Republic of Rwanda
Ministry of Education

RTB | RWANDA TVET BOARD

INTERIOR DESIGN MATERIALS

INDMA301

DEMONSTRATE KNOWLEDGE OF INTERIOR DESIGN MATERIALS

Competence

RQF Level: 3

Learning Hours 30

Credits: 3

Sector: CONSTRUCTION

Trade: INTERIOR DESIGN

Module Type: Specific

Curriculum: CBSIND 3001- TVET Certificate 3 in INTERIOR DESIGN

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Issue Date: August 2022

Purpose statement	This module is describing knowledge and skills, required to apply materials in interior design. At the end of the module the leaners will be able to select appropriate materials to be applied in design and if it efficient for climatic condition and environment and make the clear finishing of the project in respect of interior design styles.					
Leaning assumed to be in place	N/A					
Delivery modality	**Training delivery**		**100%**	**Assessment**		**Total 100%**
	Theoretical content		30%	Formative assessment	30 %	50%
	Practical work:		70%		70%	
	• Group project and presentation	20%				
	• Individual project /Work	50%				
				Summative Assessment		50%

Elements of Competency and Performance Criteria	
Elements of competency	**Performance criteria**
1. identify type of materials	1.1 Tiling materials are well Identified according to their type
	1.2 Interior carpenter materials are well Identified according to their type
	1.3 Soft furnishing materials are properly Identified according to their type
	1.4 Colour materials are well Identified according to their type
	1.5 Moulding and skirting materials are well Identified according to their type
2.describe materials properties	2.1 Tile materials are well described according to their type
	2.2 Interior carpentry materials are well described according to their type
	2.3 Moulding and skirting materials are proper described according to their type
	2.4 Soft furnishing materials are well described according to their type
	2.4 Colour materials are well described according to their type
3. Identify use of materials	3.1 Tiling materials uses are well identified according to their type
	3.2 Moulding and skirting materials uses are well identified according to their type
	3.3 Colours' uses are properly identified according to their type
	3.4 Soft furnishing materials' uses are well identified according to their type
	3.5 Interior carpentry materials' uses are properly identified according to their type

Course content	
Learning outcomes	**At the end of the module the learner will be able to:** 1. Identify type of materials 2. Describe materials properties 3. Identify use of materials
Learning outcome 1: 1. Identify material types	**Learning hours: 10**
Indicative content	

- **Identification of type of tiling materials**
  Cement, Water, Sand, Grout, Grout sealer, Cement board, Chalk Line tape or Laser Level, Pencil, Rubber Mallet, Tile Spacers, Granite
- **Identification of type of soft furnishing materials**
  Paint, Fabric/ Garments Accessories, Curtain, Zipper, Thread, Button, Ribbon, Chalks, Curtain making
- **Identification of type of interior carpentry materials**
  Wood, MDF, Nails, Screw, Glue, Pain, Varnish, timber, plywood
- **Identification of type of molding and skirting materials**

Plywood, Wood, Screws, Nails, Ceramic tile, Plastic tiles, Cement, Carpet, Marble, Stones, Gravel, Sand, Glue, Thinner, Varnish, Stains, Bricks, Timber, Sanding paper, Gypsum Board, tile, Stucco, Paint, Primer, Plaster, PVC Ceiling (Langette), Pencil and pen, Sketch book.

- **Identification of type of colour materials**

Paint, Thinner, mastic polyester, water, Notebook, Cleaning cloth, Painter's tape, plaster, stucco, varnish, vinyl, Glue, Sanding paper, Paint brushes

Resources required for the learning outcome	
Equipment	Ironing Board, Sewing Machines, Embroidery machines, Knitting machines, Table, Washing machines, PPE (safety shoes, helmet, gloves, overall, umbrella, surveyor's vest …) Concrete mixer, Drilling machine, Grinder, Jigsaw, Meter saw, Circular saw, Compressor, Tile cutter, Automatic stone cutting bridge saw, Sanding machine

Materials	Plywood, Wood, Screws, Nails, Ceramic tile, Plastic tiles, Cement, Carpet, Marble, Stones, Gravel, Sand, Glue, Thinner, cement, plaster, wood, MDF, Nails, Screw, Glue, Plain, Varnish, Plywood, Wood, Screws, Nails, Ceramic tile, Plastic tiles, Cement, Carpet, Marble, Stones, Gravel, Sand, Glue, Thinner, Varnish, Stains, Bricks, Timber, Sanding paper, Gypsum Board, tile, Stucco, Paint, Primer, Plaster, PVC Ceiling (Langette), Pencil and pen, Sketch book. Fabric/ Garments Accessories, Curtain, Zipper, Thread, Button, Ribbon, Chalks, Curtain making.
Tools	Painting brushes, Painting rollers, Sample container, Roller tray, Sponge, Paint scrapper, Gloves, painting knives Pin, Iron, Sewing Needles, assorted curved needles, Tailor's Scissors, Rope, Beads, Hammer, Staple gun.
Facilitation techniques	• Demonstration and simulation • Individual and group work • Practical exercise • Individualized • Trainer guided • Group discussion
Formative assessment methods	• Written assessment • Oral presentation • Performance assessment • Product based assessment • Project based assessment

Learning outcome 2: Describe materials properties	**Learning hours: 10**
Indicative content	
• **Describe tiling materials properties** ✓ Water resist ✓ Climatic adaption ✓ Bonding easily • **Describe soft furnishing materials properties** ✓ Texture ✓ Insulation ✓ Fire resistance • **Describe color materials properties** ✓ Techniques of mixing colours and relationship. ✓ Water, oil, powder, paint mixing techniques	

- **Describe interior carpentry materials properties**
  - ✓ Hardness
  - ✓ Straightness
  - ✓ Durability
  - ✓ sustainability

- **Describe moulding and skirting materials properties**
  - ✓ Easily curved
  - ✓ Durability
  - ✓ Human friendly

Resources required for the indicative content	
Equipment	- Documents about types of objects, Computers and internet connection , Printers and papers for painting, tablets.
Materials	- Woods, Metals, Ceramic and stones, Paints Tables, wood sawdust, type of papers for painting, sands, wood fixe. Solvent, soil (dried in air), ash, sprays, artist scotches
Tools	- Painting brushes, Painting rollers, Sample container, Roller tray, Sponge, Paint scrapper, Gloves, painting knives.
Facilitation techniques	• Demonstration and simulation • Individual and group work • Practical exercise • Individualized • Trainer guided • Group discussion
Formative assessment methods	• Written assessment • Oral presentation • Performance assessment • Product based assessment • Project based assessment

• **Learning outcome 3: identify uses of materials**	**Learning hours: 10**

Indicative content
• **Identification of uses of tiling materials** ✓ flooring ✓ walling ✓ cladding • **Identification of uses of moulding and skirting materials** ✓ Ceiling décor ✓ Wall décor ✓ Sculpture • **Identification of uses of interior carpentry materials** ✓ Furniture ✓ Flooring ✓ Walling ✓ Celling • **Identification of uses of colours' materials** ✓ painting ✓ furniture ✓ metal ✓ texture

Resources required for the indicative content	
Equipment	- Documents about types of objects, Computers , Printers and, tablets, clothes, Gloves, hats, shoes, face masks, mixer paint ,compressor and paint gun
Materials	-Woods, Metals, Ceramic and stones, Paints Tables, wood sawdust, type of papers for painting, sands, wood fixe. Solvent, soil (dried in air), ash, sprays, artist scotches,
Tools	- Painting brushes, types of painting rollers, Sample container, Sponge, Paint scrapper, painting knives, easels, birds feather, hammer or mallet, eraser, sharpeners, ink pen, Masking tape, sand papers, Ink pens (black)

Facilitation techniques	• Demonstration and simulation • Individual and group work • Practical exercise • Individualized • Trainer guided • Group discussion
Formative assessment methods	• Written assessment • Oral presentation • Performance assessment • Product based assessment • Project based assessment

References:

1. Gene MITTLER and Rosalind RAGANS,1997, Exploring Art, Mac Milan/McGraw California
2. Natural resources conservation services, Nov 2006, Instruction for making soil paints, United States of agriculture, Connecticut
3. Petrucci, Bassinette, Herring, Madura. General Chemistry: Principles and Modern Applications. Tenth ed. Upper Saddle River, NJ 07458: Pearson Education Inc., 2011.
4. Cracolice, Peters. Basics of introductory Chemistry an active Learning Approach. Second ed. Belmont, CA 94001: Brooks/Cole, 2007.
5. http://trainthepainter.com/courselist/
6. http://www.dgiglobal.com/classes
7. https://www.ccohs.ca/oshanswers/chemicals/toxic/toxic_hazards.html