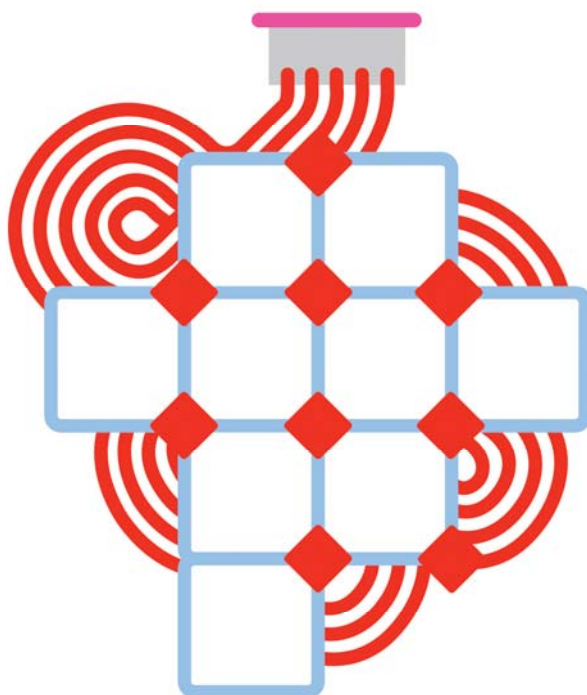


Level 2 Award, Certificate and Diploma in Creative Techniques [7112]

Level 2 Interiors units



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City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)20 7294 2800

F +44 (0)20 7294 2400

www.cityandguilds.com

centresupport@cityandguilds.com

Level 2 Award, Certificate and Diploma in Creative Techniques [7112]

Level 2 Interiors units

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| City & Guilds ref no: | 7112 – 300 |
| Title: | Soft Furnishings – Interlined Curtains |
| Level: | 2 |
| Credit value: | 6 |
| Unit aim: | In this unit the learner will apply design principles to the making of a pair of interlined curtains with a commercial heading |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to interlined curtains 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of the curtains 3 Plan and manage the design of the curtains to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard |
| Learning outcome 1 | Assessment criteria |
| The learner can: | The learner will: |
| 1 Investigate contextual influences relating to interlined curtains | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites |
| Learning outcome 2 | Assessment criteria |
| The learner can: | The learner will: |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of interlined curtains | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for curtains |
| Learning outcome 3 | Assessment criteria |
| The learner can: | The learner will: |
| 3 Plan and manage the design of the curtains | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the curtains |

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| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the curtains</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the curtains</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed curtain plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well constructed pair of curtains, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • The curtains will be of minimum length 100 cms • The curtains will have commercial heading tape <p>5.4 Store and finish the completed the curtains design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit | |
| Measure and record window sizes accurately | |
| Select and adjust curtain styles to compliment a variety of window sizes and shapes | |
| Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan | |
| Sample seams, hem and mitres - open seams neatened with zig-zag/overlock, blind hem both hand and machine stitched | |
| Use stitches to lock interlining to fabric | |
| Sample hand stitched lining techniques | |
| Sample the application of a variety of heading tapes | |
| Make the curtains and attach curtain weights as appropriate | |

Draw-up of curtain tapes and dress the gathers/pleats to the achieve the required measurement and style

Label correctly with details of the materials composition and the care requirements of the curtains

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| City & Guilds ref no: | 7112 – 301 | |
| Title: | Soft Furnishings – Decorative Duvet Cover | |
| Level: | 2 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will apply design principles to the making of a decorative duvet cover | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of decorated duvet covers 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a duvet cover 3 Plan and manage the design of the duvet cover to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Investigate contextual influences relating to decorated duvet covers | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of the duvet cover | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for the duvet cover | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Plan and manage the design of the duvet cover | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the duvet cover | |

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| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the duvet cover</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the duvet cover</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed duvet cover plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well constructed duvet cover, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • The duvet cover will be made to recognised adult size furniture. Current legislation states that cot duvets are illegal and therefore cot duvets covers will not be acceptable in this unit • The duvet cover will have a decorative treatment as the major design feature. Piping alone will not be sufficient <p>5.4 Store and finish the completed duvet cover design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| List composition, note and comply with current legislation on the use of materials, applicable to this unit | |
| Measure and record duvet sizes accurately | |
| Select and adjust duvet styles to compliment a variety of bedding styles | |
| Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan | |

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| Sample seams and openings applicable to duvet covers - open seams neatened with zig-zag/overlock, French seams, flaps, hems |
| Sample the application, to duvet cover openings, of closing mechanisms - studs, buttons/buttonholes, ties, hook and loop tape |
| Sample decorative treatments – piping, appliqué, insertion, frilled and pleated edges, colouring, stencilling, manipulated fabric panels |
| Make the duvet cover |
| Label correctly with details of the materials composition and the care requirements of the duvet cover |

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| City & Guilds ref no: | 7112 – 302 |
| Title: | Soft Furnishings – Decorative Cushion |
| Level: | 2 |
| Credit value: | 6 |
| Unit aim: | In this unit the learner will apply design principles to the making of a functional, decorative cushion with a fastening/closing |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of decorated cushions 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a decorated cushion 3 Plan and manage the design of the decorated cushion to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard |
| Learning outcome 1 | Assessment criteria |
| The learner can: | The learner will: |
| 1 Investigate contextual influences relating to decorated cushions | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites |
| Learning outcome 2 | Assessment criteria |
| The learner can: | The learner will: |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of the cushion | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for a decorated cushion |
| Learning outcome 3 | Assessment criteria |
| The learner can: | The learner will: |
| 3 Plan and manage the design of the cushion | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the cushion |

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| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the cushion</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the cushion</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed decorated cushion plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well constructed cushion, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • The cushion will be minimum size 40 cms side or diameter. It will be square, rectangular, round or triangular • A commercially obtained cushion pad may be used where the styling allows • The cushion will have a decorative treatment as the major design feature. Piping alone will not be sufficient <p>5.4 Store and finish the completed cushion design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| <ul style="list-style-type: none"> • List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit | |

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| <ul style="list-style-type: none"> • Measure and record cushion sizes accurately |
| <ul style="list-style-type: none"> • Record, select and adjust cushion styles to compliment a variety of furnishing styles |
| <ul style="list-style-type: none"> • Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan |
| <ul style="list-style-type: none"> • Sample seams and closings applicable to cushions - open seams neaten with zig-zag/overlock, French seams, flaps, hems |
| <ul style="list-style-type: none"> • Sample the application, to cushion openings, of zips, buttons/buttonholes, ties |
| <ul style="list-style-type: none"> • Sample decorative treatments – piping, appliqué, insertion, frilled and pleated edges, colouring, stencilling, manipulated fabric panels |
| <ul style="list-style-type: none"> • Make the cushion |
| <ul style="list-style-type: none"> • Label correctly with details of the materials composition and the care requirements of the cushion |

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| City & Guilds ref no: | 7112 – 303 |
| Title: | Soft Furnishings – Lined curtain valance and pair of tie backs |
| Level: | 2 |
| Credit value: | 6 |
| Unit aim: | In this unit the learner will apply design principles to the making of a lined curtain valance and pair of tie backs |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of lined curtain valances and tie backs 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of lined curtain valances and tie backs 3 Plan and manage the design of the lined curtain valances and tie backs to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard |
| Learning outcome 1 | Assessment criteria |
| The learner can: | The learner will: |
| 1 Investigate contextual influences relating to lined curtain valances and tie backs | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites |
| Learning outcome 2 | Assessment criteria |
| The learner can: | The learner will: |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of lined curtain valances and tie backs | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for lined curtain valances and tiebacks |
| Learning outcome 3 | Assessment criteria |
| The learner can: | The learner will: |
| 3 Plan and manage the design of the lined curtain valances and tie backs | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the lined curtain valances and tie backs |

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| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the lined curtain valances and tie backs</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the lined curtain valances and tie backs</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed lined curtain valances and tie backs plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well constructed valance and tie backs, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • The lined valance will have a commercial heading tape • The tie backs will be stiffened, interlined and lined <p>5.4 Store and finish the completed lined curtain valances and tie backs design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit | |
| Measure and record window sizes accurately | |
| Select and adjust valance styles to compliment a variety of window styles | |
| Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan | |
| Sample seams and hems applicable to valances and tie backs - open seams, layering, mitred hems | |
| Sample the application, to valances, of commercial heading tape, lining, edging braids and fringing | |

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| Sample the drawing-up of valance tapes and the dressing of the gathers/pleats to the required measurement |
| Sample the application of piping, D rings and round rings to tie backs |
| Make the valance and tie-backs |
| Label correctly with details of the materials composition and the care requirements of the valance and tie-backs |

7112 – 304 Soft Furnishings – Window Blind

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| City & Guilds ref no: | 7112 – 304 |
| Title: | Soft Furnishings – Window Blind |
| Level: | 2 |
| Credit value: | 6 |
| Unit aim: | In this unit the learner will apply design principles to the making of a window blind - Austrian, London, Roman or roller blind. |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of window blinds 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a window blind 3 Plan and manage the design of the window blind to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard |
| Learning outcome 1 | Assessment criteria |
| The learner can: | The learner will: |
| 1 Investigate contextual influences relating to window blinds | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites |
| Learning outcome 2 | Assessment criteria |
| The learner can: | The learner will: |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of window blinds | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for a window blind |
| Learning outcome 3 | Assessment criteria |
| The learner can: | The learner will: |
| 3 Plan and manage the design of the window blind | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the window blind |

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| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the window blind</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the window blind</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed window blind plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well constructed blind, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • The fabric for roller blinds will be stiffened • There will be photographic images of the window, with and without the blind in place <p>5.4 Store and finish the completed window blind design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit | |
| Measure and record window sizes accurately | |
| Record, select and adjust blind styles to compliment a variety of window sizes and shapes | |
| Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan | |
| Sample hems and commercial blind tapes – side and edge hems, commercial tapes for blinds | |
| Select commercial means of stiffening roller blind materials | |
| Mitre hems | |

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| Sample the application of decorative edges to blinds – braids, fringes, tassels ... |
| Tension blinds in a variety of fittings |
| Sample the drawing-up of tapes, fitting of batons and dressing of the fullness in various types of blind to achieve the required style |
| Make the blind |
| Label correctly with details of the materials composition and the care requirements of the blind |

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| City & Guilds ref no: | 7112 – 305 | |
| Title: | Soft Furnishings – Firm Lampshade | |
| Level: | 2 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will apply design principles to the making of an unlined, firm lampshade | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of lampshades 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a lampshades 3 Plan and manage the design of the lampshade to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Investigate contextual influences relating to lampshades | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a lampshade | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for a lampshade | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Plan and manage the design of the lampshade | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the lampshade | |

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| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the lampshade</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the lampshade</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed lampshade plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well constructed lampshade, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • The lampshade may be round, half round, tapered, square, rectangular, Coolie or oval • The lampshade may be made from fabric adhered to a commercial backing or from other firm materials, traditional or innovative. • The shade may be for lamp bases or ceiling hanging. <p>5.4 Store and finish the completed lampshade design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| List composition, note and comply with current legislation on the use of materials, in particular Fire and General Product Safety Regulations, applicable to this unit | |
| Measure and record lamp bases accurately | |
| Select and adjust shape and proportion of lampshade styles and frames to compliment lamp bases and ceiling fittings | |
| Prepare and handle correctly, fabrics for cutting and stitching and make an accurate | |

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| cutting plan |
| Sample seams and adhesives to ensure a clean finish |
| Sample the preparation of lampshade frames – application of paint, taping rings |
| Sample attachment of the shade to the frame rings |
| Sample edge techniques – self binding, contrast binding, attaching braid |
| Make the lampshade |
| Label correctly with details of the materials composition, maximum wattage and the care requirements of the lampshade |

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| City & Guilds ref no: | 7112 – 306 |
| Title: | Soft Furnishings – Tailored Lampshade |
| Level: | 2 |
| Credit value: | 6 |
| Unit aim: | In this unit the learner will apply design principles to the making of a tailored lampshade |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of tailored lampshades 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a tailored lampshade 3 Plan and manage the design of the tailored lampshade 4 to the working design 5 Work safely and effectively 6 Make a well designed plan to a saleable standard |
| Learning outcome 1 | Assessment criteria |
| The learner can: | The learner will: |
| 1 Investigate contextual influences relating to tailored lampshades | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites |
| Learning outcome 2 | Assessment criteria |
| The learner can: | The learner will: |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a tailored lampshade | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for a tailored lampshade |
| Learning outcome 3 | Assessment criteria |
| The learner can: | The learner will: |
| 3 Plan and manage the design of the tailored lampshade | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the tailored lampshade |

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| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the tailored lampshade</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the tailored lampshade</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed tailored lampshade plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well constructed lampshade, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • The lampshade will have a straight or shaped edge • The lampshade will have a balloon lining • The shade may be for lamp bases or ceiling hanging <p>5.4 Store and finish the completed tailored lampshade design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| List composition, note and comply with current legislation on the use of materials, in particular Fire and General Product Safety Regulations, applicable to this unit | |
| Measure and record lamp bases accurately | |
| Select and adjust shape and proportion of lampshade styles and frames to compliment lamp bases and ceiling fittings | |
| Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan | |
| Sample seams on the straight and on the cross | |
| Sample the preparation of lampshade frames – application of paint, taping rings and struts | |

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| Sample attachment of the lining and cover to the frame rings |
| Sample edge techniques – application of hand made trimmings, attaching commercial braid and fringing |
| Label correctly with details of the materials composition, maximum wattage and the care requirements of the lampshade |

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| City & Guilds ref no: | 7112 – 307 | |
| Title: | Soft furnishings – Collection of Rug Samples | |
| Level: | 2 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will apply design principles to the making of a collection of rug samples, using traditional and innovative techniques and materials | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of rugs 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a rug sample 3 Plan and manage the design of the rug sample to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Investigate contextual influences relating to rugs | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of rug samples | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for the rug samples | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Plan and manage the design of the rug samples | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the rug samples | |

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| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the rug samples</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the rug samples</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed rug sample plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well constructed collection of rug samples, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • A variety of fabrics and yarns must be used • Appropriate foundation fabrics must be used where relevant • The rugs, if produced to full size, may be for the floor or for wall hanging • Rug samples will be the same size, minimum A4, to reflect the creation of a collection <p>5.4 Store and finish the completed rug samples designs</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit | |
| Use a range of materials – woven and non-woven fabric, natural and man-made, and use a | |

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| variety of thicknesses of yarns |
| Add dye to fabric and yarns |
| Experiment to produce textured surfaces and raised surfaces |
| Produce a Collection of Rug Samples comprising; <ol style="list-style-type: none">1. one sample using a locker hook2. one sample using braiding techniques3. one sample of canvas work using cross stitch and velvet stitch4. one sample using knit techniques5. one sample using a latch hook6. one sample using the prodding technique |
| Label correctly with details of the materials composition and the care requirements of the rug samples |

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| City & Guilds ref no: | 7112 – 308 | |
| Title: | Soft Furnishings – Loose Cover for an Easy Chair | |
| Level: | 2 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will apply design principles to the making of a loose cover for an easy chair without arms or wings, with features including a skirt, a tuck in and appropriate fastenings | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of loose covers for easy chairs 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a loose cover for an easy chair 3 Plan and manage the design of the loose cover for an easy chair to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Investigate contextual influences relating to loose covers for easy chairs | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a loose cover for an easy chair | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for a loose cover for an easy chair | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Plan and manage the design of the loose cover for an easy chair | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled | |

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| | 3.4 Estimate the time and cost to make the loose cover for an easy chair |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the loose cover for an easy chair</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the loose cover for an easy chair</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed loose cover for an easy chair plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well constructed loose cover to the following specifications –</p> <ul style="list-style-type: none"> • The loose cover must have a tuck in at the seat back • The loose cover will be for an adult size chair and will have a gathered, pleated or tailored skirt <p>5.4 Store and finish the completed loose cover for an easy chair design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit | |
| Fabrics and sub covers must be compliant | |
| Measure and record sizes accurately | |
| Select and adjust designs to compliment a variety of interior styling | |
| Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan | |
| Sample seams and hems, open seams neatened with zig-zag/overlock, blind hem both | |

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| hand and machine stitched, pleat hems, vents |
| Sample piping techniques |
| Sample decorative treatments which are appropriate for the rear of the loose cover |
| Make, fit and adjust the cover accurately throughout the making up processes |
| Label correctly with details of the materials composition and the care requirements of the loose cover |

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| City & Guilds ref no: | 7112 – 309 | |
| Title: | Soft Furnishings – Passementerie, Traditional Tassel Tie Back with Trimmings | |
| Level: | 2 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will apply design principles to the making of a traditional tassel tie back with trimmings | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of passementerie 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a tassel tie back with trimmings 3 Plan and manage the design of the room to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Investigate contextual influences relating to passementerie | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a tassel tieback with trimmings | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for a tassel tieback with trimmings | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Plan and manage the design of the tassel tieback with trimmings | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled | |

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| | 3.4 Estimate the time and cost to make the tassel tieback with trimmings |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the tassel tieback with trimmings</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the tassel tieback with trimmings</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed passementerie plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well constructed tassel tie back, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • The tie back element will have hand twisted cords to match the tassels • The tassels will have stitched or wrapped heads with skirts and ruffs <p>5.4 Store and finish the completed passementerie design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit | |
| Measure and record tassel and cord sizes accurately | |
| Select and adjust tassel styles to compliment a variety of furnishing styles | |
| Prepare and handle correctly, a variety of yarns, including warping and hanking long lengths | |
| Sample single colour and multi colour hand twisted cords using a cord winder | |
| Prepare and handle correctly a variety of wooden moulds for tassels – glueing, rolling and | |

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| wrapping with yarns and cords |
| Sample decorative applications to tassels - trimmings, knots, buttons, pompoms, finger tassels |
| Sample the attachment of skirts and ruffs |
| Label correctly with details of the materials composition and the care requirements of the tassel tie-back |

7112 – 310

Passementerie – Matching Set of a Tassel, Cord and Woven Braid

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| City & Guilds ref no: | 7112 – 310 | |
| Title: | Passementerie – Matching Set of a Tassel, Cord and Woven Braid | |
| Level: | 2 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will apply design principles to the making of matching passementerie - a tassel, cord and woven braid | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of passementerie 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a matching set of a tassel, cord and woven braid 3 Plan and manage the design of the matching set of a tassel, cord and woven braid to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Investigate contextual influences relating to passementerie | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a matching set of a tassel, cord and woven braid | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for a matching set of a tassel, cord and woven braid | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Plan and manage the design of the matching set of a tassel, cord and woven braid | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the | |

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| | matching set of a tassel, cord and woven braid |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the matching set of a tassel, cord and woven braid</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the matching set of a tassel, cord and woven braid</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed passementerie plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make well constructed passementerie, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • The passementerie will comprise a matching set of a tassel, with a moulded head – covered or coloured, a length (minimum one metre) of cord and a simple braid woven on the Inkle loom <p>5.4 Store and finish the completed matching set of a tassel, cord and woven braid design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit | |
| Measure and record tassel, cord and braid sizes accurately | |
| Select and adjust passementerie styles to compliment a variety of furnishing styles | |

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| Colour match materials to fabrics |
| Prepare and handle correctly, a variety of yarns, including warping and hanking long lengths |
| Sample single colour hand twisted cords using a cord winder |
| Prepare and handle correctly a variety of wooden moulds for tassel heads – glueing, rolling and wrapping with yarns and cords, covering with fabric, colouring |
| Sample simple braids woven on an Inkle loom |
| Sample decorative applications to tassels - knots, buttons, pompoms, braids |
| Sample the attachment of skirts and ruffs |
| Make the tassel, cord and woven braid |
| Label correctly with details of the materials composition and the care requirements of the tassel tie-back, cord and braid |

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| City & Guilds ref no: | 7112 – 311 |
| Title: | Upholstery – Stuff Over Seat |
| Level: | 2 |
| Credit value: | 6 |
| Unit aim: | In this unit the learner will apply design principles to the upholstering of a stuff over seat |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of upholstered stuff over seats 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of an upholstered stuff over seat 3 Plan and manage the design of the upholstered stuff over seat to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard |
| Learning outcome 1 | Assessment criteria |
| The learner can: | The learner will: |
| 1 Investigate contextual influences relating to upholstered stuff over seats | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites |
| Learning outcome 2 | Assessment criteria |
| The learner can: | The learner will: |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of an upholstered stuff over seat | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for an upholstered stuff over seat |
| Learning outcome 3 | Assessment criteria |
| The learner can: | The learner will: |
| 3 Plan and manage the design of the upholstered stuff over seat | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the upholstered stuff over seat |

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| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the upholstered stuff over seat</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the upholstered stuff over seat</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed upholstered stuff over seat plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Upholster a stuff over seat, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • The chair frame will be restored/repaired as required • Traditional techniques will be used <p>5.4 Store and finish the completed the upholstered stuff over seat design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit | |
| Measure and record sizes accurately | |
| Strip, clean and restore the frame as necessary | |
| Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan | |
| Apply webbing, hessian, bridle ties and add filling | |
| Regulate the filling | |
| Fit an appropriate sub-cover prior to top cover, to achieve clean lines | |
| Fit the top cover to the correct tension, eliminating bulk and ensuring well finished corners | |

Fix trimming with gimp pins or stitching

Label correctly with details of the materials composition and the care requirements of the seat

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| City & Guilds ref no: | 7112 – 312 |
| Title: | Upholstery – Small Ottoman or Box with a Lid |
| Level: | 2 |
| Credit value: | 6 |
| Unit aim: | In this unit the learner will apply design principles to the upholstering of a small ottoman or box with a lid and hand stitched buttoning |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of upholstered ottomans/boxes with lids 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of an upholstered ottoman or box with lid 3 Plan and manage the design of the upholstered ottoman/box with lid to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard |
| Learning outcome 1 | Assessment criteria |
| The learner can: | The learner will: |
| 1 Investigate contextual influences relating to upholstered ottomans/boxes with lids | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites |
| Learning outcome 2 | Assessment criteria |
| The learner can: | The learner will: |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of an upholstered ottoman/box with lid | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for the upholstered ottoman/box with lid |
| Learning outcome 3 | Assessment criteria |
| The learner can: | The learner will: |
| 3 Plan and manage the design of the upholstered ottoman/box with lid | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled |

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| | 3.4 Estimate the time and cost to make the upholstered ottoman/box with lid |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the upholstered ottoman/box with lid</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the upholstered ottoman/box with lid</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed upholstered ottoman/box with lid plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Upholster an ottoman or lidded box, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • The ottoman or box will be upholstered overall - outside padded, lined and covered The inside will be lined and the bottom lined with card, padded and covered <p>5.4 Store and finish the completed upholstered ottoman/box with lid design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit | |
| Measure and record sizes accurately | |
| Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan | |
| Cover sides with wadding, applicable sub-cover and top cover | |
| Mark buttoning pattern | |

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| Apply foam, appropriate sub-cover and top cover to ottoman/box top |
| Apply and secure buttons |
| Fit and secure lining to the insides |
| Cut and cover bottom board and fit to inside |
| Fix a stay to the interior of the lid |
| Apply trimmings, in balance with the item, as appropriate |
| Label correctly with details of the materials composition and the care requirements of the ottoman or box |

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| City & Guilds ref no: | 7112 – 313 |
| Title: | Upholstery – Traditional Upholstered Stool |
| Level: | 2 |
| Credit value: | 6 |
| Unit aim: | In this unit the learner will apply design principles to the upholstering of a stool with hand finished and fitted legs, using traditional techniques |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of traditional upholstered stools 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a traditional upholstered stool 3 Plan and manage the design of the traditional upholstered stool to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard |
| Learning outcome 1 | Assessment criteria |
| The learner can: | The learner will: |
| 1 Investigate contextual influences relating to traditional upholstered stools | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites |
| Learning outcome 2 | Assessment criteria |
| The learner can: | The learner will: |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a traditional upholstered stool | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for a traditional upholstered stool |
| Learning outcome 3 | Assessment criteria |
| The learner can: | The learner will: |
| 3 Plan and manage the design of the traditional upholstered stool | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the traditional upholstered stool |

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| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the traditional upholstered stool</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the traditional upholstered stool</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed traditional upholstered stool plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Upholster a stool, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • The stool will have wooden legs finished by the candidate, with stain, varnish or polish <p>Traditional upholstery techniques will be used</p> <p>5.4 Store and finish the completed the traditional upholstered stool design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit | |
| Measure and record sizes accurately | |
| Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan | |
| Apply webbing, hessian, bridle ties and filling | |
| Regulate the filling. | |
| Fit an appropriate sub-cover prior to top cover, to achieve clean lines | |

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| Fit the top cover to the correct tension, eliminating bulk and ensuring well finished, matching corners |
| Fix trimming with gimp pins or stitching |
| Cover the base and secure bottoming fabric |
| Apply trimmings, in balance with the item, as appropriate |
| Label correctly with details of the materials composition and the care requirements of the stool |

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| City & Guilds ref no: | 7112 – 314 | |
| Title: | Upholstery – Upholstered Headboard | |
| Level: | 2 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will apply design principles to the upholstering of a deep buttoned, shaped headboard with a border | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of upholstered headboards 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of an upholstered headboard 3 Plan and manage the design of the upholstered headboard to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Investigate contextual influences relating to upholstered headboards | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of an upholstered headboard | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for an upholstered headboard | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Plan and manage the design of the upholstered headboard | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the | |

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| | upholstered headboard |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the upholstered headboard</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the upholstered headboard</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed upholstered headboard plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Upholster a headboard, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • The headboard will be of minimum length 75 cms. <p>Modern upholstery techniques will be used</p> <p>5.4 Store and finish the completed the upholstered headboard design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit | |
| Measure and record sizes accurately | |
| Use foam sheet and a range of compliant fabrics for the upholstered headboard | |
| Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan | |
| Sample gathered borders for upholstered headboards | |
| Mark up deep buttoning patterns and the position of fixing brackets | |
| Adhere foam to a shaped headboard board and fit a compliant sub-cover | |

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| Make and fit top cover in upholstery fabric |
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| Attach buttons, and secure at the rear |
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| City & Guilds ref no: | 7112 – 315 | |
| Title: | Decorated Interior Textiles – Colour | |
| Level: | 2 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will apply design principles to the embellishment of a length of textile and three yarns with added colour – dye, paint, ink, crayon, in order that they could be used together | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of decorated interior textiles 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of the embellishment of a length of textile and three yarns with added colour 3 Plan and manage the design of the embellishment of a length of textile and three yarns with added colour to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Investigate contextual influences relating to decorated interior textiles | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of decorated interior textiles | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for the embellishment of a length of textile and three yarns with added colour | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Plan and manage the design of the embellishment of a length of textile and three yarns with added colour | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled | |

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| | 3.4 Estimate the time and cost to make the embellishment of a length of textile and three yarns with added colour |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the length of textile and three yarns with added colour</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the length of textile and three yarns with added colour</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed decorated interior textiles plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well decorated length of textile of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • The length of textile will be a minimum of one metre, by the full width of the fabric • The assessed piece may be smooth faced, pile faced or textured • Yarns will be natural and man-made, with a variety of surface textures • Sample pieces will be minimum size A3 <p>5.4 Store and finish the completed embellishment of a length of textile and three yarns with added colour design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |

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| In this unit the learner will: |
| List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit |
| Measure and record fabric and yarn sizes before adding colour |
| Work with a range of colour additives |
| Prepare and handle correctly, fabrics and yarns during the colouring processes |
| Sample and use a variety of types of fabrics – natural and man-made |
| Sample and use a variety of types of yarn – natural and man-made, with a variety of surface textures |
| Sample and use as required a variety of techniques to add colour to fabric and yarn - shibori, space dye, painting and crayoning to obtain a variety of effects |
| Sample and use as required a variety of methods to set colour into textiles |
| Sample and use as required an overdye technique |
| Press work correctly during the making, drying and pressing-off processes |
| Label correctly with details of the materials composition and the care requirements of the fabrics and yarns |

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| City & Guilds ref no: | 7112 – 316 | |
| Title: | Decorated Interior Textiles – Pattern | |
| Level: | 2 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will apply design principles to the embellishment of a length of textile with added pattern | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of decorated interior textiles 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a length of textile with added pattern 3 Plan and manage the design of the length of textile with added pattern to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Investigate contextual influences relating to decorated interior textiles | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a length of textile with added pattern | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for a length of textile with added pattern | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Plan and manage the design of the length of textile with added pattern | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the length of textile with added pattern | |

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| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the length of textile with added pattern</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the length of textile with added pattern</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed length of textile with added pattern plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well decorated length of textile of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • The length of textile will be a minimum of one metre, by the full width of the fabric • The assessed piece may be smooth faced, pile faced or textured <p>Sample pieces will be minimum size A3</p> <p>5.4 Store and finish the completed length of textile with added pattern design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit | |
| Measure and record fabric sizes before adding pattern | |
| Work with a range of fabric additives | |
| Prepare and handle correctly, fabrics during the patterning processes | |
| Sample and use a variety of types of fabrics – natural and man-made | |
| Sample and use as required a variety of techniques to add pattern to fabrics -marbling, | |

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| block printing, screen printing, heat transfer printing, discharge techniques. Batik, stencilling, fabric painting |
| Sample and use as required a variety of methods to set pattern into textiles |
| Sample and use as required an overdye technique |
| Press work correctly during the making, drying and pressing-off processes |
| Label correctly with details of the materials composition and the care requirements of the fabrics |

7112 – 317 Interior Décor – Loft Space

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| City & Guilds ref no: | 7112 – 317 |
| Title: | Interior Décor – Loft Space |
| Level: | 2 |
| Credit value: | 6 |
| Unit aim: | In this unit the learner will create a room plan for a loft space within a family house, to be used by a single person |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of loft spaces 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a loft space 3 Plan and manage the design of the room to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard |
| Learning outcome 1 | Assessment criteria |
| The learner can: | The learner will: |
| 1 Investigate contextual influences relating to the décor of loft spaces | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites ... |
| Learning outcome 2 | Assessment criteria |
| The learner can: | The learner will: |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a loft space | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for the loft space |
| Learning outcome 3 | Assessment criteria |
| The learner can: | The learner will: |
| 3 Plan and manage the design of the room | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the room design |
| Learning outcome 4 | Assessment criteria |

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| The learner can: | The learner will: |
| 4 Work safely and effectively | 4.1 Name tools, equipment, materials and techniques required to design the room space 4.2 Describe the care and safety requirements of tools, equipment and materials required to design the room space 4.3 Use tools, equipment, materials and techniques safely 4.4 List related Health and Safety factors and current legislation |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed room plan to a saleable standard | 5.1 Handle materials correctly 5.2 List adjustments made during the designing process 5.3 Make a well designed room plan, of saleable quality, to the final design and following specifications – <ul style="list-style-type: none"> • The primary use of the loft space will be as sleeping accommodation with secondary use as a personal living space. • There will be no bathroom provision. • The room will incorporate the sloping ceilings/walls, angles and skylights or dormers associated with loft space. • A scale of 1:50 may be used to present a visual of the whole, but 1:20, or greater, must be used for clarity of any detailed requirements within the scheme. • A room plan will consist of a floor plan and wall elevations which will show the visual effect of the room with the furniture and furnishings in situ. All details must be included on each drawing. • A story board will accompany the project. 5.4 Store and finish the completed room design 5.5 Produce a cost sheet and order of work including timescale 5.6 Evaluate and present the completed design <ul style="list-style-type: none"> • Strengths • Areas for improvement 5.7 All work produced for this unit will be collated and stored in an appropriate |

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| | format |
| Learning programme | |
| In this unit the learner will: | |
| Measure and record room sizes accurately | |
| Select and adjust room designs to compliment a variety of interior styles | |
| Plan spaces effectively for the function of the room, ensuring that there is sufficient space for safe and easy movement and that necessary services are well positioned | |
| Assess the aspect of a room and include it on a room plan | |
| Describe the client for whom the design is created | |
| Select a co-ordinated colour scheme for walls, floors, furniture, furnishings and accessories with reference to the needs of the client and the aspect of the room | |
| Select lighting equipment to enhance the space, including accent lighting and full lighting | |
| Select and show a method of heating the room space which is aesthetically pleasing and safe | |
| Produce a sample/story board to describe, visually, the colour scheme for a room and the style of furniture, furnishings, fittings and accessories | |
| Understand the relationship between both historical and current design styles and the use of colour, texture, pattern and proportion within them | |

7112 – 318 Interior Décor – Home Based Office

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| City & Guilds ref no: | 7112 – 318 |
| Title: | Interior Décor – Home Based Office |
| Level: | 2 |
| Credit value: | 6 |
| Unit aim: | In this unit the learner will create a room plan for a room within a family house, which is to be used as a home based office |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of home based offices 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a home based office 3 Plan and manage the design of the room to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard |
| Learning outcome 1 | Assessment criteria |
| The learner can: | The learner will: |
| 1 Investigate contextual influences relating to the décor of home based offices | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites ... |
| Learning outcome 2 | Assessment criteria |
| The learner can: | The learner will: |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a home based office | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for the home based office |
| Learning outcome 3 | Assessment criteria |
| The learner can: | The learner will: |
| 3 Plan and manage the design of the room | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the room design |

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| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the room space</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the room space</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed room plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well designed room plan, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • The room will be used only for office function. • The provision will include equipment needed for on-line communication systems as well as producing a comfortable environment for work within the limitations of a domestic setting. • A scale of 1:50 may be used to present a visual of the whole, but 1:20, or greater, must be used for clarity of any detailed requirements within the scheme. • A room plan will consist of a floor plan and wall elevations which will show the visual effect of the room with the furniture and furnishings in situ. All details must be included on each drawing. • A story board will accompany the project. <p>5.4 Store and finish the completed room design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |

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| Learning programme |
| In this unit the learner will: |
| Measure and record room sizes accurately |
| Select and adjust room designs to compliment a variety of interior styles |
| Plan spaces effectively for the function of the room, ensuring that there is sufficient space for safe and easy movement and that necessary services are well positioned |
| Assess the aspect of a room and include it on a room plan |
| Describe the client for whom the design is created |
| Select a co-ordinated colour scheme for walls, floors, furniture, furnishings and accessories with reference to the needs of the client and the aspect of the room |
| Select lighting equipment to enhance the space, including accent lighting and full lighting |
| Select and show a method of heating the room space which is aesthetically pleasing and safe |
| Produce a sample/story board to describe, visually, the colour scheme for a room and the style of furniture, furnishings, fittings and accessories |
| Understand the relationship between both historical and current design styles and the use of colour, texture, pattern and proportion within them |

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| City & Guilds ref no: | 7112 – 319 | |
| Title: | Interior Décor – Bedroom with En Suite Shower Room | |
| Level: | 2 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will create a room plan for the main bedroom with an en suite shower room within a family house | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the décor of bedrooms with en suite shower rooms 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a bedroom and en suite shower room 3 Plan and manage the design of the room to the working design 4 Work safely and effectively 5 Make a well designed plan to a saleable standard | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Investigate contextual influences relating to the décor of bedrooms with en suite shower rooms | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites ... | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a bedroom and en suite shower room | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for the bedroom and en suite shower room | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Plan and manage the design of the room | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the | |

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| | room design |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to design the room space</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to design the room space</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed room plan to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well designed room plan, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • A scale of 1:50 may be used to present a visual of the whole, but 1:20, or greater, must be used for clarity of any detailed requirements within the scheme. • A room plan will consist of a floor plan and wall elevations which will show the visual effect of the room with the furniture and furnishings in situ. All details must be included on each drawing. • A story board will accompany the project. <p>5.4 Store and finish the completed room design</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed design</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| Measure and record room sizes accurately | |

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| Select and adjust room designs to compliment a variety of interior styles |
| Plan spaces effectively for the function of the room, ensuring that there is sufficient space for safe and easy movement and that necessary services are well positioned |
| Assess the aspect of a room and include it on a room plan |
| Describe the client for whom the design is created |
| Select a co-ordinated colour scheme for walls, floors, furniture, furnishings and accessories with reference to the needs of the client and the aspect of the room |
| Select lighting equipment to enhance the space, including accent lighting and full lighting |
| Select and show a method of heating the room space which is aesthetically pleasing and safe |
| Produce a sample/story board to describe, visually, the colour scheme for a room and the style of furniture, furnishings, fittings and accessories |
| Understand the relationship between both historical and current design styles and the use of colour, texture, pattern and proportion within them |

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| City & Guilds ref no: | 7112 – 320 | |
| Title: | Decorative Effects – Broken Colour Effects | |
| Level: | 2 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will create a portfolio of samples and paint a wooden item using broken colour techniques | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the decorative use of broken colour techniques 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design for a wooden item using broken colour techniques 3 Plan and manage the creation of the item to the working design 4 Work safely and effectively 5 Make a well designed decorated item to a saleable standard | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Investigate contextual influences relating to the decorative use of broken colour techniques | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites ... | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design for a wooden item using broken colour techniques | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for the decorated item | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Plan and manage the creation of the item to the working design | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes | |

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| | sampled 3.4 Estimate the time and cost to make the decorated item |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | 4.1 Name tools, equipment, materials and techniques required to create the item 4.2 Describe the care and safety requirements of tools, equipment and materials required to create the item 4.3 Use tools, equipment, materials and techniques safely 4.4 List related Health and Safety factors and current legislation |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed decorated item to a saleable standard | 5.1 Handle materials correctly 5.2 List adjustments made during the designing process 5.3 Make a well designed decorated item, of saleable quality, to the final design and following specifications – <ul style="list-style-type: none"> • Sample boards, minimum size A3, may be hardboard, wood, prepared cardboard or any suitable material • Items for decoration must be prepared correctly and have an appropriate finish • Candidates may combine more than one technique on the wooden item if required 5.4 Store and finish the completed decorated item 5.5 Produce a cost sheet and order of work including timescale 5.6 Evaluate and present the completed decorated item <ul style="list-style-type: none"> • Strengths • Areas for improvement 5.7 All work produced for this unit will be collated and stored in an appropriate format |
| Learning programme | |
| In this unit the learner will: | |
| Measure and record the item sizes accurately | |
| Select and adjust designs to compliment a variety of decorative styles | |
| Produce a sketch of the wooden item | |
| Prepare surfaces – smooth, clean, prime, undercoat, paint as required, to give a flat surface | |

Produce decorative treatments - applied or removed as required for sponging, rag rolling, stippling, dragging, combing

Apply varnish or polish as required

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| City & Guilds ref no: | 7112 – 321 | |
| Title: | Decorative Effects – Wood Graining | |
| Level: | 2 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will create a portfolio of samples and paint a wooden item using wood graining techniques | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the decorative use of wood graining techniques 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design for a wooden item using wood graining techniques 3 Plan and manage the creation of the item to the working design 4 Work safely and effectively 5 Make a well designed decorated item to a saleable standard | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Investigate contextual influences relating to the decorative use of wood graining techniques | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites ... | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design for a wooden item using wood graining techniques | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for the decorated item | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Plan and manage the creation of the item to the working design | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the decorated item | |

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| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | 4.1 Name tools, equipment, materials and techniques required to create the item 4.2 Describe the care and safety requirements of tools, equipment and materials required to create the item 4.3 Use tools, equipment, materials and techniques safely 4.4 List related Health and Safety factors and current legislation |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed decorated item to a saleable standard | 5.1 Handle materials correctly 5.2 List adjustments made during the designing process 5.3 Make a well designed decorated item, of saleable quality, to the final design and following specifications – <ul style="list-style-type: none"> • Sample boards, minimum size A3, may be hardboard, wood, prepared cardboard or any suitable material • Items for decoration must be prepared correctly and have an appropriate finish • Candidates may combine more than one technique on the wooden item if required 5.4 Store and finish the completed decorated item 5.5 Produce a cost sheet and order of work including timescale 5.6 Evaluate and present the completed item <ul style="list-style-type: none"> • Strengths • Areas for improvement 5.7 All work produced for this unit will be collated and stored in an appropriate format |
| Learning programme | |
| In this unit the learner will: | |
| Measure and record the item sizes accurately | |
| Select and adjust designs to compliment a variety of decorative styles | |
| Produce a sketch of the wooden item | |
| Prepare surfaces - smooth, clean, prime, undercoat, paint as required, to give a flat surface | |
| Produce decorative wood graining treatments – oak, mahogany, bird's eye maple, knotted pine, rosewood | |

Apply varnish or polish as required

7112 – 322 Decorative Effects – Marbling

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| City & Guilds ref no: | 7112 – 322 | |
| Title: | Decorative Effects – Marbling | |
| Level: | 2 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will create a portfolio of samples and paint a wooden or metal item using marbling techniques | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the decorative use of marbling techniques 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design for a wooden or metal item using marbling techniques 3 Plan and manage the creation of the item to the working design 4 Work safely and effectively 5 Make a well designed decorated item to a saleable standard | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Investigate contextual influences relating to the decorative use of marbling techniques | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites ... | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design for a wooden or metal item using marbling techniques | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for the decorated item | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Plan and manage the creation of the item to the working design | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the | |

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| | decorated item |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to create the item</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to create the item</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed decorated item to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well designed decorated item, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • Sample boards, minimum size A3, may be hardboard, wood, prepared cardboard or any suitable material • Items for decoration must be prepared correctly and have an appropriate finish • Candidates may combine more than one technique on the item if required <p>5.4 Store and finish the completed decorated item</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed item</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| Measure and record the item sizes accurately | |
| Select and adjust designs to compliment a variety of decorative styles | |
| Produce a sketch of the item | |
| Prepare surfaces - smooth, clean, prime, undercoat, paint as required, to give a flat surface on wood and on metal | |
| Produce decorative marbling – Siena, black and gold, two colour granite, vert de mare, faux | |

Apply varnish or polish as required

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| City & Guilds ref no: | 7112 – 323 |
| Title: | Decorative Effects – Stained and Polished Box or Display Case |
| Level: | 2 |
| Credit value: | 6 |
| Unit aim: | In this unit the learner will stain and polish a box with a hinged lid or a small display case with a hinged door |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the use of staining and polishing wooden surfaces 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design for a stained and polished wooden artefact 3 Plan and manage the creation of the item to the working design 4 Work safely and effectively 5 Make a well designed stained and polished wooden item to a saleable standard |
| Learning outcome 1 | Assessment criteria |
| The learner can: | The learner will: |
| 1 Investigate contextual influences relating to the use of staining and polishing wooden surfaces | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites ... |
| Learning outcome 2 | Assessment criteria |
| The learner can: | The learner will: |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design for a stained and polished wooden artefact | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for the stained and polished item |
| Learning outcome 3 | Assessment criteria |
| The learner can: | The learner will: |
| 3 Plan and manage the creation of the item to the working design | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the |

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| | stained and polished item |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to stain and polish the item</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to stain and polish the item</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed stained and polished wooden item to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well designed stained and polished item, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • Samples of staining and polishing techniques must be minimum size A6 • Samples will be worked on wood or board • Coloured and natural wood stains must be sampled • Items for staining must be prepared correctly • An appropriate finish must be given to the item – polish or wax • The underside and inside of the artefact will be considered part of the area to be worked <p>5.4 Store and finish the completed stained and polished item</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed item</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |

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| In this unit the learner will: |
| Measure and record the item sizes accurately |
| Select and adjust designs to compliment a variety of styles |
| Produce a sketch of the item |
| Remove and replace after work is complete, the hinged section of the item |
| Prepare surfaces – smooth and clean to give a flat surface |
| Apply natural coloured wood stains to sample boards – medium oak, mahogany, walnut |
| Apply brightly coloured wood stains to sample boards – red, yellow, blue |
| Apply wax polish to sample surfaces |
| Apply varnish to sample surfaces |

7112 – 324

Decorative Effects – Set of Full Sized Stained and Polished Stool or Chair Legs

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| City & Guilds ref no: | 7112 – 324 | |
| Title: | Decorative Effects – A Set of Full Sized Stained and Polished Stool or Chair Legs | |
| Level: | 2 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will stain and polish a matching set of full sized stool or chair legs, new or recycled | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the use of staining and polishing wooden surfaces 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design for stained and polished wooden artefacts 3 Plan and manage the creation of the items to the working design 4 Work safely and effectively 5 Make well designed stained and polished wooden items to a saleable standard | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1. Investigate contextual influences relating to the use of staining and polishing wooden surfaces | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites ... | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design for stained and polished wooden artefacts | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for the stained and polished items | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Plan and manage the creation of the items to the working design | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of | |

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| | <p>materials, techniques and processes sampled</p> <p>3.4 Estimate the time and cost to make the stained and polished items</p> |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to stain and polish the items</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to stain and polish the items</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make well designed stained and polished wooden items to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make well designed stained and polished items, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • Samples of staining and polishing techniques must be minimum size A6 • Samples will be worked on wood or board • Coloured and natural wood stains must be sampled • Items for staining must be prepared correctly • An appropriate finish must be given to the items – polish or wax <p>5.4 Store and finish the completed stained and polished items</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed items</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |

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| Measure and record the item sizes accurately |
| Select and adjust designs to compliment a variety of styles |
| Produce a sketch of one of the legs, indicating the size |
| Prepare surfaces – smooth and clean to give a good surface |
| Sample and use as required natural coloured wood stains– medium oak, mahogany, walnut |
| Sample and use as required brightly coloured wood stains – red, yellow, blue |
| Apply wax polish to sample surfaces |
| Apply varnish to sample surfaces |

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| City & Guilds ref no: | 7112 – 325 | |
| Title: | Decorative Effects – Application of Metal Leaf | |
| Level: | 2 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will apply transfer metal leaf or loose metal leaf to an item | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to the use of metal leaf as a decorative effect 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design for items decorated with metal leaf 3 Plan and manage the creation of the item to the working design 4 Work safely and effectively 5 Make a well designed item with applied metal leaf, to a saleable standard | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Investigate contextual influences relating to the use of metal leaf as a decorative effect | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites ... | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design for items decorated with metal leaf | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for the item decorated with metal leaf | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Plan and manage the creation of the item to the working design | <ol style="list-style-type: none"> 3.1 Select transfer or loose metal leaf as appropriate to the item, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled | |

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| | 3.4 Estimate the time and cost to create the item decorated with metal leaf |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to apply metal leaf to the item</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to apply metal leaf to the item</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well designed item with applied metal leaf, to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the designing process</p> <p>5.3 Make a well designed item, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • Samples of applied metal leaf must be minimum size A8 • Samples will be worked on wood or board • Dutch Metal Leaf/Schlag may be used • A minimum of one sample must use gold or silver leaf • The item to be worked will be selected from a lampbase, candlestick, mirror frame, box or a panel • Items for the application of metal leaf must be prepared correctly • An appropriate lacquer finish must be given to the item <p>5.4 Store and finish the completed item</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed item</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Samples of applied metal leaf must be minimum size A8 <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |

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| Learning programme |
| In this unit the learner will: |
| Measure and record the item sizes accurately |
| Select and adjust designs to compliment a variety of styles |
| Produce a sketch of the item, indicating sizes |
| Prepare surfaces – smooth and clean to give a good surface |
| Sample and use various colours of bole, transfer leaf and loose leaf |
| Sample and use as required, oil gilding |
| Sample and use as required, water gilding |
| Apply metal leaf to flat and shaped surfaces |
| Apply metal leaf to carved and moulded surfaces |
| Apply texture and pattern to surfaces |
| Sample and use as required an oxidized finish and a distressed finish |
| Sample and use as required a pigmented varnish prepared by the candidate |

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| City & Guilds ref no: | 7112 – 326 | |
| Title: | Decorative Effects – A Sample Collection of Contemporary Paint Effects | |
| Level: | 2 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will use traditional and innovative techniques and materials to create a sample collection of contemporary paint effects for walls, murals or furniture | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Investigate contextual influences relating to contemporary painted surfaces 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of contemporary painted surfaces 3 Plan and manage the making of the samples to the working design 4 Work safely and effectively 5 Make a well constructed collection of painted samples to a saleable standard | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Investigate contextual influences relating to contemporary painted surfaces | <ol style="list-style-type: none"> 1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites ... | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of contemporary painted surfaces | <ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for the sample collection | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Plan and manage the making of the samples | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes | |

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| | <p>3.3 List and describe the characteristics of materials, techniques and processes sampled</p> <p>3.4 Estimate the time and cost to make the painted samples</p> |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | <p>4.1 Name tools, equipment, materials and techniques required to paint the samples</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to paint the samples</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Make a well constructed collection of painted samples to a saleable standard | <p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed collection of samples, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> • A variety of paint and colouring materials must be used • Sample boards, minimum size A3, may be hardboard, wood or prepared cardboard <p>5.4 Store and finish the completed samples</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed samples</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning programme | |
| In this unit the learner will: | |
| Use a range of materials – paint, colouring mediums, scumble, sealants, varnishes | |
| Select and adjust designs to compliment a variety of decorative styles | |
| Experiment to produce textured surfaces and raised surfaces | |
| Sample the paint effects to imitate weathered steel and polished steel | |
| Sample the paint effects to imitate bamboo | |
| Sample the paint effects to imitate Italian limewash and glass | |

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| Sample the paint effects to imitate monochromatic ornament and grisaille |
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| Sample the paint effects to imitate rust and mosai |
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| Label correctly for the care requirements of the paint samples |
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Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)20 7294 2468
F +44 (0)20 7294 2400
www.cityandguilds.com

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