

Hertford Regional College

Scheme of Learning 2019- 2020

Programme Name:	6219 Level1 City and Guilds Multi Skills certificate					Programme Code:		Level:	L1
Project Title (including units covered) or Unit:	Painting and Decorating Units 112 Applying Decorative Effects 114 Painting a Panel Door					Venue/Room(s):		Group size:	3 -5
						Other team members (if app):	N/A		
Day(s) and Time(s):	Mon	Hours per week:	2.15	No. of weeks:	11	Start date:	17/02/20	End date:	18/05/20
Project or Unit Aims:									
<p>Develop learner's hand skills in applying paint, using a paint brush and roller.</p> <p>Provide learner with technical knowledge to enable them to apply paint systems correctly to City and Guild's industrial standards.</p> <p>Develop the ability of learner to set up correctly and maintain a safely working environment.</p> <p>Develop the skills required to remove paint by hot air gun and</p> <p>Develop the under pinning knowledge and skills learner's require to paint a panel door to industrial standers</p> <p>Develop learner's setting out and measuring skills.</p> <p>Develop learner's technical knowledge and hand skills in producing decorative effects</p> <p>Provide learners with opportunities to use and develop their literacy and numeracy by embedding maths, English in to sessions</p> <p>Provide the learner with the opportunity to develop employability skills by embedding required skills in to sessions</p> <p>Develop learner understanding of British Values and how they are relevant in the work environment.</p> <p>Provide opportunity for learner to successfully achieve assessments for unit114 Painting a Panel Door, 112 Applying a Panel Door</p>									

Session No and Date	Tutor	Learning Objectives (with link to syllabus reference and including employability skills that will be developed)	Teaching & Learning Activities to achieve the objectives (including resources, independent study & enrichment activities)	Learning checks (formative and summative assessment)	Opportunities to promote maths, English, equality & diversity and British values
w/c 17/02/20		Half term			
Week 22 w/c 24/02/20 <i>Students return to college (24/02)</i>		At the end of the session learners will have a good understanding of how to prepare a painted plaster wall and apply a coat of paint Learner to be able set up work area. rubdown dry and apply a coat of paint by brush and roller to a wall. Topic Preparing background wall for decorative effects. Aim for learner to explain/demonstrate how to prepare and paint a wall.	Demonstration of how to set up work area. Recap on correct method of dry abrading Demonstration of how to apply paint using a roller and brush. The use of oral Q&A, Support to analyse and reflect on own work, regular feedback from teacher and peer discussion of work. Recap on how to knot and prime Learner to prepare and paint wall, Knot and prime	Continuous formative assessment using verbal Q&A and learners reflection on what they have achived. Observation of learner preforming takes and assessment by teacher of end product.	English Following verbal instructions Equality and Diversity Learner to perform tasks at own paces Learner to have one to one support from tutor when completing tasks. British values Respect

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		Learner to start knotting and priming board for ready for assessment	<p>board.</p> <p>Learners to follow self-set targets agreed with teacher. Learner may be working on different tasks. Depending on previous achievement.</p> <p>Resources Aluminium, rubbing down block, range of colour paints ,paint brush, paint kettle, knotting, paint brush .primer</p>		<p>All learners will demonstrate respect to all members of the team and visitors when completing assessment</p> <p>Employability Skills Demonstrating safe behaviour in the work area</p>
<p>Week 23 w/c 02/03/20</p> <p>FS Maths & English Paper Exams</p> <p>Assessment Milestone 4</p>		<p>At the end of the session learners will have a good understanding of how to apply a second coat of paint to wall and continue knotting and priming of board Learner to be able set up work and apply a second coat of paint by brush and roller to a wall. Topic Applying background coat to wall for decorative effects continued. Aim for learner to explain/demonstrate how to apply second coat to wall, finishing knotting and priming board</p>	<p>Recap on tools , materials, equipment and correct method of painting a wall,</p> <p>The use of oral Q&A, support form teacher to help learner analyse and reflect on own work, regular feedback from teacher and peer discussion of work.</p> <p>Leaner to apply second coat to wall finish knotting and priming board.</p> <p>Learners to follow self-set targets agreed with teacher. Learner may be working on different tasks. Depending on previous achievement.</p> <p>Resources Water, bucket, aluminium oxide, silicon carbide, rubbing down block, sponge. Gloss, undercoat, primer. Range of colour paints ,paint brush, paint kettle, knotting ,primer</p>	<p>Continuous formative assessment using verbal Q&A and learner's reflection on what they have achieved. Observation of learner preforming takes and assessment by teacher of end product.</p>	<p>English Following verbal instructions</p> <p>Equality and Diversity</p> <p>Learner to perform tasks at own paces Learner to have one to one support from tutor when completing tasks.</p> <p>British values Respect All learners will demonstrate respect to all members of the team and visitors when completing assessment</p> <p>Employability Skills Demonstrating the ability to attend lessons on time</p>
<p>Week 24 w/c 09/03/20</p> <p>FS Maths & English Onscreen Exams</p>		<p>At the end of the session learners will have a good understanding of how to find a centre point ,on a wall set out a square 900mmx 9000mm ,tape up the outside of the square and apply a coat of eggshell to square Apply two coats of emulsion to board Learner to be able set up work and apply a second coat of paint by brush and roller to a wall. Topic</p>	<p>Demonstration of how to set out a central 900mmx 900mm square using a sprit level. Taping up and applying eggshell by roller to square.</p> <p>The use of oral Q&A, support form teacher to help learner analyse and reflect on own work, regular feedback from teacher and peer discussion of work.</p> <p>Learner to set out square and eggshell, Emulsion board. Learners to follow self-set targets agreed with</p>	<p>Continuous formative assessment using verbal Q&A and learner's reflection on what they have achieved. Observation of learner preforming takes and assessment by teacher of end product.</p>	<p>Maths Measuring for setting out and finding a centre point Equality and Diversity Learner to perform tasks at own paces Learner to have one to one support from tutor when completing tasks.</p> <p>English: Specking & Listening; how to take part in a</p>

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		<p>Applying background coat to wall for decorative effects continued.</p> <p>Aim for learner to explain/demonstrate how to apply second coat to wall, finishing knotting and priming board</p>	<p>teacher. Learner may be working on different tasks. Depending on previous achievement.</p> <p>Resources Paint brush, paint kettle, pencil measuring tape, low tack tape, spirit level, roller, and paint tray. Eggshell, emulsion</p>		<p>discussion. following written instruction ;</p> <p>British values Rule of law Discuss why it is important to follow H&S Law.</p> <p>Employability Skills Demonstrating the ability to attend lessons on time</p>
<p>Week 25 w/c 16/03/20</p>		<p>At the end of the session learners will have a good understanding of how to make and apply a scumble glaze to wall, Then produce a dragging and sponging decretive effect.</p> <p>Topic Dragging and sponging</p> <p>Aim for learner to explain/demonstrate how to apply a dragging and sponging effects to surface. Begin assessment of unit 112 by Set out 900mm square on to board , taping up and applying eggshell to square,</p>	<p>Demonstration of how to make and apply a scumble glaze to surface. How to drag and sponge.</p> <p>Recap on how and where to tape up.</p> <p>Learner to apply dragging and sponging decretive effect to wall.</p> <p>The use of oral Q&A, support form teacher to help learner analyse and reflect on own work, regular feedback from teacher and peer discussion of work. Learner to apply dragging and sponging effect to wall. Learners to follow self-set targets agreed with teacher. Learner may be working on different tasks. Depending on previous achievement.</p> <p>Resources Paint brush, paint kettle, pencil measuring tape, low tack tape, spirit level, roller, and paint tray. eggshell, glaze, colorant</p>	<p>Continuous formative assessment using verbal Q&A and learner's reflection on what they have achieved. Observation of learner preforming takes and assessment by teacher of end product.</p>	<p>English Following verbal instructions</p> <p>Maths Measuring for setting out and finding a centre point</p> <p>Equality and Diversity Learner to perform tasks at own paces Learner to have one to one support from tutor when completing tasks.</p> <p>British values Discuss what democracy is and how it impacts in the work place with employer and trade unions all participating in improving safety on site.</p> <p>Employability Skills Demonstrating the ability to work safely at all times</p>
<p>Week 26 w/c 23/03/20</p> <p>GCSE English Mock Exam P2 (26/03 am)</p> <p>GCSE Maths Mock Exam P3 (26/03 pm)</p>		<p>At the end of the session learners will have a good understanding of how to make a ragging on and off and bagging effect using scumbule .</p> <p>Topic Ragging and bagging effects</p> <p>Aim for learner to explain/demonstrate how to apply a dragging and sponging effects to surface. To set out</p>	<p>Demonstration how to rag on and off and bagging</p> <p>Recap on how and where to tape up.</p> <p>Learner to apply ragging on, off and bagging decretive effect to wall.</p> <p>The use of oral Q&A, support form teacher to help learner analyse and reflect on own work, regular feedback from teacher and peer discussion of work.</p>	<p>Continuous formative assessment using verbal Q&A and learner's reflection on what they have achieved. Observation of learner preforming takes and assessment by teacher of end product.</p>	<p>Equality and Diversity Learner to perform tasks at own paces Learner to have one to one support from tutor when completing tasks.</p> <p>British values Respect All learners will demonstrate respect to all members of the team and visitors when completing assessment</p>

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		assessment 112 and apply dragging and sponging effect to board as per brief.	<p>Learner to apply ragging on and off and bagging to wall effect to wall. Learners to follow self-set targets agreed with teacher. Learner may be working on different tasks. Depending on previous achievement.</p> <p>Resources Paint brush, paint kettle, pencil measuring tape, low tack tape, spirit level, roller, and paint tray. eggshell, glaze, colorant, bags, rags</p>		<p>English Following verbal instructions</p> <p>Employability Skills Demonstrating the ability to work safely at all times English</p> <p>Reading and following written instructions</p>
<p>Week 27 w/c 30/03/20</p> <p><i>Term ends for students (03/04)</i></p>		<p>At the end of the session learners will have completed assessment 112 decorative effects by applying stencil, ragging on and of effect to board .</p> <p>Topic Completion of assessment 112</p> <p>Aim for learner to demonstrate how to apply stencil, ragging on and off effects to surface.</p>	<p>Demonstration how to rag on and off and bagging</p> <p>Recap on how to applying stencil</p> <p>Learner to apply ragging on ,off and bagging decretive effect to assessment board</p> <p>The use of oral Q&A, support form teacher to help learner analyse and reflect on own work, regular feedback from teacher and peer discussion of work.</p> <p>Learners to follow self-set targets agreed with teacher. Learner may be working on different tasks. Depending on previous achievement.</p> <p>Resources Paint brush, paint kettle, pencil measuring tape, low tack tape, spirit level, roller, and paint tray. eggshell, glaze, colorant, bags, rags</p> <p>Complete City and Guild tools list</p>	Summative assessment of end product and marking of tool list	<p>Equality and Diversity Learner to perform tasks at own paces Learner to have one to one support from tutor when completing tasks.</p> <p>British values Respect All learners will demonstrate respect to all members of the team and visitors when completing assessment</p> <p>English Reading and following written instructions</p> <p>Employability Skills Demonstrating the ability to set up a work area</p>
w/c 06/04/20		Easter			
w/c 13/04/20		Easter			
<p>Week 28 w/c 20/04/20</p> <p><i>Students return to college (20/04)</i></p>		<p>At the end of the session learners will have a good understanding of how to remove paint using a hot air gun,</p>	<p>Demonstration how to remove paint using a hot air gun.</p> <p>Recap on personal protective equipment</p>	Continuous formative assessment using verbal Q&A and learner's reflection on what they have achieved.	<p>Equality and Diversity Learner to perform tasks at own paces Learner to have one to one support from tutor when completing tasks.</p>

		<p>abrade surface to smooth and prime.</p> <p>Topic Paint removal using a hot air gun</p> <p>Aim for learner to explain/demonstrate how to remove paint using a hot air gun.</p> <p>Provided feedback on summative assessment 112.</p>	<p>Learner to remove paint from panel and the rubdown smooth and level. Then prim surface.</p> <p>The use of oral Q&A, support form teacher to help learner analyse and reflect on own work, regular feedback from teacher.</p> <p>Learners to follow self-set targets agreed with teacher. Learner may be working on different tasks. Depending on previous achievement.</p> <p>Resources Paint brush, paint kettle, hot air gun, scraper, mask, gloves goggles .abrasive paper. Wood primer</p>	Observation of learner preforming takes and assessment by teacher of end product.	<p>Equality and Diversity Learner to perform tasks at own paces Learner to have one to one support from tutor when completing tasks.</p> <p>British values Rule of law Discuss why it is important to follow the HASAWA and how can HASAWA be followed in this lesson</p> <p>English Following verbal instructions Employability Skills Demonstrating safe behaviour in the work area.</p>
<p>Week 29 w/c 27/04/20</p> <p><i>Principal's Staff Briefing (29/04)</i></p> <p><i>FS Maths & English Paper Exams</i></p> <p><i>Assessment Milestone 5</i></p>		<p>At the end of the session learners will have a good understanding of the correct method of applying undercoat paint to a panel door.</p> <p>Topic Method of applying undercoat paint to a panel door</p> <p>Aim for learner to explain/demonstrate how to applying undercoat paint to a panel door.</p>	<p>Demonstration how to apply undercoat to a panel door Learner to apply undercoat to a panel door</p> <p>The use of oral Q&A, support form teacher to help learner analyse and reflect on own work, regular feedback from teacher.</p> <p>Learners to follow self-set targets agreed with teacher. Learner may be working on different tasks. Depending on previous achievement.</p> <p>Resources Paint brush, paint kettle, undercoat</p>	Continuous formative assessment using verbal Q&A and learner's reflection on what they have achieved. Observation of learner preforming takes and assessment by teacher of end product.	<p>Equality and Diversity Learner to perform tasks at own paces Learner to have one to one support from tutor when completing tasks.</p> <p>British values Rule of law Discuss why it is important to follow the COSHH Law and how can the learner comply with COSHH in this lession</p> <p>Employability Skills Demonstrating safe behaviour in the work area.</p>
<p>Week 30 w/c 04/05/20</p> <p><i>Bank Holiday (08/05)</i></p> <p><i>FS Maths & English Onscreen Exams</i></p>		<p>At the end of the session learners will have a good understanding of the correct method of applying gloss paint to a panel door.</p> <p>Topic Method of applying gloss paint to a</p>	<p>Recap on how to apply paint to a panel door</p> <p>Learner to apply gloss to a panel door</p> <p>The use of oral Q&A, support form teacher to help learner analyse and reflect on own work, regular</p>	Continuous formative assessment using verbal Q&A and learner's reflection on what they have achieved. Observation of learner preforming takes and assessment by teacher of end	<p>Equality and Diversity Learner to perform tasks at own paces Learner to have one to one support from tutor when completing tasks.</p>

		<p>panel door</p> <p>Aim for learner to explain/demonstrate how to applying gloss paint to a panel door.</p>	<p>feedback from teacher.</p> <p>Learners to follow self-set targets agreed with teacher. Learner may be working on different tasks. Depending on previous achievement.</p> <p>Resources Paint brush, paint kettle, gloss</p>	product.	
<p>Week 31 w/c 11/05/20</p>		<p>At the end of the session learners will have stated assessment 114 by a remove paint using a hot air gun, abrade surface to smooth and priming the door.</p> <p>Topic Unit 114 assessment Painting a pant (undercoat)</p> <p>Aim for learner to started assessment of unit 114, Remove paint using a hot air gun, abrade and prime door.</p>	<p>Learner demonstrate how to remove paint from panel and then rubdown smooth and level. Then prime surface.</p> <p>Resources Paint brush, paint kettle, hot air gun, scraper, mask, gloves goggles .abrasive paper. Wood primer</p>	<p>Summative assessment of unit 114 Verbal Q&A to check learners understands. Observation of learner preforming takes and assessment of end product</p>	<p>Equality and Diversity Learner to perform tasks at own paces Learner to have one to one support from tutor when completing tasks.</p> <p>English Reading and following written instructions</p> <p>British values Respect All learners will demonstrate respect to all members of the team and visitors when completing assessment</p> <p>Employability Skills Demonstrating the ability to set up a work area</p>
<p>Week 32 w/c 18/05/20</p> <p>GCSE Maths Exam Paper 1 (19/05 am)</p>		<p>At the end of the session learners will have demonstrated how to gloss a panelled door</p> <p>Topic Unit 114 assessment Painting a panel door (gloss)</p> <p>Aim for learner to started assessment of unit 114, Remove paint using a hot air gun, abrade and prime door.</p>	<p>Learner to demonstrate how to apply undercoat to a panel door</p> <p>Resources Paint brush, paint kettle, undercoat</p>	<p>Summative assessment of unit 114 Verbal Q&A to check learners understands. Observation of learner preforming takes and assessment of end product</p>	<p>Equality and Diversity Learner to perform tasks at own paces Learner to have one to one support from tutor when completing tasks.</p> <p>English Reading and following written instructions</p> <p>British values Respect All learners will demonstrate respect to all members of the team and visitors when completing assessment</p> <p>Employability Skills Demonstrating the ability to set up a work area</p>

w/c 25/05/20		Half term			

