

## **Hair and Beauty BTEC Intent Statement**

"Hairdressers are a wonderful breed. You work one-on-one with another human being and the object is to make them feel so much better and to look at themselves with a twinkle in their eye." Vidal Sassoon

There are over 43,000 hair and beauty businesses in the UK (a rise of over 1,000 since last year). The hair and beauty industry generated over £7.5bn in turnover for the UK economy (2017). Hair and beauty is a career that is never going away, and the vocational study of this course is well suited to some of our pupils' needs.

### **Research informed practice in the Arts:**

In the Arts faculty the department has used research by Dianne Minicucci (*Decolonising and diversifying the art curriculum*) and the NSEAD website (*National Society for Education in Art and Design*) to inform changes in the curriculum maps. It has allowed the lessons to incorporate more cultural capital and to broaden the focus away from traditional the canon of white, male, western artists. This has also made lessons more varied and added an extra dimension of interest to our students' work. In textiles and graphics the team have read work by Sarah Graham, Lucy Sparrow, Lekwena Mciver and Yinka Shonibare to improve aspects of planning, sequencing and subject specific knowledge. Finally, subjects have been more focused on knowledge rather than skills. This has helped student's analysis of art and design, and their understanding of context and cultural capital. This approach is advocated by authors such as Myatt in her book, *The Curriculum*.

### **Specific support planned for SEND students:**

All students work towards the same outcomes. Support and differentiation occurs through the level and variety of skill used to reach a specific outcome. This makes each outcome achievable to a greater or lesser extent. This is highlighted in pink font on lesson slides. At specific parts of the lesson students receive 1:1 support; this is also signposted in pink pen in students' sketchbooks. Learning mats are used to remind students of key words and processes. Teachers model answers to all, and use insightful questioning to check understanding and progress. Sometimes, students support each other in this process too.

### **Substantive knowledge**

The Hair & Beauty course begins in Year 10 with developing the substantive knowledge of our students allowing them to become independent young creatives. Students will explore a range of techniques, which allow them to identify strengths within their own practice. They will develop knowledge and understanding of the hair and beauty sector through a hair and beauty research project. This moves on to gaining an understanding of marketing and promotions around the hair and beauty sector. Each unit is independent and student led, giving our students the opportunity to explore their creativity within these fields. An educational trip to Warner Bros Studios demonstrates to our students the varied range of careers open to them in the beauty industries from film and television hair and make-up to

salon or freelance opportunities and is planned to inspire our students to think creatively whilst preparing them for work in this industry.

### **Disciplinary knowledge**

Students in Year 10 will develop new disciplinary skills in hair and beauty. Students complete units that are designed to develop students' skills in the foundations of hair and beauty practices, as well as learning about the sector as a whole. They will learn skills in marketing, retail, business and fashion, which are attributes prized by employers and further education institutions. Students will research and explore new disciplinary skills, guided by their teachers, giving them the opportunity to fully explore their own creativity. In year 10, our knowledge based curriculum builds upon the cross curricular skills that have been taught in KS3 such as reducing risks to health and safety, preparation for citizenship, and the development of effective working relationships. Our pupils are guided by industry professionals who will give them the opportunity to research, market and develop practical hairdressing and beauty therapy skills. We provide our students with the opportunity to prepare for hair services, prepare and maintain salon treatment work areas, and shampoo and condition hair. This ensures our GCSE curriculum remains broad and balanced throughout. Year 10 students will have opportunities to sample ambitious hair styling practises and create an outcome based on their research, exploration, knowledge and understanding of their chosen style and associated technique. Pupils will explore design skills and techniques used within the hair and beauty sector to develop their skills in planning, carrying out research and presenting design brief ideas. They will also explore the business aspect of the hair and beauty sector and have the opportunity to investigate the principles of marketing and how entrepreneurship supports the hair and beauty sector, including how to select and design promotional activities and materials.

Pupils will develop their skills in to Year 11 where they will explore the beauty element of this course in more detail. They will visit a hair show to watch industry professional in action and learn about hand and nail care. They will carry out a hair and beauty science project and they will also be taught a variety of blow drying and heat styling techniques.