Unit 304: Producing specialist finishes for painted decorative work

Sample scheme of learning

Please revise the following text to suit your requirements.

This sample scheme of learning covers both classroom and workshop based learning for Unit 304. It is based on 60 hours over 11 sessions, plus additional hours for independent learning. Some suggestions of independent learning are made in the session plans.

This is only an example of a possible scheme of learning. You can use it as it is, adjust it or extract content to suit your delivery needs, or the needs of individual learners. We have endeavoured to make the schemes of learning as flexible as possible: where sessions may be taught out of order, this has been signposted. You may find it useful to use our lesson plan template to translate and adapt the sessions.

The schemes of learning are intended to be learner-focused, and they embrace current pedagogical methodology such as flipped and blended learning. They include the following types of learning tasks:

- **Pre-learning** – tasks for the learner to complete in advance of the session to allow for flipped learning
- **Active learning** – active, experiential and discovery learning approaches
- **Challenge focus** – stretching tasks to challenge more able learners
- **Independent learning** – tasks that learners can complete individually or collaboratively without tutor supervision. These tasks may be given as homework.

Reference is made within the scheme of learning to learning materials and other resources required for each session. A version of this scheme of learning with **full supporting materials** is also available to purchase on **SmartScreen.co.uk**. Resources consist of physical equipment required, as well as any technologies needed. Where possible we have included blended learning activities that make good use of technology so as to help centres fulfil the minimum amount of digital teaching recommended by the government.

The scheme of learning also signposts opportunities within the unit content to introduce the following wider skills and government initiatives:

- English, mathematics and ICT
- employability skills and behaviours
- British values (including the Prevent strategy).

Centres should also incorporate the following themes, where appropriate. Although they are not specifically referred to in the scheme of learning, City & Guilds regards these as essential in the teaching of the qualification:

- spiritual, moral, social and cultural issues
- health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- environmental education and related European issues.

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Unit 304: Producing specialist finishes for painted decorative work

Sample scheme of learning

Course/qualification: _____ **Tutor's name**: _____

Number of sessions: 11 **Delivery hours**: 60 **Venue**:_____ **Group**: _____

Learning outcomes:	**To enable learners to**:
• Prepare and apply multi-plate stencils • Replicate different types of wood using graining methods • Replicate marble • Apply metal leaf	• Prepare and apply multi-plate stencils to wall areas • Prepare grounds – identify, select and prepare materials to replicate wood finishes • Prepare grounds – identify, select and prepare materials to replicate marble finishes • Prepare grounds – identify, select and apply metal leaf

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Session 1: Introduction to unit and methods of assessment **Suggested Teaching Time**: 1 hour

Learning Outcome: This is an introductory overview of the unit to provide learners with the skills and knowledge required to apply decorative effects.

Topics: Unit structure and content

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning Learners to **research** the four subjects included in the unit (multi-plate stencils, wood, marble and metal leaf), outlining their properties and seeking examples of their uses. **Active learning:** • Tutor to lead **discussion** on learners' findings by drawing a **mind map** on the board and listing each subject with its properties and examples from learners' research. At this point, gauge and note who may be the more proactive and capable learners. • Tutor to give a full explanation of the content and structure of the unit, including the elements of the learning outcomes, how the unit will be delivered and the assessment process. • Tutor to clarify learners' understanding of **appeals procedure**. • Learners to form pairs and attempt a 'one-minute race' to list as many outcomes as they can and write them onto a **flip chart**; one learner to call the pair's results. **Challenge focus:** • More able learners to write a **short essay** highlighting the type of environments that they think would suit two of the specialist finishes they will be covering in this unit. **Independent learning:** • Learners to write a diary entry in a **reflective log**, outlining a few key skills that they think are required to complete this unit, which areas are of most interest to them and what they hope to achieve by the end.	**Resources** For the tutor to devise/ source in advance: • **Presentation 1** **Materials** • Copy of centre's current appeals procedure • Flip chart • Markers • Textbooks	• Tutor to verify that learners are familiar with the learning outcomes through the 'race task'. • Tutor to extend discussion with learners to ensure that they understand the appeals procedure, and ask questions appropriately.

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Opportunities to develop maths, English, ICT and wider skills:

English: • Learners can demonstrate **writing** skills when producing a **short essay** about the types of environments they think would suit two of the specialist finishes they will be covering in this unit. Check that learners have used **formal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used. **ICT:** • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information on the four subjects in the unit (multi-plate stencils, wood, marble and metal leaf). • Learners have the opportunity to engage in **blended learning** by writing in the reflective log, which makes use of suitable online tools for the task. This is an example of **communication** technology.	**British values:** • Remind learners about **staying safe online** and raise awareness of the potential risk of radicalisation as part of the government's '**prevent strategy**'. • Learners to develop their **self-knowledge**, **self-esteem** and **self-confidence** when writing in their reflective log and assessing their skills and further training options. • Talk about **appropriate learner behaviour**, both at college and at work, when in the classroom/workshop. **Employability:** • Learners should demonstrate they can **actively listen** during the presentation, **understand** what has been said and **respond** accordingly by asking any questions. Learners should be encouraged to use techniques to ensure that they understand the requirements of the course, eg **repeating back** what was said in the 'race task', **summarising** or **asking clarifying questions**. • Learners should demonstrate **self-analysis** by **identifying** the **skills** needed in the painting and decorating industry, and use this to evaluate and prioritise their **own strengths** and **skill gaps** for development.

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Session 2: Preparing stencils and applying a design **Suggested Teaching Time**: 7.5 hours

Learning Outcome: 1. Prepare and apply multi-plate stencils

By the end of the session learners should be able to differentiate between single and multi-plate stencils, and positive and negative stencils; they should be able to select and use the tools, materials and techniques that are required to produce stencils and transfer/enlarge designs.

Topics: 1.1 – Stencil types and plate materials; 1.2 – Stencil production and planning

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to **research** the local availability of stencil materials and bring results into class to share with others. They should search for videos on how to create stencils and **list their findings**, in order to help them have a greater working knowledge and be better prepared when carrying out practical tasks. Example video links include: https://youtu.be/yHsojM5d5no, https://youtu.be/p-Obkv2UtiM and https://youtu.be/oeFmy8kP-0k. **Active learning:** • Learners to present findings to group in order for them to be able to know where to source materials. • Tutor to show www.createforless.com/buying-guides/crafts/stenciling.aspx, explaining stencil types, and show examples of these types to the class. Hand them out so learners can get a feel for each type of stencil. • Tutor to provide **Worksheet 1** which contains various types of questions about the types of stencils and stencil materials available, as per the learning outcome. Learners to swap papers with the person next to them and mark each other's work; then tutor to go through answers as a class.	**Resources** For the tutor to source/ devise in advance: • **Worksheet 1** • **Worksheet 2** **Materials** • Card • Cartridge paper • Acetate • Mylar • Linseed oil • Knotting • Stencil cutting equipment • Levels • Rulers	• Tutor to assess learners' answers to **Worksheet 1** to ensure understanding of the types of stencils and stencil materials available. • Tutor to listen to and note the comments made my individuals to gauge their knowledge, understanding and interest. • Tutor to evaluate learners' success during cutting practice, provide guidance and feedback, and note individual difficulties. • Tutor to assess learners' answers to **Worksheet 2** to ensure understanding of replicating stencil designs on a wall area.

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Key learning activity/approach	Suggested materials and resources	Skills check
• Tutor to show link www.youstencil.com.au/stencil-tutorials/stenciling_equipment.html on tools and equipment, demonstrating the tools and equipment, and highlighting safe and correct use. Then provide feedback as a class. • Tutor to show link http://lifestyle.howstuffworks.com/crafts/stenciling/how-to-stencil1.html, highlighting the type of material the stencil is produced on. Ask learners recap questions about the tools afterwards. • Learners to get into pairs and **practise cutting techniques** using all the equipment and materials, noting their preferences for each of the materials and tools, and the different skills and techniques required. • Learners to **present** their findings to the group and note any common issues encountered between them. • Learners to complete the questions on materials in **Worksheet 1**. Learners to swap papers with the person next to them and mark each other's work; then tutor to go through answers as a class. • Tutor to show www.youtube.com/watch?v=gvYU3bqlwH8, which shows how to transfer designs. • Tutor to provide **Worksheet 2** to cover the replication of stencil designs onto a template, as per the learning outcome. Ask learners to get into pairs and complete the worksheet about reproducing designs on a wall area. Hand in to the tutor once complete. • Tutor to clarify answers with group and give the learners the opportunity to amend their answers. **Challenge focus:** • More able learners to tackle the more complex designs sourced from wallpaper catalogues, setting out and	• Pencils • Tape measures • Chalk line • Laser level • Textbooks	

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Key learning activity/approach	Suggested materials and resources	Skills check
reproducing larger designs on a wall area. **Independent learning:** • Learners to source materials from local suppliers and produce a full list of materials, including PPE, that they require to carry out the task; from that produce a **'how to' guide** as an aide-memoire for themselves.		

Opportunities to develop maths, English, ICT and wider skills:

English: • Learners demonstrate **reading** skills in the worksheets tasks, as they **identify** the **correct information** to answer the comprehension questions about preparing and setting out stencils. • Learners demonstrate **reading** skills in pre-learning active learning tasks – **identifying** and **summarising** the **main points** about the results they have gathered and their preferences for materials. • **Speaking and listening** skills in **presenting** can be developed during the active learning presentation task. Learners to use the **correct format** with an **introduction**, **supporting evidence** and **statements**, and **conclusions**. They should adapt the content to **suit the audience** and **purpose**. **ICT:** • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about availability of resources.	**British values:** • Learners to develop their **self-knowledge**, **self-esteem** and **self-confidence** when presenting their findings from the practicing cutting techniques session. • Talk about **appropriate learner behaviour**, both at college and at work, when in the classroom/workshop. **Employability:** • Learners can demonstrate how they **change** their **communication style** to suit their **audience** in the classroom/workshop. Use of **appropriate language**, **tone** and **body language** should be analysed. Learners should have successfully identified that the **purpose** of the presentation is to **describe** and acted accordingly. • Learners should demonstrate they can **actively listen** during the presentations, **understand** what has been said and **respond** accordingly by listening correctly. Learners should be encouraged to use techniques to ensure that they understand the presentation, eg **repeating back** what was said, **summarising** or **asking clarifying questions**. • Learners should demonstrate **self-analysis** by **identifying** the

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	skills needed in the tasks and using this to evaluate and prioritise their **own strengths** and **skill gaps** for development. • Learners can practise their **planning skills** by **identifying** and **estimating** the **time** and **resources** needed to complete transferring/setting out of a design in the 'how-to' guide.

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Session 3: Creating stencil templates and setting out to create a balanced design **Suggested Teaching Time**: 7.5 hours

Learning Outcome: 1. Prepare and apply multi-plate stencils

By the end of the session learners should be able to produce multi-plate stencils from various materials, and plan and set out multi-plate stencils.

Topics: 1.2 – Stencil production and planning

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to **research** and gather a design that they feel would be suitable to reproduce onto a wall area for a boy's or girl's bedroom. Print out the design and bring to next session. **Active learning:** • Learners to **present** designs to the group and share thoughts on each other's selections. Tutor to encourage learners to state their thoughts on the pros and cons of each design, and write those up on the board. • Tutor to **demonstrate** the production of stencils using card/cartridge paper. • Learners to **reproduce** stencil designs onto templates from wallpaper designs, logos and clip art, and create three stencils using the template and an additional two templates using acetate/mylar, card and cartridge paper in the same design. • Tutor to provide a **practical demonstration** on a feature wall, ensuring balance and equal positioning. • Learners to **swap/share** designs with others in order to **evaluate** and appraise the design and standard of their peers' work. Then, working alone, **plan, measure** and **set out** stencils to provide a balanced symmetrical effect. • Tutor to elaborate on observations made about the learners' work during the practical session, explaining the planning and setting out processes.	**Resources** For the tutor to source/ devise in advance: • **Worksheet 3** **Materials** • Card • Cartridge paper • Acetate • Mylar • Linseed oil • Knotting • Stencil cutting equipment • Levels • Rulers	• Tutor to mark **Worksheet 3**, providing comments and feedback on use of spelling, capitalisation, structure, punctuation and grammar. • Tutor to listen to and note the comments made by individuals during the discussion to gauge their knowledge, understanding and interest. • Ability to accurately measure and set out wall panels.

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Key learning activity/approach	Suggested materials and resources	Skills check
• Tutor to provide **Worksheet 3** with tasks on how to set out stencils correctly, covering symmetrical balance uniform spacing, as per the learning outcome. Learners to complete the worksheet individually and then hand it in to tutor to mark. • Learners to split into two groups to **discuss** the difficulties they encountered in the tasks and how they overcame them. They should **list** the problems and solutions onto a **flip chart** and **present** their thoughts to the group in order to share knowledge and practical remedies. **Challenge focus:** • Learners who have shown a greater ability when cutting, can cut shapes out of a more intricate/delicate design. **Independent learning:** • Learners to practise setting out on a feature wall in their home. Upload a photo of the feature wall and write a **short summary** on how they would approach the task, what problems may occur and how they would solve them.	• Pencils • Tape measures • Chalk line • Laser level • Flip chart • Textbooks	

Opportunities to develop maths, English, ICT and wider skills:

English:	British values:
• Learners demonstrate **reading** skills in the worksheet tasks, as they **identify** the **correct information** to answer the comprehension questions about creating templates and setting out designs. • **Speaking and listening** skills in **presenting** can be developed during the active learning presentation task. Learners to use the **correct format** with an **introduction**, **supporting evidence** and **statements**, and **conclusions**. They should adapt the content to **suit the audience** and **purpose**.	• Learners to develop their **self-knowledge**, **self-esteem** and **self-confidence** when making a presentation on their personal experiences during the tasks and how they overcame difficulties. • Remind learners about the **importance** of the **laws of England**, and their **purpose** to **protect citizens**, when copying a design from an online source. • Talk about **appropriate learner behaviour**, both at college and at

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Maths: • Learners will need to **measure length/width** using centimetres in a painting and decorating context, as part of the stencil task. • Learners can practise using **whole/negative numbers** in a planning and setting out context, as part of the setting out task. Learners will need to use **addition/subtraction/multiplication/division** in their calculations. Learners should be encouraged to **check that their answer** is correct by using a different calculation method. • Learners will need to **measure length/width/height/weight** using the metric system in a stencilling context, as part of the setting out task. **ICT:** • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about stencil designs.	work, when in the classroom/workshop. **Employability:** • Learners can demonstrate how they **change** their **communication style** to suit their **audience** in the classroom/workshop. Use of **appropriate language**, **tone** and **body language** should be analysed. Learners should have successfully identified that the **purpose** of the presentation is to **inform**, and acted accordingly. • Learners should demonstrate they can **actively listen** during the lessons/presentations, **understand** what has been said and **respond** accordingly by listening correctly. Learners should be encouraged to use techniques to ensure that they understand the presentation, eg **repeating back** what was said, **summarising** or **asking clarifying questions**. • Learners should demonstrate **self-analysis** by **identifying** the **skills** needed in the tasks and using this to evaluate and prioritise their **own strengths** and **skill gaps** for development. • Learners can practise their **planning skills** by **identifying** and **estimating** the **time** and **resources** needed to complete practical tasks.

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Session 4: Application of design

Suggested Teaching Time: 7.5 hours

Learning Outcome: 1. Prepare and apply multi-plate stencils

By the end of this session learners should have sufficient knowledge and hand skills in order to apply multi-plate stencil designs to form a linear design onto a wall surface.

Topics: 1.3 – Applying stencils

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to search for application of colour to stencils and to **list** examples of three different methods. Make brief **notes** on the **videos** and prepare to **present** to the group one of these methods, which you feel would be most appropriate for the stencil/surface. Example video link: https://youtu.be/4Y__eXo8Mjk. **Active learning:** • Learner to **present** their video to group and state why they have chosen that method. Other learners to make notes of any questions they would like to ask at the end of the presentations. • Tutor to show www.youtube.com/watch?v=yqe4YDpL2xo to reinforce the standard that will be required during the application stage. • Learners to **plan, set out** and **fix** the stencils to a wall area. Tutor to check accuracy prior to colour being applied and provide feedback on any inaccuracies to give learners the opportunity to rectify mistakes. • Tutor to replicate and demonstrate the causes of common stencilling defects. • Learner to **mix/prepare** colourants and **apply** each colour	**Resources** For the tutor to source/ devise in advance: • **Worksheet 4** **Materials** • Smart board • Rulers • Tape measures • Laser levels • Chalk line • Stencils • Palette • Stencil brushes • Colourants • Masking tape • Spray mount	• Tutor to check accuracy of setting out prior to the adding of colour and monitor ongoing work. • Tutor to mark **Worksheet 4**, providing comments and feedback on the use of spelling, capitalisation, structure, punctuation and grammar. • Tutor to listen to and note the comments made by individuals during the discussion to gauge their knowledge, understanding and interest.

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Key learning activity/approach	Suggested materials and resources	Skills check
separately to the stencils. Once complete, learners to **apply** second colour to second stencil and **repeat** this process to the third stencil, building up a multi-colour design. Tutor to monitor work, and provide guidance and feedback when the task is concluded. • Tutor to gather the learners and **discuss** how they feel they did, answering any questions they may have about the process. • Learners to **evaluate** each other's work, looking for and noting the defects that were presented to them at the start of the session. Tutor to re-check each learner's work against the marking of their peers and then invite the learner to evaluate their own individual work against the standard. • Tutor to provide **Worksheet 4** to test the learners on their ability to identify defects, their causes and remedies, as per the learning outcome. Using a smart board/projector, provide answers to the learners, who will mark their own worksheet. **Challenge focus:** • Learners who have displayed a higher competence in the application of colour to be given **pre-cut stencils** featuring more intricate designs and a greater number of colours to produce. **Independent learning:** • Learners to practise stencilling techniques on prepared boards in their homes or places of work. • Learners to write a diary entry in a **reflective log**, outlining a few key skills that they feel they have learned about this task, what they feel they have achieved, liked and disliked about the task, and what opportunities they feel they will put into practice in the future.	• Textbooks	

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Opportunities to develop maths, English, ICT and wider skills:

English:

- Learners demonstrate **reading** skills in the worksheet tasks as they **identify** the **correct information** to answer the comprehension questions about the application of designs and common defects.
- Learners demonstrate **reading** skills in pre learning task – **identifying** and **summarising** the **main points** about applying colour to stencils.
- Learners demonstrate **reading** skills in the active learning task – **identifying** and **summarising** the **main points** about defects in each other's work.
- **Speaking and listening** skills in **presenting** can be developed during the active learning presentation task. Learners to use the **correct format** with an **introduction**, **supporting evidence** and **statements**, and **conclusions**. They should adapt the content to **suit the audience** and **purpose**.

Maths

- Learners can practise using **whole/negative numbers** in a planning and setting out context, as part of the setting out task. Learners will need to use **addition/subtraction/multiplication/division** in their calculations. Learners should be encouraged to **check that their answer** is correct by using a different calculation method.
- Learners will need to **measure length/width/height/weight** using the metric system in a stencilling context, as part of the setting out task.

ICT:

- Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about stencilling application techniques.

British values:

- Learners to develop their **self-knowledge**, **self-esteem** and **self-confidence** when tutor gathers them to discuss how they feel they performed so far during the session.
- Talk about **appropriate learner behaviour**, both at college and at work, when in the classroom/workshop.

Employability:

- Learners should demonstrate they can **actively listen** during the demonstrations, **understand** what has been said and **act** accordingly by listening correctly. Learners should be encouraged to use techniques to ensure that they understand the presentation, eg **repeating back** what was said, **summarising** or **asking clarifying questions**.
- Learners should demonstrate **self-analysis** by **identifying** the **skills** needed in the tasks and using this to evaluate and prioritise their **own strengths** and **skill gaps** for development.

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Session 5: Preparing surfaces

Suggested Teaching Time: 5 hours

Learning Outcome: 2. Replicate different types of wood using graining methods

By the end of this session learners should have sufficient knowledge and hand skills in order to prepare surface to produce high quality ground coats for wood, marble and gilding.

Topics: 2.1 – Preparation of surfaces and ground coats

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to revise past notes from preparation lessons and **list** all tools, materials and equipment required to complete the preparation task, and **prepare one question** on the subject to ask the rest of their group. **Active learning:** • Learners to get into small groups and conduct a **question-and-answer** session, with each learner presenting both questions and answers. Tutor to monitor progress, and give guidance and feedback where appropriate. • Tutor to **demonstrate** abrasives and abrading techniques to group. • Learners to **mark** and **set out** four wall panels measuring 700mm x 500mm of equal distance apart, using the method they learned in the stencil task (which incorporates addition, subtraction and division). • Tutor to show www.ehow.com/how_5128318_use-wet-sandpaper.html on surface preparation to assist learners' understanding of the subject. • Tutor to provide **Worksheet 5**, covering surface preparation with questions and problems about how to correctly prepare surfaces using various techniques and	**Resources** For the tutor to source/ devise in advance: • **Worksheet 5** **Materials** • Setting out equipment • Spirit levels • Pencils • Tape measures • Chalk line • Laser level • Abrasives • Buckets • Sponges • Chamois • Detergent	• Tutor to gauge learners' depth of existing knowledge from learner-led Q&A session. • Measuring the understanding of previous setting out task when learners planned and set out stencils. • Tutor to check accuracy of setting out of panels. • Tutor to mark **Worksheet 5**, checking the peer marking, and providing comments and feedback on use of spelling, capitalisation, structure, punctuation and grammar.

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Key learning activity/approach	Suggested materials and resources	Skills check
the materials required, as per the learning outcome. • Learners to complete **worksheet 5**, swap papers with the person next to them and mark each other's work; then tutor goes through answers as a class. • Tutor to clarify answers with group and give learners the opportunity to amend their answers. • Learners to **select, prepare and apply** base coat materials to panels (two suitable bases for graining and two for marbling in colours, as instructed by the tutor). **Challenge focus:** • More able/experienced learners to prepare a **presentation** to describe to others the setting out process with bullet-pointed instructions. **Independent learning:** • Learners to **make notes** on the processes they have learned when carrying out the practical task and discuss with colleagues in the workplace and/or other people they know who have hung wallcoverings if/how they differ from when they were being trained. • Learners to write a diary entry in a **reflective log**, outlining a few key skills that they feel they have learned about this task, what they feel they have achieved, liked and disliked about the task, and what opportunities they feel they will put into practice in the workplace.	• Sanding blocks • Tack cloth • Rags • Paint • Kettles brushes • Stipplers • Short pile rollers • Trays • Paint conditioners/additives	

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Opportunities to develop maths, English, ICT and wider skills:

English:

- Learners demonstrate **reading** skills in worksheet task, as they **identify** the **correct information** to answer the comprehension questions about preparation.
- Learners can practise using appropriate **reading** strategies to **locate** the **key information** within the past notes from folders They should be encouraged to use **organisational features** (eg contents, headers, pictures) to find relevant parts.
- Learners demonstrate **reading** skills in pre-learning task – **identifying** and **summarising** the **main points** about preparation.
- **Speaking and listening** skills in **presenting** can be developed during the presentation of questions task. Learners to use the **correct format** with an **introduction**, **supporting evidence** and **statements**, and **conclusions**. They should adapt the content to **suit the audience** and **purpose**.
- **Speaking and listening** skills can be demonstrated in developing the **discussion** about preparation techniques in the workplace, **giving a point of view** as well as **allowing** and **responding** to **others' opinions**.

Maths:

- Learners can practise using **whole/negative numbers** in a calculation context, as part of the setting out task. Learners will need to use **addition/subtraction/multiplication/division** in their calculations. Learners should be encouraged to **check that their answer** is correct by using a different calculation method.
- Learners will need to **measure length/width/height/weight** using metric, as part of the setting out task.
- Learners will need to **calculate perimeter**, as part of the setting out task.

British values:

- Learners to develop their **self-knowledge**, **self-esteem** and **self-confidence** when making presentations/asking questions and providing answers.
- Talk about **appropriate learner behaviour**, both at college and at work, when in the centre/classroom environment.
- Learners can demonstrate how they **change** their **communication style** to suit their **audience** in class. Use of **appropriate language**, **tone** and **body language** should be analysed. Learner should have successfully identified that the **purpose** of the question and answer task is to **inform/describe**, and acted accordingly.

Employability:

- Learners should demonstrate they can **actively listen** during the question and answer task, **understand** what has been said and **respond** accordingly by considering their response. Learners should be encouraged to use techniques to ensure that they understand the question, eg **repeating back** what was said, **summarising** or **asking clarifying questions**.
- After completing the practical and theory work, learners should understand that they can **learn** as much from their **mistakes** as their **successes** if they **reflect** on their experiences. This is an opportunity to discuss the importance of **stretching yourself**, **setting challenging tasks** and **seeking advice** as needed.
- As part of the question and answer session, learners should show **support** for their **colleagues/peers** by showing **respect and empathy**, and **motivating** them as needed.
- Learners can practise their **planning skills** by **identifying** and **estimating** the **time** and **resources** needed to complete practical tasks.

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Session 6: Selection of tools, materials and equipment required to replicate wood and marble **Suggested Teaching Time**: 6.5 hours

Learning Outcome: 2. Replicate different types of wood using graining methods

By the end of this session learners should have sufficient knowledge and hand skills in order to be able to select the equipment required to replicate wood and marble.

Topics: 2.1 – Preparation of surfaces and ground coats; 2.2 – Tools, equipment and brushes

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to conduct **online research** and produce a **'wish list'** of brushes and equipment required for graining and marbling – together with best prices – with a view to **present** their findings to the group at the next session. Whoever sources the cheapest price wins the task. **Active learning:** • Learners to **present** their findings to the group and share suppliers' details with their peers. Tutor to announce winner of the task and hand out prizes. • Tutor to **show** graining and marbling samples to the group and then hand round brushes and tools. Ask learners to write down what the uses of these would be in relation to the processes exampled in the samples. • Learners to **list** and then **feed back** their findings to the group. • Tutor to show www.goldleafsupplies.co.uk/acatalog/Specialist_Decorating_-_Graining_Brushes.html and www.decoratingdirect.co.uk/Decorative_Effects/Graining_and_Effects_Tools/, which feature the brushes and equipment required to replicate wood and marble.	**Resources** For the tutor to source/ devise in advance: • **Worksheet 6** • **Worksheet 7** • **Worksheet 8** • **Worksheet 9** **Materials** • Graining brushes • Graining tools • Colourants • Mediums paint additives • Preparatory materials • Textbooks	• Tutor to note the findings from the pre-learning task to gauge learners' acquired knowledge of the required resources. • Tutor to assess learners' knowledge of health and safety issues associated with the resources via questioning during session. • Tutor to mark **Worksheets 6, 7, 8 and 9,** checking the peer marking, and providing comments and feedback on use of spelling, capitalisation, structure, punctuation and grammar.

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Key learning activity/approach	Suggested materials and resources	Skills check
• Tutor to provide **Worksheet 6**, which covers the brushes and equipment required to replicate wood and marble. It can feature questions about the characteristics of individual brushes, their uses and properties. Learners to complete and then swap sheets with peers. • Tutor to **display** samples of colourants, paint additives and preparatory materials, highlighting their properties and uses, and explain how to clean and maintain the equipment that will be used to apply them. • Learners to form into groups and each group to be provided with one or two of the materials for them to assess the risk and harm related to the materials. Learners to **present** their findings to the rest of the class; the group can then produce a **risk assessment** based on these findings. • Tutor to evaluate and **discuss** the risk assessments with the group. • Tutor to show learners colours and other additives used in the replication of wood and marble. • Learners to complete **Worksheet 7**, which covers colourants and additives, and **Worksheet 8**, which covers care and maintenance of brushes and equipment; mark with peers once complete. • Tutor to show: www.youtube.com/watch?v=mvB9_JiNPIw, www.youtube.com/watch?v=ts14mgTXGA0, www.youtube.com/watch?v=J5iSmq5jwuU and www.youtube.com/watch?v=qSoJr6MjLaY, which demonstrate the various graining and marbling processes. • Tutor to provide **Worksheet 9,** featuring questions and problems which test the learners' knowledge of the graining and marbling processes techniques and terminology, as per the learning outcome. Learners to complete **Worksheet** and swap with peers for marking.		

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Key learning activity/approach	Suggested materials and resources	Skills check
Challenge focus: • More able learners to lead presentations, and produce method statements for the safe use of the materials. **Independent learning:** • Learners to conduct **online research** for suitable alternative ground colours for four types of wood, and write a **short summary** of their findings.		

Opportunities to develop maths, English, ICT and wider skills:

English: • Learners demonstrate **reading** skills in research task – **identifying** and **summarising** the **main points** about brushes, tools and equipment. • Learners demonstrate **reading** skills in worksheets tasks as they **identify** the **correct information** to answer the comprehension questions about brushes, tools and equipment. • Learners to use **reading** skills during the presentation, **evaluating** each resource's **usefulness**. They should practise determining the **purpose** or **main argument** of each resource. • **Speaking and listening** skills in **presenting** can be developed during the active learning presentation task. Learners to use the **correct format** with an **introduction**, **supporting evidence** and **statements**, and **conclusions**. They should adapt the content to **suit the audience** and **purpose**. **Maths:** • Learners to practise calculations involving **money** in a pricing context, as part of pre-learning task, Learners will need to use	**British values:** • Learners to develop their **self-knowledge**, **self-esteem** and **self-confidence** when making presentations/asking questions and providing answers. • Talk about **appropriate learner behaviour**, both at college and at work, when in the centre/classroom environment. • Learners can demonstrate how they **change** their **communication style** to suit their **audience** in class. Use of **appropriate language**, **tone** and **body language** should be analysed. Learners should have successfully identified that the **purpose** of the question and answer task is to **inform/describe**, and acted accordingly. • Remind learners about **staying safe online** and raise awareness of the potential risk of radicalisation, as part of the government's '**prevent strategy**'. **Employability:** • Learners should demonstrate they can **actively listen** during the presentations, **understand** what has been said and **respond** accordingly by contributing thoughts. Learners should be

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addition and **multiplication** in their calculations. Learners should be encouraged to use **checking procedures** to ensure their answer is correct. **ICT:** • Learners could use appropriate **spreadsheet software** to calculate and display prices. • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about prices of equipment.	encouraged to use techniques to ensure that they understand the instructions/information, eg **repeating back** what was said, **summarising** or **asking clarifying questions**. • Learners to learn how to **use feedback** by **listening openly**, and **accepting** both **praise** and **criticism**, as part of all practical and theory exercises. They should be encouraged to **clarify** any feedback as needed and think of their **own next steps** for improvement. • Learners can practise their **planning skills** by **identifying** and **estimating** the **time** and **resources** needed to complete all exercises. • Learners can demonstrate they are **financially aware** by finding **economical** ways of doing things, suggesting possible **cost-savings** and ways of **improving profits** in the pre-learning task. They should be encouraged to recognise the **implications of waste** (both time and resources) in their planning. • Learners can demonstrate they are **financially aware** by developing a **project and personal budget** as part of the pre-learning task. They should be encouraged to **update** it as circumstances change.

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Session 7: Application of materials to replicate wood

Suggested Teaching Time: 7.5 hours

Learning Outcome: 2. Replicate different types of wood using graining methods

By the end of this session learners should have sufficient knowledge and hand skills in order to be able to replicate two types of wood finishes.

Topics: 2.3 – Prepare and apply graining materials

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to seek and view **videos** that show various techniques to replicate wood effects, in order to be able to adapt to a different style that may suit them. For example: https://youtu.be/BaA-Hp6sU7Y, https://youtu.be/ts14mgTXGA0, https://youtu.be/mvB9_JiNPIw and https://youtu.be/b4rW2qZ0rMQ. **Active learning:** • Learners to **discuss** the techniques they have discovered and compare those with the techniques others may mention. • Learners to complete tool and material requisition sheets. • Tutor to brief the learners on the required standard and **demonstrate** graining replication on three sample panels. Some of these should be prepared with the appropriate background processes prior to the start of the sessions, showing the various stages. • Learners to ensure that panels are suitably prepared, select the appropriate colourants, brushes and tools, and **practise** the wood replication process. • At the end of the practice sessions, learners to **evaluate** each other's work against a set criteria (supplied). **Challenge focus:** • Learners who display an aptitude for graining to be encouraged to	**Resources** https://youtu.be/BaA-Hp6sU7Y, https://youtu.be/ts14mgTXGA0, https://youtu.be/mvB9_JiNPIw, https://youtu.be/b4rW2qZ0rMQ **Materials** • Graining brushes and tools • Kettles • Trays • Abrasives • Colourants • Mediums • Preparatory materials • Masking tape • Rags • Stirring sticks	• Tutor to note the findings from the pre-learning task to gauge learners' acquired knowledge of the various techniques that they discovered for themselves. • Marking of tick sheet. • Listen and observe how learners come to decisions about each other's work. • Note learners' ability to select all of the tools and materials they require prior to carrying out the practice, by scrutinising tool requisition sheet.

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Key learning activity/approach	Suggested materials and resources	Skills check
attempt a harder, more complex wood effect such as quartered oak. **Independent learning:** • Learners to apply what they have learned about the preparation processes, and how they would apply them and to what type of situation they would apply them in their place of work. • Learners to write a diary entry in a **reflective log**, outlining a few key skills that they feel they have learned about this task, what they feel they have achieved, liked and disliked about the task, and what opportunities they feel they will put into practice in the future, especially in relation to diversifying from the role of a decorator towards a more specialist role within the industry.	• Dust sheets	

Opportunities to develop maths, English, ICT and wider skills:

English: • Learners demonstrate **reading** skills in the assessment task, as they **identify** the **correct information** to understand and complete the marking sheet about graining. • **Speaking and listening** skills in **presenting** can be developed during the pre-learning task. Learners to use the **correct format** with an **introduction**, **supporting evidence** and **statements**, and **conclusions**. They should adapt the content to **suit the audience** and **purpose**. **ICT:** • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about graining techniques.	**British values:** • Remind learners about **staying safe online** and raise awareness of the potential risk of radicalisation, as part of the government's '**prevent strategy**'. **Employability:** • Learners should demonstrate they can **actively listen** during the feedback from pre-learning task, **understand** what has been said and **respond/act** accordingly by listening. Learners should be encouraged to use techniques to ensure that they understand the ideas, eg **repeating back** what was said, **summarising** or **asking clarifying questions.** • After completing the practical and evaluation task, learners should understand that they can **learn** as much from their **mistakes** as

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	their **successes** if they **reflect** on their experiences. This is an opportunity to discuss the importance of **stretching yourself**, **setting challenging tasks** and **seeking advice** as needed. • Learners to learn how to **use feedback** by **listening openly**, and **accepting** both **praise** and **criticism**, as part of practical task evaluation/feedback of their work. They should be encouraged to **clarify** any feedback as needed and think of their **own next steps** for improvement.

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Session 8 Application of materials to replicate marble **Suggested Teaching Time**: 7.5 hours

Learning Outcome: 3. Replicate marble

By the end of this session learners should have sufficient knowledge and hand skills in order to be able to replicate two types of marble finishes.

Topics: 3.1 – Preparation of surfaces and ground coats; 3.2 – Tools, equipment and brushes; 3.3 – Prepare and apply marbling materials

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to seek and view videos that show various techniques to replicate marble effects in order to be able to adapt to a different style that may suit them better; some examples include: https://youtu.be/_-cSMiDUOpo, https://youtu.be/BNez2vDczFQ and https://youtu.be/53JQPNxelGM. **Active learning:** • Learners **discuss** the techniques they have discovered and compare those with the techniques others may mention. • Learners to complete tool and material requisition sheets. • Tutor to brief the learners on the required standard and **demonstrate** marble replication on three sample panels, some of which should be prepared with the appropriate background processes prior to the start of the sessions, showing the various stages. • Learners to ensure that panels are suitably prepared, select the appropriate colourants, brushes and tools, and practise the marble replication process. • At the end of the practice sessions, learners to evaluate each other's work against a set criteria (supplied).	**Resources** https://youtu.be/_-cSMiDUOpo https://youtu.be/BNez2vDczFQ https://youtu.be/53JQPNxelGM **Materials** • Marbling brushes and tools • Kettles • Trays • Abrasives • Colourants • Mediums • Preparatory materials • Masking tape • Rags • Stirring sticks	• Tutor to note the findings from the pre-learning task to gauge learners' acquired knowledge of the various techniques that they discovered for themselves. • Marking of tick sheet. • Listen and observe how learners come to decisions about each other's work. • Note learners' ability to select all of the tools and materials they require prior to carrying out practice, by scrutinising tool requisition sheet.

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Key learning activity/approach	Suggested materials and resources	Skills check
Challenge focus: • Learners who display an aptitude for marbling to be encouraged to **research** and attempt a harder, more complex marble effect such as breche violet or rouge royale. **Independent learning:** • Learners to write a diary entry in a **reflective log**, outlining a few key skills that they feel they have learned about this task, and what they feel they have achieved, liked and disliked about the graining and marbling tasks.	• Dust sheets	

Opportunities to develop maths, English, ICT and wider skills:

English: • Learners demonstrate **reading** skills in assessment task, as they **identify** the **correct information** to understand and complete the marking sheet about marbling. • **Speaking and listening** skills in **presenting** can be developed during the pre-learning task. Learners to use the **correct format** with an **introduction**, **supporting evidence** and **statements**, and **conclusions**. They should adapt the content to **suit the audience** and **purpose**. **ICT:** • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about marbling techniques.	**British values:** • Remind learners about **staying safe online** and raise awareness of the potential risk of radicalisation, as part of the government's '**prevent strategy**'. **Employability:** • Learners can demonstrate how they **change** their **communication style** to suit their **audience** in the classroom. Use of **appropriate language**, **tone** and **body language** should be analysed. Learners should have successfully identified that the **purpose** of the presentation is to **inform, describe and advise**, and acted accordingly. • Learners should demonstrate they can **actively listen** during the feedback from the pre-learning task, **understand** what has been said and **respond/act** accordingly by listening. Learners should be encouraged to use techniques to ensure that they understand the

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	ideas, eg **repeating back** what was said, **summarising** or **asking clarifying questions**. • After completing the practical and evaluation task, learners should understand that they can **learn** as much from their **mistakes** as their **successes** if they **reflect** on their experiences. This is an opportunity to discuss the importance of **stretching yourself**, **setting challenging tasks** and **seeking advice** as needed.

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Session 9: Tools, materials and equipment **Suggested Teaching Time:** 2 hours

Learning Outcome: 4. Apply metal leaf

By the end of this session learners should have sufficient knowledge to be able to select the correct tools, materials, equipment and brushes required to apply metal leaf.

Topics: 4.1 – Preparation of surfaces and ground coats; 4.2 – Tools, equipment and brushes

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to be split into three groups: one to research the types of gold leaf available; one to research the tools and materials required for the gilding process; the final group to research words associated with the application of gilding. **Make notes** and prepare to provide feedback to in the session. **Active learning:** • Tutor to lead **mind-mapping exercise** based on learners' findings to share and clarify understanding. • Tutor to show www.naturalpigments.com/water-gilding-kit.html, which features the tools and equipment required in the gilding process. • Tutor to show www.goldleafsupplies.co.uk/, which features the various types of metal leaf, mordants, and resists. • Learners to split into two 'teams'. Tutor to show actual examples of tools, equipment and materials, and each team to 'compete' to deliver the most correct answers by identifying items from memory. • Learners to complete **Worksheet 10**, featuring questions and problems which test their knowledge of the types, characteristics, uses and properties or the various tools and	**Resources** For the tutor to source/devise in advance: • **Worksheet 10** • Textbooks • www.naturalpigments.com/water-gilding-kit.html • www.goldleafsupplies.co.uk/ **Materials** • Mops • Cushions • Gilders knife • Pounce bags • Burnishers • Sable brushes • Loose and transfer metallic leaf	• Tutor to note the findings from the pre-learning task to gauge learners' acquired knowledge of the three tasks that they discovered for themselves. • Tutor to mark **Worksheet 10**, check the peer marking, and provide comments and feedback on the use of spelling, capitalisation, structure, punctuation and grammar.

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Key learning activity/approach	Suggested materials and resources	Skills check
equipment required when gilding, as per the learning outcome. **Challenge focus:** • More engaged learners to be given the task of researching the original application of gold leaf and older traditional processes, and write a **short essay** on the subject, highlighting any changes to techniques and processes. **Independent learning:** • Learners to look for the use of gold leaf in shops, public buildings, etc, **photograph** it or **write a description** of its application and upload it to a blog or Moodle.	• Mordants • Resists	

Opportunities to develop maths, English, ICT and wider skills:

English: • Learners demonstrate **reading** skills in worksheet tasks, as they **identify** the **correct information** to answer the comprehension questions about brushes, tools, materials and equipment. • **Speaking and listening** skills in **presenting** can be developed during the mind-mapping task. Learners to use the **correct format** with an **introduction**, **supporting evidence** and **statements**, and **conclusions**. They should adapt the content to **suit the audience** and **purpose**. **ICT:** • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about gilding tools, equipment and materials.	**British values:** • Remind learners about **staying safe online** and raise awareness of the potential risk of radicalisation, as part of the government's '**prevent strategy**'. • Learner to develop their **self-knowledge**, **self-esteem** and **self-confidence** when researching gilding. **Employability:** • Learners should demonstrate they can **actively listen** during the mind-mapping task, **understand** what has been said and **respond/act** accordingly by taking notes and joining in. Learners should be encouraged to use techniques to ensure that they understand the information, eg **repeating back** what was said, **summarising** or **asking clarifying questions**.

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	• Learners can experience **working in a team** as part of the active learning team task Check that learners are **working well together** (letting one another have input, being positive, motivated, etc) and all are **contributing** appropriately.

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Session 10: Applying metal leaf

Suggested Teaching Time: 7.5 hours

Learning Outcome: 4. Apply metal leaf

By the end of this session learners should have sufficient knowledge and hand skills to be able to prepare and apply metal leaf.

Topics: 4.3 – Prepare and apply metal leaf

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to select, prepare and bring in an item they feel suitable for gilding and provide a tools, equipment and materials requisition sheet for gilding. **Active learning:** • Tutor to **examine** each item and **discuss** its suitability; learners to state the reason for their choice. • Tutor to replicate, and show examples of gilding defects and slides which explain defects to reinforce the types, causes and solutions. • Learners to break into groups, be set a suitable amount of defects and their remedies, and then **design a marking sheet** based on their findings. • Learners to complete **Worksheet 11,** featuring questions on how to identify gilding defects, their causes and solutions, and then swap papers and mark each other's work, as per the learning outcome. • Tutor to **demonstrate** gilding techniques, and then learners to **practise** whilst tutor offers guidance and feedback. • At the end of the practice sessions, learners to evaluate each other's work against the marking sheets they have designed. Tutor to evaluate the success of the work and provide feedback where appropriate. **Challenge focus:** • Learners who display an aptitude for gilding to be encouraged to attempt	**Resources** For the tutor to source/devise in advance: • **Worksheet 11** • Textbooks **Materials** • Examples of gilding defects • Ready-prepared items for gilding • Gilding tools and equipment • Transfer and loose leaf booklets	• Tutor to gauge learners' ability to select items that they feel would be suitable for gilding and to prepare the surface correctly. • Learners' knowledge and understanding of the standards required will be highlighted in their efforts to produce their own marking sheet. • Listen and observe how learners come to the decisions about each other's work in order to evaluate and clarify learners' level of knowledge. • Note learners' ability to select all of the tools and materials they require prior to carrying out the practice by scrutinising tool requisition sheets.

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Key learning activity/approach	Suggested materials and resources	Skills check
a more intricate piece of work, such as an ornate picture frame featuring deeper curves, mouldings and moulded detail. **Independent learning:** • Learners to write a diary entry in a **reflective log**, outlining a few key skills that they feel they have learned about this task, and what they feel they have achieved, liked and disliked about the gilding task.		

Opportunities to develop maths, English, ICT and wider skills:

English: • Learners demonstrate **reading** skills in **Worksheet** tasks, as they **identify** the **correct information** to answer the comprehension questions about identification of gilding defects. • Learners to use the **correct format** with an **introduction**, **supporting evidence** and **statements**, and **conclusions**. They should adapt the content to **suit the audience** and **purpose.**	**British values:** • Learners to develop their **self-knowledge**, **self-esteem** and **self-confidence** when researching gilding. **Employability:** • Learners should demonstrate they can **actively listen**, **understand** what has been said and **respond/act** accordingly by taking notes and joining in. Learners should be encouraged to use techniques to ensure that they understand the information, eg **repeating back** what was said, **summarising** or **asking clarifying questions.** • Check that learners are **working well together** (letting one another have input, being positive, motivated, etc) and all are **contributing** appropriately. • Learners to learn how to **use feedback** by **listening openly**, and **accepting** both **praise** and **criticism**, as part of getting peer review comments about their work. They should be encouraged to **clarify** any feedback as needed and think of their **own next steps** for improvement.

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Session 11: Multiple choice questions

Suggested Teaching Time: 30 mins

Learning Outcome: Learners to complete 20 questions, consolidating the learning activities in this unit.

Topics: Stencilling, graining, marbling, gilding

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to revise from worksheets, textbooks and web resources. **Active learning:** • Tutor to prepare 20 questions based on the practical and theory content of this unit. • Tutor to ensure that readers are available to learners who require assistance. Calculators are permitted. • Learners to revise from completed worksheets and textbooks. • Learners to complete **multiple choice questions** individually, and then go through the answers together as a class. • Tutor to **discuss** any questions that learners may have, including those compiled in the pre-learning task. **Challenge focus:** • Learners who display a good knowledge of the subject to be given the task of devising their own multiple choice questions to share with their peers. **Independent learning:** • Learners to revise weak areas highlighted in **multiple choice questions**.	**Resources:** For the tutor to source/devise in advance: • Multiple choice questions • Textbooks • Use of **previous** links to websites and video clips **Materials:** • Pens • Pencils • Calculators	• Tutor to lead revision session using **Worksheets 1–12** and textbooks. • Tutor to discuss any areas of weakness in the multiple choice questions, and ask questions to gauge learners' understanding. • Tutor to assess more able learners' understanding by marking the questions they have devised, and offer feedback and guidance where appropriate.

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Opportunities to develop maths, English, ICT and wider skills:

English:	**Employability:**
• Learners demonstrate **reading** skills in the pre-learning revision task – **identifying** and **summarising** the **main points they have learned** about decorative effects. • Learners to describe in their **reflective log** how they felt about the decorative effects unit as a whole, what opportunities they feel they put into practice in the future, and their thoughts on diversifying from the role of a decorator towards a more specialist role at a later date.	• Learners should demonstrate **self-analysis** by **identifying** the **skills** needed in the revision task, and using this to evaluate and prioritise their **own strengths** and **skill gaps** for development. • Learners to learn how to **use feedback** by **listening openly**, and **accepting** both **praise** and **criticism**, as part of getting feedback on their answers in the multiple choice questions.

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