foundation Techniques	• Define and explain the concept of balayage within hairdressing. • Identify the key differences between balayage and other colouring techniques.	• Starter discussion: Learners share prior experiences with hair colouring (activating prior knowledge). • Presentation: Overview of balayage – history, principles, and	• Prior knowledge activated by initial discussion and sharing personal experiences with hair colouring. • New content introduced through presentation and image analysis, progressing from basic concepts (definition, purpose) to technical skills (sectioning, brush technique).	• Presentation slides (theory and images) • Mannequin heads • Sectioning clips, brushes, combs • Balayage colouring products

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		• Demonstrate foundational sectioning and freehand application methods for balayage. • Recognise health, safety, and hygiene considerations specific to balayage.	comparison with foil highlights. • Group activity: Analyse images of various balayage styles; identify techniques used. • Demonstration: Tutor models sectioning, brush control, and freehand painting on a mannequin.	• Threshold concepts: Understanding freehand painting, the importance of placement and blending, and safety/hygiene protocols. • Retrieval practice: Health & safety quiz; hinge questions during demonstration to check understanding. • Scaffolding: Tutor models technique; learners initially practise in pairs,	• Disposable gloves and aprons • Health & safety quiz sheets • Step-by-step technique handouts (with dual coding) • Peer and self-
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			• Guided practical: Learners practise basic sectioning and application, with peer and tutor feedback. • Health & safety mini-quiz. • Reflection: Learners write a short summary of key concepts learned.	then individually. Chunked instructions and dual coding used for SEND support. • Potential difficulties: Learners may struggle with even application or sectioning – addressed by providing step-by-step guides, visual aids, and additional modelling. • Chunking: The session is divided into theory, demonstration, guided	assessment forms
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