

Unit 73: Scenic Painting

Unit code:	L/502/5633
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to develop scenic painting skills, techniques and processes. Learners will be able to gain the necessary skills to be able to decorate a scenic element.

● Unit introduction

A successful set can be reliant on carefully painted scenic elements. The set may be a naturalistic recreation of a space or an abstract representation of moods, atmospheres, tensions, etc. The scenic artist has a thorough knowledge of the behaviour and appropriate application of types of paint, varnishes, etc. They will know how to prepare the surface for painting and then how to select and apply colour with sensitivity, control and an understanding of how to mix and use primary and secondary colours. The scenic artist is conversant with a range of painting techniques and will be able to select and apply the appropriate painting effect

The set designer usually provides the scenic artist with a painted detailed scale model box, scale plans and painting guidance sheets to inform the building and decoration of the set. The professional scenic artist will understand the importance of the careful preparation of surfaces in readiness for painting. In this unit learners will learn scenic element preparation techniques and develop the ability to read and use scale, both in the model box and the construction drawings.

Scenic artists use a repertoire of measuring, lettering, drawing and painting skills to realise the correct interpretation of the designer's vision. Learners will be introduced to the use of scaling, measuring and drawing skills and techniques.

The scenic artist will be asked to transform many different scenic elements. This could mean painting a large floorcloth, a flat, a backcloth, rostra, or a large piece of set; alternatively the scenic artist's brief may be to paint set furniture. These different tasks will require differing approaches. Through this unit learners will acquire the skills to be able complete both tasks successfully.

On completion of the unit learners will be able to prepare, draw out, paint and 'if necessary' texture a scenic element. Throughout all production and performance work learners will be expected to demonstrate safe working practices.

This unit provides links with a range of other units for learners following both performance and technical pathways and has direct links with *Production Arts Planning*, *Design for Performance*, *Scenic Construction for the Stage*, *Design Drawing Development and Design Materials and Process*.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to prepare scenic elements for painting
- 2 Be able to draw out design onto scenic element
- 3 Be able to demonstrate the use of scenic painting techniques on a large scenic element
- 4 Be able to demonstrate the use of detailed scenic painting techniques on set furniture.

Unit content

1 Be able to prepare scenic elements for painting

Preparing scenic element for painting: eg use of stapler, size, canvas, PVA, priming, sealing, applying texture, selection of brushes, rollers, health and safety

Maintaining a suitable painting workshop space: care and maintenance of equipment; maintain materials; maintain space; order paints; storage of materials

Scenic elements: eg flats, cloths, vacuum form, pre-moulded plastic, cut cloths, gauze, flexible foam, rostra, set pieces, set furniture

2 Be able to draw out design onto scenic element

Measuring: eg scale model box, scale construction drawing

Drawing out: use of overhead projection; gridding out; measuring; drawing linear perspective; drawing out freehand; lettering; stencilling

Tool: eg pencils, charcoal, tape measure, snap line, masking tape, lining brushes, overhead projector

3 Be able to demonstrate the use of scenic painting techniques on a large scenic element

Large scenic element: flats; cut-cloths; floorcloths; treads; a large piece of set; gauze

Techniques: eg blocking in colour, stippling, splattering, stencilling, washing graining, tromp l'oeil, flogging, sponging, dry brush techniques, cut rollers, lettering, texturing, marbling, printing, rag rolling

Colour: primary and secondary colours of pigment; physics of colour under stage lighting; colour mixing

Paints: eg emulsion paint, saturated paints, ie roscos saturated paint, dyes, varnishes, oil based paints, spray paints, glazes

Health and safety: use of paints; ventilation; Control of Substances Hazardous to Health (COSHH); assessment of paints

4 Be able to demonstrate the use of scenic painting techniques on set furniture

Set furniture: eg tables, chairs, doors, cupboard, dressers

Techniques: eg stippling, stencilling, washing graining, tromp l'oeil, flogging, sponging, dry brush techniques, texturing, marbling, rag rolling

Colour: primary and secondary colours of pigment; physics of colour under stage lighting; colour mixing

Paints: eg emulsion paint, saturated paints, ie roscos saturated paint, dyes, varnishes, oil based paints, spray paints

Health and safety: use of paints; ventilation; Control of Substances Hazardous to Health (COSHH); assessment of paints

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 prepare a scenic element for painting with tutor support [IE]	M1 prepare a scenic element for painting with some tutor support, selecting and using generally suitable materials and processes	D1 prepare a scenic element for painting without tutor support, selecting and using correct materials and processes
P2 translate the details of a design onto a scenic element with some accuracy [IE]	M2 translate the details of a design onto a scenic element with skill, care and accuracy at times	D2 translate the detail of the design onto a scenic element confidently, carefully and accurately
P3 apply techniques and processes to realise a recognisable interpretation of the designer's intentions for a large scenic element with some tutor support [CT]	M3 apply capable techniques and processes to realise a mostly accurate and convincing interpretation of the designer's intentions for a large scenic element	P3 apply accomplished techniques and processes to realise a careful and wholly accurate interpretation of the designer's intentions for a large scenic element
P4 apply skills to realise a recognisable interpretation of the designer's intentions for set furniture with some tutor support. [CT]	M4 apply capable techniques and processes to realise a mostly accurate and convincing interpretation of the designer's intentions for set furniture.	D4 apply accomplished techniques and processes to realise a careful and wholly accurate interpretation of the designer's intentions for set furniture.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Learners will be taught to select appropriate materials and develop practical skills, techniques and processes that a scenic painter will use to realise a scenic element. Learners will be able to interpret the designer's intention through the set construction plans and scale model. Learners will be able to realise the design intentions. A professional scenic artist uses a range of perfected skills and techniques; therefore it is important that the delivery of this unit enables as much practical developmental work as possible. Learners will develop the ability to interpret scale ground plans, elevations and construction drawings.

The application of effective health and safety is essential for the scenic artist and must therefore be emphasised throughout this unit. Learners must consistently demonstrate good health and safety practice in every aspect of their model-making work.

The first workshops in this unit will introduce and develop scenic element preparation techniques for flats, backcloths and set furniture. Learners will apply the techniques in the preparation of a number of different surfaces. Learners will be given the opportunity to experiment with using different preparation materials, texturing effects and techniques and to discuss and reflect on their experiences and understanding. Health and safety considerations for model making must be also be fully considered.

Subsequent workshops will introduce learners to the translation skills that a scenic artist uses to accurately detail the set design onto the backcloth or the set furniture. Learners will be taught how to use information formats such as scale ground plans, elevations and model boxes.

It is important that time is taken to teach and develop accurate and careful design translation techniques and approaches. Planning for the delivery of this unit must encompass the need for a practical experiential approach that may present resource implication for materials, time, storage and workshop space.

Finally learners will demonstrate the command of the skills, processes and techniques that they have learnt in the preparation and painting of scenic elements for a production. Learners will use the skills and understanding developed through the previous exploratory processes to decorate a final scenic backcloth and possibly set furniture. This may be two separate assignments, one for the backcloth and one for the set furniture, or one assignment which covers both. It is desirable that these projects should be linked to a production. If the learner is not the designer this process will be informed by dialogue with the set designer to ensure that the scenic element accurately represents the design intentions.

Assessment will comprise; the suitability and standard of the final product, the use of peer or lecturer witness statements, annotated photographs of the process and learner reflection on the process and final product.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the structure of the programme, tutor led whole class. Assignment introduction.
Assignment 1: Firm Foundations – P1, M1, D1 Learners are introduced to different preparation techniques <ul style="list-style-type: none">introduce different surfaces, qualities, applicationsexplain the need for preparationexplain different preparation techniques for different finished effects. Learners explore the application of preparation techniques <ul style="list-style-type: none">practical activity in which learners prepare different surfaces, this will include preparation for set furniture and for large set pieces.
Assignment 2: Translations – P2, M2, D2 Learners are taught and demonstrate measuring, scaling and drawing skills <ul style="list-style-type: none">measuring and scaling from a set modelmeasuring and scaling from a construction drawingtranslating designs onto large set pieces or set furniture.
Assignment 3: Translations (2) – P3, M3, D3 Learners are taught through practical workshops how to use colour, texture and painting effects for large scenic elements <ul style="list-style-type: none">learners taught colour theory and colour mixing for large areaslearners practise applying different texturing techniques for large areaslearners taught different painting skills for painting large areashealth and safety is taught throughout all workshops.
Assignment 4: Realising the Dream – P1, M1, D1, P3, M3, D3, P4, M4, D4 Learners are presented with a scale model, the actual scenic element, and any other materials produced by the designer that describe how the large scenic element will be painted. This practical task will be for a production.
Assignment 5: Realising the Dream Part 2 – P1, M1, D1, P3, M3, D3, P4, M4, D4 Learners are presented with a scale model, the actual scenic element, and any other materials produced by the designer that describe how the set furniture will be painted. This practical task will be for a production.

Assessment

It is important that the assessment of this unit only focuses on the scenic painting process and does not assess the design content. Learners will demonstrate that they understand and can demonstrate a range of appropriate scenic preparation techniques. Learners will show that they have the skills and understanding to be able to read, use and interpret scale design plans showing knowledge of texturing and painting skills in their practical work and any accompanying logbook. Learners will be able to demonstrate the practical application of selected scenic painting and decoration skills and will demonstrate their ability to decorate a scenic element. Assessment decisions will be largely informed by the practical demonstration and realisation of skills. The importance of health and safety is implicit and must be emphasised throughout this unit; therefore description of and reflection on health and safety should feature in all work produced for assessment. Good health and safety practice can also be recorded to support assessment sessions by peer observation or witness statements.

To achieve learning outcome 1, learners' practical demonstration of scenic element preparation skills will be the primary evidence for assessment. Learners response to the exploration and the use of scenic preparation techniques can be recorded through tutor's witness statement and peer observation of the practical work. It is important that learners make personal comment on the success of their exploration of the process that they have experimented with; this could be evidenced through a workbook or a journal, through a *viva* or a presentation. Learners' understanding could also be evidenced through structured questioning in the *viva*. Learners' application of health and safety could be evidenced through tutor monitoring, observation and learners' reflection.

To achieve learning outcome 2, learners' practical demonstration of scale interpretation and design realisation skills will be the primary evidence for assessment. Assessment will focus on the accuracy and command of the interpretation skills and the ability to realise the colour, texture and detail of the designer's intentions successfully. It is important that learners make personal comment on their experience of the process that they have experimented with; this could be evidenced through a workbook or a journal, through a *viva* or a presentation. Learners' response to the exploration and the use of skills and achievement can also be recorded through tutor's witness statement and peer observation of the practical work by the production team. Learners' understanding could also be evidenced through structured questioning in the *viva voce*. Learners' application of health and safety could be evidenced through tutor monitoring, observation and learners' reflection.

To achieve learning outcome 3, learners practical demonstration of scenic painting skills will be the primary evidence for assessment. The learners will evidence their application of the scenic painting, materials, techniques and processes to paint a large scale scenic element. Learners will demonstrate their ability to read and interpret 2D and 3D scale design planning materials. Learners will also show attention to detail and a command of the appropriate skills to paint the scenic element. Assessment must focus on the practical demonstration of skill, however learner's understanding could also be demonstrated through learner reflection. Learners may make personal comment on their experience of the process and the select and ability to use appropriate materials, skills techniques and processes; this may be evidenced through a workbook or a journal or a presentation. Tutor witness statement, or structured questioning in the *viva voce* will also be suitable assessment evidence. Learners' application of health and safety could be evidenced through tutor monitoring, observation and learners' reflection.

To achieve learning outcome 4, learners' practical demonstration of scenic painting skills will be the primary evidence for assessment. Learners will evidence their application of the scenic painting, materials, techniques and processes to paint a piece of set furniture. Learners will demonstrate their ability to read and interpret 2D and 3D scale design planning materials. They will show attention to detail and a command of the appropriate skills to paint the set furniture. Assessment must focus on the practical demonstration of skill, however learners' understanding could also be demonstrated through reflection. Learners may make personal comment on their experience of the process and the select and ability to use appropriate materials, skills techniques and processes; this may be evidenced through a workbook or a journal or a presentation. Tutor witness statement, or structured questioning in the viva will also be suitable assessment evidence. Learners' application of health and safety could be evidenced through lecturer monitoring, observation and learners' reflection.

To achieve P1, learners must be able to demonstrate that they understand how to prepare scenic elements for painting and can do so with tutor support. Learners' work will show an outline understanding of the preparation materials, processes and approaches. The practical work will also show some control of the process although the learner will need tutor support to complete the tasks to the acceptable standard. Notes diagrams and sketches will include some images and photographs which have some simple annotations and show a grasp of the underlying principles and practices. Notes will lack detail and show little development of the learner's first statements and ideas.

To achieve M1, learners must be able to demonstrate that they can prepare scenic elements for painting with minimal tutor support. Learners' work will show some considered understanding of the preparation materials, processes and approaches. Their practical work will also show some successful manipulation of the processes and techniques although they will need tutor support to complete the tasks. Learners' reflection will show a reasonable understanding of the task completed, written notes, sketches and photographs that have some accurate detailed information. Annotations on the images will be considered and mostly accurate.

To achieve D1 learners will demonstrate that they can successfully prepare a scenic element for painting without tutor support. Their practical work will also show some successful manipulation of the processes and techniques although they will need tutor support to complete the tasks. Practical work will show that learners fully appreciate the limitations and potential of the possible methods and materials. Learners' practical work may be further supported with fully justified and accurate explanations of the preparation materials, processes and approaches. Learners may communicate their detailed and wholly considered understanding in written notes, sketches and photographs. Annotations on the images will be wholly informed and accurate.

To achieve P2 learners will demonstrate that they are able to translate some details of a design onto a scenic element. Learners will demonstrate that they understand and can apply simple design interpretation skills to realise some of the colour and textures and drawn detail of the designer's intentions. Practical work will show some understanding of the properties of the materials. There will be some understanding of colour mixing. The learners response to the exploration and the use of skills and achievement can also be recorded through lecturer's witness statement and peer observation of the practical work by the production team. Learners' will demonstrate a basic understanding of the processes that they have learnt in their in their viva voce answers. Learners' application of health and safety could be evidenced through lecturer monitoring, observation and learner reflection. Notes diagrams and sketches will include images and photographs which has some simple annotations. Notes will show little development of the learner's first statements and ideas.

To achieve M2 the learner will be able to demonstrate that they are able to translate the details of a design onto a scenic element with some skill. Learners will demonstrate that they understand and can apply design interpretation skills to realise in some detail the colour, textures and drawn detail of the designer's intentions. Practical work will show an informed understanding of the properties of the materials. The practical work and learners notes will show a convincing understanding of colour mixing. Learners' will show a mostly convincing understanding of the application of the skills in the *viva voce*. Learners' will understand and apply competent health and safety practice. Notes diagrams and sketches will include images and photographs which have some simple annotations. Learners will also explain their understanding in considered and mostly accurate written notes, sketches and photographs. Annotations on the images will be considered and mostly accurate.

To achieve D2 the learner will be able to demonstrate that they are able to translate the full details of a design onto a scenic element with competence and confidence. Learners will demonstrate that they fully understand and can apply effective design interpretation skills to realise the detail, colour, textures and drawn detail of the designer's intentions. Practical work will show a fully informed understanding of the properties of the materials. The practical work and learners notes will show a convincing understanding of colour mixing. Learners' will show a wholly convincing understanding of the application of the skills in the *viva voce*. Learners' will understand and apply wholly competent health and safety practice. Learners will be able to critically analyse their understanding in accurate and detailed written notes, sketches and photographs. Annotations on the images will be full, informed and wholly accurate.

To achieve P3 learners will demonstrate the application of some suitable scenic preparation and painting skills. Pass learners will have required tutor support to complete tasks to a suitable standard. Learners will use simple preparation techniques. Learners will show that they can use the 2D and 3D scale design planning materials to some effect, however the large scenic element may need further work to prepare it for painting. Learners will be able to mix simple colours that resemble the designer's intentions. The painting of the large scenic element will show some suitable painting skills. The final product will be accurate in places, it will communicate the basics of the designers intentions and be useable with some minor alterations. Pass learners will keep a brief record of their experience of the process; this may include plans, notes, diagrams and photographs.

To achieve M3 learners will demonstrate the capable application of suitable preparation and painting skills with some confidence and be able to show some level of skills. Learners practical work will show that they have learnt understood and are capable of applying scenic painting materials, techniques and processes with some convincing success; learners will show that they can use the 2D and 3D scale design planning materials with a large degree of accuracy. Learners will be able to mix colours that bear some accurate resemblance to the designer's intentions. The painting of the large scenic element will show some careful and at times convincing painting skills. The final product will be mostly accurate and will communicate the basics of the designer's intentions and be useable with only minor alterations. Merit learners will support the practical work with a detailed account of the process and decoration techniques; their notes will include some observations which explain how they are applying the skills that they have learnt. The work will include some insightful learner reflection on their experience of the process.

To achieve D3 learners will demonstrate skilful, controlled selection and application of practical scenic materials, techniques and processes. Learners will produce a wholly accurate and sensitively realised large scenic element that entirely communicates the design intentions. Learners will have demonstrated accomplished skills throughout the production of the accomplished large scenic element. Evaluations will be fully considered, detailing their experience of the scenic painting materials and processes; learners' reflection will show a fully justified understanding of how the skills that they have learnt have been applied.

To achieve P4 learners will demonstrate the application of some suitable scenic preparation and painting skills. Pass learners will have required tutor support to complete tasks to a suitable standard. Learners will use simple preparation techniques. They will show that they can use the 2D and 3D scale design planning materials to some effect, however the set furniture may need further work to prepare it for painting. Learners will be able to mix simple colours that resemble the designer's intentions. The painting of the set furniture will show some suitable painting skills. The final product will be accurate in places, it will communicate the basics of the designer's intentions and be useable with some minor alterations. Pass learners will keep a brief record of their experience of the process, this may include plans, notes, diagrams and photographs.

To achieve M4 learners will demonstrate the capable application of suitable preparation and painting skills with some confidence and be able to show some level of skills. Learners' practical work will show that they have learnt, understood and are capable of applying scenic painting materials, techniques and processes with some convincing success; learners will show that they can use the 2D and 3D scale design planning materials with a large degree of accuracy. Learners will be able to mix colours that bear some accurate resemblance to the designer's intentions. The painting of the set furniture will show some careful and at times convincing painting skills. The final product will be mostly accurate, will communicate the basics of the designer's intentions and will be useable with only minor alterations. Merit learners will support the practical work with a detailed account of the process and decoration techniques; their notes will include some observations which explain how they are applying the skills that they have learnt. The work will include some insightful reflection on their experience of the process.

To achieve D4 learners will demonstrate skilful, controlled selection and application of practical scenic materials, techniques and processes. To achieve D4 learners will produce a wholly accurate and sensitively realised scenic element that entirely communicates the design intentions. Learners will have demonstrated accomplished skills throughout the production of the set furniture. Evaluations will be fully considered, detailing their experience of the scenic painting materials and processes; learners' reflection will show a fully justified understanding of how the skills that they have learnt have been applied.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
PI, MI, DI	Firm Foundations	<p>Learners are introduced to different scenic element preparation techniques:</p> <ul style="list-style-type: none"> • introduction to different surfaces, qualities and suitable applications • explain the need for preparation • explain different preparation techniques for different finished effects • health and safety. <p>Practical activity in which learners prepare different surfaces; this will include preparation for set furniture and for large set pieces, ie backcloths.</p>	<p>Many interim assessment points following each activity, through which learners demonstrate their ability to apply the scenic preparation skills that they have learnt and developed.</p>

Criteria covered	Assignment title	Scenario	Assessment method
P2, M2, D2	Translations	<p>Learners are introduced to measuring, scaling and drawing skills that will enable the translation of designs onto a large set pieces:</p> <ul style="list-style-type: none"> • measuring and scaling from a set model • measuring and scaling from a construction drawing, groundplan and elevation. <p>Learners are also taught how to use colour, texture and painting effects to realise the design intentions:</p> <ul style="list-style-type: none"> • learners are introduced to scenic painting tools • learners taught colour theory and colour mixing for large areas • learners practice applying different texturing techniques for large areas • learners taught different painting skills for painting large areas • health and safety. 	<p>Many interim assessment points of learners' practical work through which they demonstrate their ability to translate scale designs and apply scenic painting techniques. Learners' understanding will be demonstrated through their reflection on the process. Question and answer session with learners and the tutor will establish the depth of learners' understanding.</p>
P1, M1, D1, P3, M3, D3, P4, M4, D4	Realising the Dream	<p>Learners are presented with a scale model, design plans and any other materials produced by the designer that describe how the large scenic element and set furniture will be painted. Learners will use the skills that they have developed in the earlier assignments to prepare, texture and paint the set furniture and the large-scale scenic element.</p> <p>[This assignment may cover both 3.1 and 4.1 or be divided into two assignments of which one will concentrate on painting the backdrop and the other will concentrate on the set furniture.]</p> <p>This practical task will be for a production.</p>	<p>Interim assessment of the planning and realisation of the preparation and painting process through tutor observation and learner reflection.</p> <p>Summative assessment of the final scenic element.</p> <p>Peer assessment by the production company members.</p>

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Performing and Production Arts sector suite. This unit has particular links with the following unit titles in the BTEC Performing and Production Arts suite:

Level 1	Level 2	Level 3
Exploring Production Skills for the Performing Arts	Performing Arts Production Process	Scenic Construction for the Stage
	Design for Performance	Design Materials and Processes
	Set Construction	Design Method
		Stage Design for Performance

This unit also has links with the following National Occupational Standards:

Technical Theatre

- CPD1 – Improving your skills
- CPD2a – TP Keeping up to date with technical and production developments in the live arts
- CPD4a – Contributing to technical production work for performance
- HSI – Working safely
- TP2.5b – Interpreting designs for sets or props
- TP2.5c – Ensure accurate interpretation of designs for sets or props.

Essential resources

A well-equipped workshop space that meets current health and safety guidelines is essential for effective completion of this unit. Learners will require access to a range of scenic painting materials and equipment. Space needs to be provided for the painting and storage of large scenic elements. If possible it would be beneficial for learners to see a paint frame in action. Basic studio resources will be required for the completion of planning, research and technical drawing work. Access to exemplar materials that show a range of techniques and materials would be a valuable resource

Access to research texts, visual reference materials and websites would be advantageous.

Employer engagement and vocational contexts

If possible a site visit to a producing theatre, theatre museums, film or TV recording studio, a design school and/or a set building and painting company would be valuable to enable learners to see what can be achieved. Visits to the centre by scenic painters or set designers would also be beneficial for this unit.

Indicative reading for learners

Textbooks

Blurton J – *Scenery: Draughting and Constructing: For Theatres, Museums, Exhibitions and Trade Shows* (A&C Black, 2001) ISBN 9780713656848

Harvey D and Sammler B – *Technical Design Solutions for Theatre: Volume 1* (Focal Press, 2002) ISBN 9780240804903

Harvey D and Sammler B – *Technical Design Solutions for Theatre: Volume 2* (Focal Press, 2002) ISBN 9780240804927

Ionazzi D – *The Stagecraft Handbook* (Northlight Books, 1997) ISBN 9781558704046

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	preparing a scenic element for painting with tutor support translating the details of a design onto a scenic element with some accuracy
Creative thinkers	applying techniques and processes to realise a recognisable interpretation of the designer's intentions for a large scenic element with some tutor support applying skills to realise a recognisable interpretation of the designers intentions for set furniture with some tutor support
Reflective learners	reflecting on learning process
Self-managers	completing the scenic painting process.

● Functional Skills – Level 2

Skill	When learners are ...
Mathematics	
Select and apply a range of skills to find solutions	translating the details of a design onto a scenic element
Use appropriate checking procedures and evaluate their effectiveness at each stage	translating the details of a design onto a scenic element
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	translating the details of a design onto a scenic element.