



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

ENVIRONMENTAL PAINTING

PFAPE401

PAINT ENVIRONMENT

Competence

RQF Level: 4

Learning Hours



Credits: 7

Sector: ARTS AND CRAFTS

Trade: Plastic and Fine Arts

Module Type: Specific

Curriculum: ARCPFA401- TVET Certificate 4 in PLASTIC AND FINE ARTS

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Purpose statement	This module describes skills, knowledge and attitude, required to paint the environment. At the end of the module the leaners will be able to perform preliminary work, realize a prototype and execute artistic painting.					
Learning assumed to be in place	Sketch fauna, flora and parts of human body, Perform artistic drawing					
Delivery modality	Training delivery		100%	Assessment		Total 100%
	Theoretical content		30%	Formative assessment	30%	50%
	Practical work:		70%		70%	
	<ul style="list-style-type: none">Group work and presentation	30%				
	<ul style="list-style-type: none">Individual work	40%				
			Summative Assessment			50%

Elements of Competency and Performance Criteria

Elements of competency	Performance criteria
1.Perform preliminary work	1.1. The topic/theme is clearly identified referring to the elements of environment and client's needs/requirements
	1.2.Tools, materials and equipment are properly identified according to their uses
	1.3. The surface is correctly prepared in line with preparation techniques
2. Realize prototype	2.1. The drawings are properly composed in coherence with the composition requirements
	2.2. The prototype is correctly created in accordance to the painting styles
	2.3. The prototype is clearly implemented according to the principles of aesthetic
3. Execute artistic painting	3.1.The prototype is adequately enlarged by using the transfer methods
	3.2. The painting art work is properly painted in accordance to the painting techniques
	3.3. Artwork is well finished in reference to the packaging and protection

ESSENTIAL KNOWLEDGE	ESSENTIAL SKILLS	WORKER BEHAVIOUR/ATTITUDES
<ul style="list-style-type: none"> ✓ Identify the decoration themes ✓ Identify the decoration tools, material and equipment ✓ Enumerate the requirements for creating a composition ✓ Distinguish painting styles ✓ Identify types of paints 	<ul style="list-style-type: none"> ✓ Prepare painting surface ✓ Compose the drawings ✓ Create a Prototype ✓ Apply principles of aesthetic ✓ Apply Transfer methods ✓ Mix paints ✓ Apply paints on artwork ✓ Finish an artwork 	<ul style="list-style-type: none"> ✓ Use creativity and innovation throughout the design works ✓ Pay attention to design projects details ✓ Demonstrate punctuality during the implementation of the design project ✓ Demonstrate resourcefulness in the new design trends

Course content

Learning outcomes	At the end of the module the learner will be able to: <ul style="list-style-type: none"> 1. Perform preliminary work 2. Realize a prototype 3. Execute artistic painting
Learning outcome 1: Perform preliminary work	Learning hours: 10
Indicative content	
<ul style="list-style-type: none"> • Identification of the theme <ul style="list-style-type: none"> ✓ Introduction to environmental painting <ul style="list-style-type: none">  Flora  Fauna  Human figure 	

- **Identification of tool, materials and equipment.**
 - ✓ **Uses of tools, equipment and support**
 - ✚ Drawing/ painting tools (tools: pencils, brushes)
 - ✚ Supporting (materials: surfaces to work on)
 - ✚ Aiding, protecting (equipment: Easel, overall, gloves)
- **Preparation of painting surface**
 - ✓ **Preparation techniques**
 - ✚ Cleaning
 - ✚ Sealing
 - ✚ Undercoating/priming

Resources required for the learning outcome


Equipment	▪ Easels, stools, tables, drawing boards, ladders, overalls, gloves, eye goggles, boats, luminous table.
Materials	▪ Undercoat, sand paper, water, sand, plywood, wood, papers, wood glue, masking tape, nails, pastels, charcoal.
Tools	▪ Painting brushes, rollers, hammers, sponge, painting knives.
Facilitation techniques	▪ Demonstration, Individual and group work, Practical exercise.
Formative assessment methods /(CAT)	▪ Written assessment, Oral presentation, performance assessment.


Learning outcome 2: Realize prototype

Learning hours: 15

Indicative content

- **Composing the drawings (subject matter)**
 - ✓ **Requirements of creating a composition**
 - ✚ Thumbnail sketches and focal points creation

 Elements of composition


 Rules of composition

- **Creation of Prototype**


- ✓ Painting styles

-  Realism

-  Semi abstract

-  Abstract

-  Collage


-  Figurative

- **Implementation of prototype**

- ✓ Application of principle of aesthetic.

-  Balance

-  Proportion

-  Colour harmony

-  Movement

Resources required for the learning outcome

Equipment	▪ Easels, stools, tables, drawing boards, ladders, overalls, gloves, goggles, boats.
Materials	▪ Water, papers, wood glue, masking tape, paints, sprays.
Tools	▪ Pencil, Pen, Eraser, brushes.
Facilitation techniques	▪ Demonstration, Individual and group work, Practical exercise.
Formative assessment methods /(CAT)	▪ Written assessment, oral presentation, performance assessment, project based assessment.

Learning outcome 3: Execute artistic painting

Learning hours: 45

Indicative content	
<ul style="list-style-type: none"> • Enlarging the prototype <ul style="list-style-type: none"> ✓ Transfer methods <ul style="list-style-type: none"> ✚ Gridding ✚ Stencilling. ✚ Direct sketching ✚ Tracing ✚ Projection • Application of paints on artwork <ul style="list-style-type: none"> ✓ Painting techniques ✓ Types of paints ✓ Paint mixing • Finishing an artwork <ul style="list-style-type: none"> ✓ Protecting <ul style="list-style-type: none"> ✚ Varnishing ✚ Framing ✚ Signing ✓ Packaging <ul style="list-style-type: none"> ✚ Enveloping ✚ Wrapping 	
Resources required for the learning outcome	
Equipment	<ul style="list-style-type: none"> ▪ Easels, stools, tables, drawing boards, ladders, overalls, gloves, goggles, boats.
Materials	<ul style="list-style-type: none"> ▪ Water, papers, wood glue, masking tape, paints, sprays, plywood, canvas.
Tools	<ul style="list-style-type: none"> ▪ Pencil, pen, eraser, brushes, painting knives.
Facilitation techniques	<ul style="list-style-type: none"> ▪ Demonstration and simulation, Individual and group work, Practical exercise.

Formative assessment methods /(CAT)	<ul style="list-style-type: none"> Written assessment, oral presentation, performance assessment, project based assessment.
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Integrated/Summative assessment

Integrated situation

The director of Hillside hotel in Rubavu district needs paintings to decorate and attract customers in his hotel. He is therefore looking for a competent artist to take the commission of painting artworks.

As an artist creator from an art school, you are hired to paint artworks on canvas to display at the entrance, in dining hall, bedroom and in bar.

TASK: Use realism as painting style and paint a composition based on flora, fauna and human figures.

Instructions:

- The paintings should be done on canvas with measurements of 40cm by 80cm.
- Use any technique of your choice.

Duration: 3 days

Resources

Tools	<ul style="list-style-type: none"> Painting brushes, rollers, hammers, sponge, painting knives, airbrush
Equipment	<ul style="list-style-type: none"> Easels, stools, tables, drawing boards, ladders, overalls, gloves, goggles, boots, compressor.
Materials/ Consumables	<ul style="list-style-type: none"> Undercoat, sand paper, water, sand, cement, wood, papers, wood glue, masking tape, nails, paints, sprays.

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
Learning outcome 1: Prepare work (20%)	1.1. Identification of the theme	Theme is respected			3
		Style of painting is respected			3
		Message is delivered			3
		Tools are selected			1

	1.2. Identification of tool, materials and equipment	Materials are selected.			1
		Equipment are selected.			1
	1.3. Preparation of painting surfaces	Cleaning is done.			2
		Surface is Sealed.			3
		Undercoating is done.			3
Learning outcome 2: Create prototype (35%)	2.1. Composing the drawings	Appropriate elements of composition are used			3
		Rules of composition are respected			5
		Focal points are created			4
	2.2. Creation of prototype	Appropriated painting style is applied			3
	2.3. Implementation of prototype	Balance is applied.			5
		Proportion is applied			5
		Harmony of colour is achieved			5
		Movement is applied			5
Learning outcome 3: Execute artistic painting (45%)	3.1. Enlarging the prototype 8	The prototype enlargement is made			3
		The appropriate enlargement method is used (Gridding, Stencilling, Direct sketching, Tracing, Projection)			5
		The proportion and likeness are respected			7
	3.2. Application of paints on artwork.12	Types of paints are selected			2
		Paints are mixed			5
		Painting techniques are applied			10
		An artwork is varnished			4
		Framing is done			5

	3.3. Finishing an artwork¹¹	Signing on artwork is done			4
Total marks		100			
Percentage Weightage		100%			
Minimum Passing line % (Aggregate):		70%			

List of abbreviations

1. **CAT:** Continuous Assessment Test
2. **SHE:** Safety Health Environment
3. **RTB:** Rwanda Tvet Board
4. **TVET:** Technical vocational education and training

References

1. Richard D. Smith (1993); AN INTRODUCTION TO OIL PAINTING, Dorling Kindersley
 2. 2. Anitha H., John L, Tom S.(2002); OIL PAINTING STEP BY STEP; digital edition; Walter Foster Publishing inc
 3. Ronald (1996); PAINTING COURSE: INTRODUCTION TO DRAWING, WATERCOLOUR, GOUACHE AND TEMPERA, PASTEL AND ACRYLIC, OIL PAINTING; Chancellor press
 4. Reed Kay (1972); THE PAINTER'S GUIDE TO STUDIO METHODS AND MATERIALS, revised edition; civic center
 5. Colette Pitcher (2009); ACRYLIC PAINTING FOR DUMMIES; Wiley Publishing, Inc., Indiana
 6. Colette Pitcher (2008); WATERCOLOR PAINTING FOR DUMMIES; Wiley Publishing, Inc., Indiana
 7. Anita G. Sherry Stone Clifton (2008); OIL PAINTING FOR DUMMIES; Wiley Publishing, Inc., Indian.
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