

## National Unit Specification: general information

**UNIT** Colour Practice: Painting and Decorating (Intermediate 2)

**CODE** F1KG 11

### SUMMARY

This Unit is suitable for candidates who have little or no knowledge of the painting and decorating industry. The Unit will develop candidate's knowledge of basic colour theories and schemes and their application. The work throughout the Unit will be based on recognised craft practices, including, working in an organised and safe manner. Candidates will be able to select, mix, match, apply colours and produce simple perspective drawings. Candidates who achieve this should feel confident in progressing to other Units which demand higher levels of skill in this area when the range and level of work will be greater.

### OUTCOMES

- 1 Describe basic colour theories.
- 2 Select, mix, match and apply colours.
- 3 Apply colour theories and produce monochromatic and complementary schemes using primary colours.
- 4 Apply colour theories and produce analogous and contrasting colour schemes using secondary colours.

### RECOMMENDED ENTRY

Whilst entry is at the discretion of the centre, it would be beneficial for the candidate to have attained one of the following or equivalent:

- ◆ an aptitude for craft skills
- ◆ Skills for Work Construction Crafts

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### Administrative Information

**Superclass:** TG

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## **National Unit Specification: general information (cont)**

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### **CREDIT VALUE**

1 credit at Intermediate 2 level (6 SCQF credit points at SCQF level 5\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There are opportunities to develop the Core Skills of Problem Solving, Working with Others, Information Technology and Communication at SCQF level 4 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

## **National Unit Specification: statement of standards**

### **UNIT Colour Practice: Painting and Decorating (Intermediate 2)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Describe basic colour theories.

##### **Performance Criteria**

- (a) The primary and secondary paint colours are correctly identified and listed.
- (b) The twelve hues in the colour circle are correctly listed in sequence.
- (c) The terms neutral, tint and shade are correctly explained.

#### **OUTCOME 2**

Select, mix, match and apply colours.

##### **Performance Criteria**

- (a) Colours selected correctly.
- (b) Colours mixed correctly.
- (c) Colours matched appropriately.
- (d) Colours applied correctly.

#### **OUTCOME 3**

Apply colour theories and produce monochromatic and complementary schemes using primary colours.

##### **Performance Criteria**

- (a) The production of a monochromatic colour scheme is correct.
- (b) The production of a complementary colour scheme is correct.

#### **OUTCOME 4**

Apply colour theories and produce analogous and contrasting schemes using secondary colours.

##### **Performance Criteria**

- (a) Produce an analogous colour scheme using secondary colours.
- (b) Produce a contrasting colour scheme using secondary colours.

## **National Unit Specification: statement of standards (cont)**

### **UNIT Colour Practice: Painting and Decorating (Intermediate 2)**

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Written and/or oral evidence is required which demonstrates that the candidate has achieved the knowledge part of Outcome 1 to the standards specified in the Outcome and Performance Criteria.

The evidence for this should be obtained through the candidate's ability to:

- ◆ describe primary and secondary colours, colour circle and related theories, neutral, grey's, tints and shades.

Performance evidence supplemented with an assessor observation checklist/record should be used to show that the candidate has achieved the practical requirements of Outcomes 2, 3 and 4 to the standard specified in the Outcomes and Performance Criteria. Each candidate will be observed to show that they can achieve the following throughout the delivery of the Unit:

- ◆ select, mix and colour match the paints for a chosen colour scheme
- ◆ apply colour theories and produce colour schemes for two different rooms, one each in monochromatic and complementary schemes
- ◆ apply paint to the standards laid down in the Painting Surfaces and the Decorative Treatments Units

Assessment of this Unit should be completed over a period of time and evidence should be gathered at appropriate intervals.

The Assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

## **National Unit Specification: support notes**

### **UNIT Colour Practice: Painting and Decorating (Intermediate 2)**

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit has been developed as an optional Unit in the National Progression Award in Construction and can also be delivered as a freestanding Unit.

The content and context of this Unit is aimed at candidates who are interested in pursuing a career in painting and decorating. Candidates will be required to gain an understanding of the basic Colour theories, mixing and matching of colours and application methods. This is an introductory Unit for candidates wishing to progress further in the Painting and Decorating Industry.

There are computer programmes, for example Resene and Microsoft Word which can be used to develop candidate's ability to draw room interiors and colour charts.

Health and Safety and Sustainability are integral and key to the Construction Industry therefore throughout the Unit emphasis will be placed where appropriate on the application of Health and Safety and Sustainability. Safety working practices should be looked at in accordance with current safety codes of practice and regulations. Sustainability should include reference to criteria affecting sustainability, impact of not implementing sustainability on the environment and the legislation promoting sustainability.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The learning environment for this Unit will mainly be workshop/work environment based. The knowledge element of this Unit would be taught in a classroom environment and put into practice in the workshop in conjunction with practical Outcomes.

Centres are required to demonstrate practical activities to candidates in the first instance.

The candidate is to be encouraged to further their skills and training of the recognised craft practices at this stage of the award. The use of the terms for colour theories and schemes should be integrated into the teaching of the practical work involved in this Unit. Candidates should be encouraged to become familiar with the various terms and their appropriate use.

#### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

The elements of the Core Skill of Problem Solving, such as planning and organising and critical thinking will be developed and enhanced as candidates undertake this Unit. Candidates will need to take account of a range of factors in order to work efficiently and safely, such as the choice of safe methods of mixing and applying paint. Complying at all times with health and safety requirements will enable candidates to develop co-operative working skills, as they must be aware of the safety of others as well as themselves. Individual discussions with assessors will enhance the evaluation of efficient working practices.

## **National Unit Specification: support notes (cont)**

### **UNIT    Colour Practice: Painting and Decorating (Intermediate 2)**

The use of application packages, producing data and researching information into colour charts will enable candidates to develop the Core Skill of Information Technology.

Although Communication skills are not formally assessed, candidates will have the opportunity to develop written and/or oral communication skills for the knowledge part of the teaching and learning assessment for Outcome 1. As candidates complete practical tasks, they should be expected to communicate with others using the correct terminology, tone and style suited to the workplace.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Centres may use the Instruments of Assessment which they consider to be most appropriate but are encouraged to use the Assessment Support Pack (ASP) developed centrally by SQA.

It is expected that candidates will be given as much practise as possible in painting techniques, prior to being set the assessment tasks.

Candidates are required to show that they can describe primary and secondary colours, colour circle and related theories, neutral, grey's, tints and shades. Candidates knowledge will be assessed through a Question paper

Candidates will be observed to show that they can select, mix and colour match the paints for a chosen colour scheme, apply colour theories and produce colour schemes for two different rooms, one each in monochromatic and complementary schemes and apply paint to the standards laid down in the Painting Surfaces and the Decorative Treatments Units.

An assessor observation checklist/record should be used to show that the candidate has achieved the practical requirements of Outcomes 2, 3 and 4 to the standard specified in the Outcomes and Performance Criteria.

The ASP includes a bank of questions which may be used to form the assessment of Outcome 1 and assessor observation checklist/records for Outcomes 2, 3 and 4.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).