UNIT D Level 1
Interior design with clay plaster

Learning outcomes
Criteria and indicators

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Revised edition: September 2015
### Knowledge

- Clay in design: examples from different cultures
- Overview of design techniques with clay plaster
- Composition of fine and coloured finish coats using own made clay plaster, manufactured mixes, clay or earth powders,
- Common colouring and texturing additives
- Suppliers of manufactured products
- The colours of earth
- Effects and symbolism of colour, the colour wheel and important contrasts: complementary, warm and cold, light and dark
- Colour combination in a room
- Preparation of common backgrounds
- Different surface finishes (floating, sponging, troweling and decorative surface structures)
- Basic principles of sustainable building in relation to designing with clay and surface treatments
- Preparation and application of fine and coloured finish coats:
  - Tools, machinery and equipment
  - The order of work
  - Safe and healthy working practices

### Skills

- From the sample boards select a colour scheme for the wall
- Prepare plasters of different colours following instructions
- Make sample surfaces of different colours, textures and decorative surface structures
- Prepare backgrounds
- Protect adjoining surfaces
- Manually apply to a small area a fine and coloured surface finish coat
- Make the surface finish according to the instructions - floated or sponged
- Use the provided materials, tools and equipment
- Organise the work place
- Comply with workplace safety requirements at all times

### Competence

- Explain the selected colour scheme for the wall
- Under direct supervision execute a fine and coloured surface finish coat
- Describe the steps taken in applying the layer and finishing the surface
### Criteria for the Evaluation of Skills

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicators</th>
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<tbody>
<tr>
<td>Completion of the design concept</td>
<td>• The colour conforms to the design brief</td>
</tr>
<tr>
<td>Quality of the plaster mix</td>
<td>• Colour, texture and grain size conform to the instructions</td>
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<tr>
<td>Workability</td>
<td>• The consistency conforms to the instructions</td>
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<tr>
<td>Recipe</td>
<td>• The colouring and texturing additives are precisely measured</td>
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<tr>
<td></td>
<td>• The chosen recipe from the test results is clearly written down and can be repeated</td>
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<tr>
<td>Surface quality</td>
<td>• The colour is homogenous</td>
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<tr>
<td></td>
<td>• The floated or sponged surface is fairly homogenous</td>
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<tr>
<td>Preparation</td>
<td>• The adjoining surfaces are protected</td>
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<tr>
<td></td>
<td>• The background has been prepared according to the instructions</td>
</tr>
</tbody>
</table>

Ensure that standards of work and materials comply with relevant codes of practice and to current standards.
<table>
<thead>
<tr>
<th>Unit D</th>
<th>Method of Work</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUB-CRITERIA</td>
<td>INDICATOR</td>
<td></td>
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<tr>
<td>Organisation</td>
<td>• logical organization of both the work space and the order of work tasks</td>
<td></td>
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<tr>
<td>Economy of materials and time</td>
<td>• Optimum use of materials and time – no wastage</td>
<td></td>
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</tbody>
</table>
| Use of tools and machines | • The use of the machines conforms to the operating instructions  
• The use of machines, tools and equipment and the handling of materials is conducted ergonomically  
• The handling and use of tools, machines, equipment and materials is done skillfully and carefully | |
| Work place | • Tools and machines are cleaned and returned tidily to their correct place | |
| Safety | • All Protective safeguards are in place  
• The erection of ladders and scaffolding conforms to regulations | |
| Wastage | • Wastage is appropriately sorted, stored, recycled, removed and disposed of according to regulations | |
| Communication | • Problems during the working process or any deviation from the specifications are reported  
• The finished work is reported / explained orally  
• Progress and the various stages of work are discussed with the work team  
• Instructions that are not understood are questioned | |