

4

APPLIED ARTS

INTERIOR DECORATING AND DISPLAY

PROGRAM OF STUDY

QZU-505

5505

PRELIMINARY VERSION

020801
8892001

**VOCATIONAL
EDUCATION**
in Secondary School

Québec 

INTERIOR DECORATING AND DISPLAY

**PROGRAM OF STUDY
QZU-505
5505**

APPLIED ARTS

INTERIOR DECORATING AND DISPLAY

**PROGRAM OF STUDY
QZU-505
5505**

The *Interior Decorating and Display* program leads to the Secondary School Vocational Diploma (SSVD) and prepares the student to practise the occupation of

INTERIOR DECORATOR AND DISPLAY DESIGNER

Direction générale de la formation professionnelle

Development Team

Design and Development

Astrid Gagnon
Education Development Officer, Applied Arts

Technical Support

Marc Lemieux
Education Consultant

Coordination

Anatole Ouellet
Coordinator, Applied Arts Sector

English Version

Direction du développement
pédagogique en langue anglaise
(DDPLA)

Translation

Elizabeth Dundas

Although much research went into the choice of technical terminology in the English version, some terms may not reflect current usage or may be inaccurate. The Education Development in the English Language team would appreciate receiving feedback from users of this document. The translators may be contacted at the:

Ministère de l'Éducation
DDPLA
600, rue Fullum, 8^e étage
Montréal (Québec)
H2K 4L1
Telephone: (514) 873-8063

Gouvernement du Québec
Ministère de l'Éducation, 1992 - 9293 - 6033

ISBN 2-550-23389-1

Legal Deposit - Third Quarter 1992
Bibliothèque nationale du Québec

ACKNOWLEDGMENTS

The ministère de l'Éducation wishes to thank the following people for their invaluable assistance in the development of this program:

Representatives from Business and Industry

Alain Cohen
Lutrex, Montréal

Hélène d'Anjou
Hélène d'Anjou, Interior Designer

Alain Fournier
Décoration Rive droite enr.

Gilles Lagacé
Les Consultants J.-M. L.A. & Associés

Paul Page
Retraité, Eaton, Canada

Conrad Poliquin
Décusart

Guy Robert
Avant-Garde Display Itée

Serge Waltz
Dalmy's Canada

Representatives from Education

Diane Bisson
Commission scolaire Sainte-Croix

Georges Bouchard
Commission scolaire De La Jonquière

Françoise Frère
Commission scolaire De La Jonquière

Nicole Houde
Commission scolaire de Brossard

Claude Lemaire
Commission scolaire régionale de Chambly

Gilles Marion
Commission scolaire régionale de Chambly

Ronald Poirier
Commission scolaire de Saint-Hyacinthe

François Thivierge
Commission scolaire des Découvreurs

TABLE OF CONTENTS

	Page
INTRODUCTION	1
GLOSSARY	3

PART I

1. SYNOPTIC TABLE	7
2. PROGRAM TRAINING GOALS	8
3. COMPETENCIES	11
Grid of Learning Focuses	12
4. GENERAL OBJECTIVES	13
5. FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES	15
5.1 Definition	15
5.2 How to Read First-Level Operational Objectives	16

PART II

Block 1

MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS	21
MODULE 2: HARMONIZING COLOURS	27
MODULE 3: GEOMETRIC DRAWINGS AND ORTHOGRAPHIC PROJECTIONS	31
MODULE 4: READING CONSTRUCTION PLANS	35
MODULE 5: MAKING SKETCHES	39
MODULE 6: MATERIALS	43

	Page
MODULE 7: FURNITURE AND ACCESSORIES	47
MODULE 8: SIMPLE RESIDENTIAL INTERIOR DECORATING PROJECT	53
MODULE 9: SIMPLE WINDOW DISPLAY PROJECT	59
Block 2	
MODULE 10: MODELS	65
MODULE 11: PROBLEMS RELATED TO COLOUR	69
MODULE 12: WALL TREATMENT TECHNIQUES	73
MODULE 13: MAKING SETS	79
MODULE 14: PERSPECTIVE DRAWINGS	85
MODULE 15: INTERIOR DECORATING SALES PROJECT	89
MODULE 16: INTERIOR DISPLAY PROJECT	95
MODULE 17: INTRODUCTION TO THE OCCUPATION (FIRST PRACTICUM) ..	101
Block 3	
MODULE 18: PROJECT MANAGEMENT	107
MODULE 19: INTRODUCTION TO COMPUTER-ASSISTED DRAFTING	111
MODULE 20: MANNEQUINS AND DISPLAY UNITS	117
MODULE 21: LIGHTING TECHNIQUES	125
MODULE 22: DOOR AND WINDOW TREATMENT TECHNIQUES	129
MODULE 23: VISUAL PRESENTATION FOR THE MEDIA	133
MODULE 24: ADVANCED RESIDENTIAL INTERIOR DECORATING PROJECT ..	139
MODULE 25: ADVANCED WINDOW DISPLAY PROJECT	145

	Page
Block 4	
MODULE 26: GRAPHIC REPRODUCTION AND LETTERING TECHNIQUES	151
MODULE 27: INTERPERSONAL RELATIONSHIPS IN THE WORKPLACE	157
MODULE 28: JOB SEARCH TECHNIQUES	165
MODULE 29: COMMERCIAL INTERIOR DESIGN	169
MODULE 30: EXHIBIT STAND PROJECT	175
MODULE 31: OFFICE DESIGN	183
MODULE 32: ENTERING THE JOB MARKET (SECOND PRACTICUM)	189

INTRODUCTION

The *Interior Decorating and Display* program is based on the orientations for secondary school vocational education adopted by the government in 1986. It was designed on the basis of a new framework for developing vocational education programs that calls for the participation of experts from the workplace and the field of education.

The program of study is developed in terms of competencies, expressed as objectives. These objectives are divided into modules, which are organized into teaching blocks. Various factors were kept in mind in developing the program: training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for a secondary school vocational diploma (SSVD), for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

The duration of the program is 1 800 hours, which includes 870 hours spent on the specific competencies required to practise

the occupation and 930 hours spent on general competencies. The program of study is divided into 32 modules, which vary in length from 15 to 120 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work. The modules are organized into 4 blocks of 450 hours each.

This document contains two parts. Part I is of general interest and provides an overview of the training plan. It includes a synoptic table of basic information about the modules, a description of the program training goals, the competencies to be developed and the general objectives, and an explanation of operational objectives. Part II is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module.

In keeping with this broad approach, three accompanying documents will be provided: a teaching guide, an evaluation guide, and a planning guide.

GLOSSARY

Program Training Goals

Statements that describe the educational aims of a program. These goals are the general goals of vocational education adapted to a specific trade or occupation.

Competency

A set of socio-affective behaviours, cognitive skills or psycho-sensori-motor skills that enable a person to perform correctly a role, function, activity or task.

General Objectives

Instructional objectives that provide an orientation for leading the students to attain one or more related objectives.

Operational Objectives

Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation.

Module of a Program

A component part of a program of study comprising a first-level operational objective and the related second-level operational objectives.

Credit

A unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to graduate from a program.

PART I

1. SYNOPTIC TABLE

Number of modules: 32
 Duration in hours: 1800
 Credits: 120

Interior Decorating and Display
 SIMCA: QZU-505
 SESAME: 5505

SIMCA	SESAME	TITLE OF THE MODULE	DURATION	CREDITS*
QBK-282	977-011	1. The Occupation and the Training Process	15	1
QBK-283	977-023	2. Harmonizing Colours	45	3
QBK-284	977-032	3. Geometric Drawings and Orthographic Projections	30	2
QBK-285	977-042	4. Reading Construction Plans	30	2
QBK-286	977-053	5. Making Sketches	45	3
QBK-287	977-066	6. Materials	90	6
QBK-288	977-074	7. Furniture and Accessories	60	4
QBK-289	977-086	8. Simple Residential Interior Decorating Project	90	6
QBL-281	977-093	9. Simple Window Display Project	45	3
QBL-282	977-103	10. Models	45	3
QBL-283	977-114	11. Problems Related to Colour	60	4
QBL-284	977-122	12. Wall Treatment Techniques	30	2
QBL-285	977-135	13. Making Sets	75	5
QBL-286	977-144	14. Perspective Drawings	60	4
QBL-287	977-155	15. Interior Decorating Sales Project	75	5
QBL-288	977-163	16. Interior Display Project	45	3
QBL-289	977-174	17. Introduction to the Occupation (First Practicum)	60	4
QBM-281	977-182	18. Project Management	30	2
QBM-282	977-194	19. Introduction to Computer-Assisted Drafting	60	4
QBM-283	977-203	20. Mannequins and Display Units	45	3
QBM-284	977-212	21. Lighting Techniques	30	2
QBM-285	977-222	22. Door and Window Treatment Techniques	30	2
QBM-286	977-233	23. Visual Presentation for the Media	45	3
QBM-287	977-248	24. Advanced Residential Interior Decorating Project	120	8
QBM-288	977-256	25. Advanced Window Display Project	90	6
QBM-289	977-265	26. Graphic Reproduction and Lettering Techniques	75	5
QBN-281	977-274	27. Interpersonal Relationships in the Workplace	60	4
QBN-282	977-282	28. Job Search Techniques	30	2
QBN-283	977-294	29. Commercial Interior Design	60	4
QBN-284	977-305	30. Exhibit Stand Project	75	5
QBN-285	977-314	31. Office Design	60	4
QBN-286	977-326	32. Entering the Job Market (Second Practicum)	90	6

* 15 hours = 1 credit

--- Modules are divided into blocks of 450 hours.

This program leads to a Secondary School Vocational Diploma in Interior Decorating and Display.

2. PROGRAM TRAINING GOALS

The training goals of the *Interior Decorating and Display* program are based on the general goals of vocational education and take into account the specific nature of the occupation. These goals are:

To develop effectiveness in the practice of an occupation.

- To teach students to perform correctly the tasks and activities of an assistant display designer, a display designer, decorator-salesperson and an interior decorator at an acceptable level of competence for entry into the job market.
- To prepare students to perform satisfactorily on the job by fostering:
 - the work techniques required to design and do simple projects in interior decorating and display
 - a knowledge of colours, textures, light, elements of composition and harmonization of shapes and colours, and elements of interior design
 - a concern for efficiency and profitability related to the organization and methodical planning of work, and project management
 - an understanding of the concepts of project management and research
 - the ability to solve problems in a creative, original and innovative manner
 - the skills required to communicate effectively when performing the various tasks of the occupations
 - a concern for professional ethics when practising the occupations
 - observance of the performance criteria inherent in designing and doing simple interior decorating and visual presentation projects.

To ensure integration into the working world.

- To familiarize students with conditions governing the occupations, such as types of businesses, specializations, work conditions and job prospects.
- To make students aware, at the beginning of the program, of the requirements for practising the occupation of decorator and display designer at the level of entry into the job market.
- To enable students to develop work habits suited for the constraints of the occupations.
- To familiarize students with workers' rights and responsibilities.
- To enable students to relate their interests and temperaments with various types of work, different projects and businesses, and various spheres of activity.

To foster the development of occupational knowledge.

- To foster the independence required to practise various aspects of the occupations, such as assuming responsibilities and decision making.
- To help students develop the skills required to do research, use technical references, take notes and determine their training needs.
- To help students acquire meticulous work methods, including research, planning work, preparing technical sheets and determining a problem-solving procedure.

- To enable students to develop their creativity by choosing from a range of possibilities and proposing alternative solutions.
- To enable students to develop an understanding of the principles underlying the techniques used.
- To enable students to develop a sense of initiative and entrepreneurship.

To ensure job mobility.

- To enable students to acquire a well-rounded basic training.

- To prepare students for a creative job search.
- To develop a positive attitude toward technological change, new materials, etc.
- To enable students to acquire a general view of the particular occupations and related occupations.
- To enable students to acquire a general overview of the interior decorating and display industries.

3. COMPETENCIES

The competencies to be developed in the *Interior Decorating and Display* program are shown in the grid of learning focuses on the following page. The grid lists general and specific competencies as well as the major steps in the work process.

General competencies involve activities common to several tasks or situations. They cover, for example, the technological or scientific principles that the students must understand to practise the trade or occupation. Specific competencies focus on tasks and activities that are of direct use in the trade or occupation. The work process includes the most important steps in carrying out the tasks and activities of the trade or occupation.

The grid of learning focuses shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol ($\triangle$) indicates a correlation between a specific competency and a step in the work process. The symbol ($\bigcirc$) indicates a correlation between a general and a specific competency.

The symbols ($\blacktriangle$) and ($\bullet$) indicate that these relationships have been taken into account in the formulation of objectives intended to develop specific competencies related to the trade or occupation.

The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis of the grid shows the competencies directly related to the practice of a specific trade or occupation. These competencies are arranged in a relatively fixed order; therefore, the modules should be taught, insofar as possible, in the order represented on the grid. The modules including the general competencies on the horizontal axis should be taught in relation to those on vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

GRID OF LEARNING FOCUSES			FIRST-LEVEL OPERATIONAL OBJECTIVES	DURATION (IN HOURS)	WORK PROCESS (major steps)												GENERAL COMPETENCIES (technology, personal development, etc.)																TOTALS						
INTERIOR DECORATING AND DISPLAY					Obtain key information on the project	Design the project	Prepare initial plans and specifications	Present proposals for the client's approval	Obtain key information on a project designed by a third person	Plan the work	Supervise the work	Make the display	Ensure the work is executed	Modify certain aspects of the work	Make a list of work done	Ensure after-sales service	Harmonize colours	Make geometric drawings and orthographic projections	Read construction plans	Make sketches	Select materials for a project	Combine furniture and accessories	Make a model of a project	Solve problems related to colour	Apply various wall treatment techniques	Make sets	Make perspective drawings	Manage a project	Produce computer-assisted drawings	Apply techniques for using mannequins and display units	Determine the proper lighting for a specific project	Apply door and window treatment techniques	Use basic graphic reproduction and lettering techniques	Develop interpersonal relationships in the workplace	Apply job search techniques	NUMBER OF OBJECTIVES	DURATION (IN HOURS)		
SPECIFIC COMPETENCIES (directly related to the practice of the specific occupation)					2	3	4	5	6	7	10	11	12	13	14	18	19	20	21	22	26	27	28																
MODULE	MODULE																																						
	FIRST-LEVEL OPERATIONAL OBJECTIVES																																						
	DURATION (IN HOURS)																																						
1	Determine their suitability for the occupation and the training process	S	15	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
8	Do a simple residential interior decorating project	B	90	▲	▲	▲	▲		▲	Δ		Δ		Δ	Δ	●	●	●	●	●	●	○	○			○	○	○		○	○		○		○				
9	Do a simple window display project	B	45	▲	▲	▲	▲	Δ	▲		▲	▲	Δ	▲		●	●	○	●	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
15	Do an interior decorating sales project	B	75	▲	▲	Δ	▲		Δ	Δ		Δ		Δ	Δ	●		●	○	●	●	○	●			○	○	○				○		○					
16	Do an interior display project	B	45	▲	▲	▲	▲	Δ	▲	Δ	▲	▲	Δ	▲		●	●	○	●	●	●	○	●	●	●	○	○	○	○		○	○	○	○	○	○	○	○	○
17	Practice the occupation (first practicum)	S	60	Δ	Δ	Δ	Δ	Δ	Δ	Δ		Δ		Δ	Δ	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
23	Do a visual presentation project for the media	B	45	▲	Δ	Δ	Δ	▲	▲	Δ	▲	▲	Δ	▲		●	●	●	○	●	●	○	●	●	●	○	○	○	○	●	●	○	○						
24	Do an advanced residential interior decorating project	B	120	▲	▲	▲	▲		▲	Δ		Δ	▲	Δ	Δ	●	●	●	●	●	●		○	●			●	●	○		●	●							
25	Do an advanced window display project	B	90	▲	▲	▲	▲	Δ	▲		▲	▲	Δ	▲		●	●	○	●	●	●	○	●	●	●	●	○	●	●	○	●	●	○	○	○	○	○	○	
29	Do a commercial interior design project	B	60	▲	▲	▲	▲		▲							●	●	●	●	●	●	○	●			●	●	●		●	●	○	●						
30	Do an exhibit stand project	B	75	▲	▲	▲	▲	▲	▲		▲	▲	Δ	▲		●	●	●	●	●	●	●	●	●	●	○	●	○	○	○	●	○	●	●					
31	Design an office	B	60	▲	▲	▲	▲		▲	Δ		Δ		Δ	Δ	●	●	●	●	●	●	○	●			●	●	○		●	●	○	●						
32	Enter the job market (second practicum)	S	90	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
NUMBER OF OBJECTIVES			13																																	32			
DURATION (IN HOURS)				870																																		1800	

S: Situational objective

B: Behavioural objective

Δ Correlation between a step and a specific competency

▲ Correlation to be taught and evaluated

○ Correlation between a general and a specific competency

● Correlation to be taught and evaluated

BLOCKS

1
2
3

4. GENERAL OBJECTIVES

The general objectives of the *Interior Decorating and Display* program are presented below, along with the major statement of each corresponding first-level operational objective.

To develop in the students the basic competencies required to carry out the tasks related to interior decorating.

- To do a simple residential interior decorating project.
- To do an interior decorating sales project.
- To do an advanced residential interior decorating project.
- To do a commercial interior design project.
- To design an office.

To develop in the students the basic competencies required to do the tasks involved in display.

- To do an interior display project.
- To do a simple window display project.
- To do a visual presentation project for the media.
- To do an advanced window display project.
- To do an exhibit stand project.

To develop in the students the competencies required for a smooth transition into the school environment and the job market.

- To determine their suitability for the occupation and the training process.
- To practise the occupation (first practicum).
- To enter the job market (second practicum).
- To develop interpersonal relationships in the workplace.
- To apply job search techniques.

To develop in the students the competencies needed to harmonize colours and elements of decor.

- To harmonize colours.
- To select materials for a project.
- To combine furniture and accessories.
- To solve problems related to colour.
- To apply door and window treatment techniques.

To develop in the students the competencies required to read construction plans and technical drawings, to make a graphic representation of a project and to do basic lettering and graphic reproduction.

- To read construction plans.
- To make geometric drawings and orthographic projections.
- To make sketches.
- To make a model of a project.
- To make perspective drawings.
- To use basic graphic reproduction and lettering techniques.
- To produce computer-assisted drawings.

To develop in the students the basic techniques enabling them to do the tasks related to interior decorating and display.

- To apply various wall treatment techniques.
- To make sets.
- To apply techniques for using mannequins and display units.
- To determine the proper lighting for a specific project.

To develop in students techniques related to project management and research.

- To manage a project.

5. FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES

5.1 DEFINITION

A first-level objective is defined for each competency to be developed. Competencies are organized into an integrated training program designed to prepare students to practise the trade or occupation. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material.

First-level operational objectives are the main, compulsory teaching/learning targets and they are specifically evaluated for certification. There are two kinds of operational objectives: behavioural and situational.

- A behavioural objective is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.
- A situational objective is a relatively open-ended objective that outlines the major phases of a learning situation. It allows for output and results to vary from one student to another. Evaluation is based on the students' participation in the activities of the learning context.

Second-level operational objectives are intermediate teaching/learning targets deemed prerequisite for attaining first-level objectives. They are grouped according to the specifications (see 5.2 A) or the phases (see 5.2 B) of the first-level objective.

The division of operational objectives into first- and second-level objectives is based on a clear distinction between the levels of learning:

- learning involving prerequisite knowledge
- learning involving competencies

Second-level operational objectives indicate prerequisite knowledge. They prepare the students to learn what is necessary to attain the first-level operational objectives, which collectively lead to the development of a competency. The objectives should always be adapted to meet the particular needs of the individual students or groups of students.

First-level operational objectives cover the learning that the students need to develop a competency:

- The specifications or the phases of the objective determine or guide specific learning, thereby allowing the competency to be developed step by step.

- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, the following learning activities may be prepared:

- specific learning activities for second-level objectives
- specific learning activities for the specifications or phases of first-level objectives
- general learning activities for first-level objectives

5.2 HOW TO READ FIRST-LEVEL OPERATIONAL OBJECTIVES

A. How to Read a Behavioural Objective

Behavioural objectives consist of six components. The first three provide an overview of the objective:

1. The **expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.
2. The **conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
3. The **general performance criteria** define the requirements by which to judge whether or not the results obtained are generally satisfactory.

The last three components ensure that the objective is understood clearly and unequivocally:

4. The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
5. The **specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

B. How to Read a Situational Objective

Situational objectives consist of six components:

1. The **expected outcome** states a competency as an aim to be pursued throughout the course.
2. The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
3. The **learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning:
 - information
 - performance, practice or involvement
 - synthesis, integration and self-evaluation
4. The **instructional guidelines** provide suggested ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.
5. The **participation criteria** describe the requirements the students must fulfil, which are usually related to each phase of the learning context. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

PART II

MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS

SIMCA: QBK-282
SESAME: 977-011

Duration: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to
determine their suitability for the occupation and the training process.

SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the nature of the occupation and the various types of businesses in this sector.
- Understand the training process.
- Confirm or invalidate their career choice.

LEARNING CONTEXT

PHASE 1: Information on the Trade

- Learning about the job market in interior decorating and display, that is, potential areas of work (types of establishments, products), job prospects, pay, advancement and transfer opportunities, and hiring criteria, by means of field trips, interviews and the study of written material.
- Learning about the nature and requirements of the job, that is, tasks, working conditions, performance evaluation, and workers' rights and responsibilities, by means of field trips, interviews and the study of written material.
- Presenting at a group meeting the information gathered and discussing their views of the advantages, disadvantages and requirements of the occupation.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Information on and Participation in the Training Process

- Discussing the skills, aptitudes and knowledge required to practise the occupation.
- Learning about the training plan, that is, the program of study, training process, evaluation methods and certification of studies.
- Visiting various businesses and obtaining information on their organization, employers' expectations, etc.
- Discussing the accuracy of their views of the occupation after these visits.
- Visiting the school workshop and discussing the following aspects: types of systems, classrooms, laboratories, modules, health and safety rules, etc.
- Discussing the relevance of the main aspects of the training program with various aspects of practising the occupation.

PHASE 3: Evaluation and Confirmation of Career Choice

- Describing their preferences, aptitudes, and interests with respect to the practise of and the training for interior decorating and display.
- Assessing their career choice by comparing the different facets and requirements of the occupation with their own preferences, aptitudes and interests.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

INSTRUCTIONAL GUIDELINES

The teacher should:

- Make available all pertinent literature (e.g. program of study, job situation analysis reports and other pertinent documents).
- Ensure the participation of specialists who are able to give an overview of the occupation.
- Ensure the participation of training coordinators who are in charge of presenting the program content clearly and the requirements of the occupation realistically.
- Provide appropriate support during research, field trips and discussions.
- Ensure the availability of the school workshop, classrooms, laboratories, etc.
- Ensure the availability of a list of businesses where former students of the program work as employees or owners.
- Ensure the availability of a guidance service to enable students who are unsure of their career choice to find the information and referral they need.
- Promote discussions and encourage students to express their opinions.

PARTICIPATION CRITERIA

PHASE 1:

- Obtain information on most of the topics to be covered.
- Express their views on the occupation at a group meeting, relating them to the information they have obtained.

PHASE 2:

- Give their opinions on some of the requirements to be met in order to practise the occupation.
- Study the documents provided.
- Listen carefully to explanations.
- Express their views on the training program at a group meeting.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 3:

- Write a report that:
 - summarizes their preferences, interests and aptitudes
 - explains clearly how they arrived at their career choice
- Discuss their career choice with the teacher.

SECOND-LEVEL OPERATIONAL OBJECTIVE

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. Obtain the appropriate information on the occupation.
2. Determine how to record and present data.
3. Make the distinction between "task" and "job."
4. Explain what is meant by "entry-level qualifications."
5. Explain the main rules governing group discussion.

Before undertaking the activities of Phase 2:

6. Distinguish among the skills, aptitudes, attitudes and knowledge required to practise the occupation.
7. Describe the nature, purpose and content of a program of study.

Before undertaking the activities of Phase 3:

8. Distinguish among preferences, aptitudes and interests.
9. Describe the main components to include in a report in which they confirm their career choice.

Before undertaking the activities in each of the phases:

10. Be receptive to information about the occupation and the training program.
11. Share their views of the occupation with the other people in the group.

MODULE 2: HARMONIZING COLOURS

SIMCA: QBK-283
SESAME: 977-023

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **harmonize colours** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Referring to:
 - instructions
 - learning contexts
 - a series of samples (e.g. paint, ceramic, fabric, carpet or wallpaper)
- Using gouache, pencil crayons or samples of various materials
- Without using reference tools
- Using the following reference colours: magenta, cyan, and cadmium yellow as primary colours, and black, white and grey for tones

GENERAL PERFORMANCE CRITERIA

- Harmonizing of colours according to instructions
- Quality of rendering of colours
- Neat work

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Make a chromatic circle based on Chevreul's model.

- Presence of the three primary colours
- Accuracy in preparing secondary and tertiary colours
- Logical layout of colours (observance of Chevreul's model)
- Accuracy and homogeneity of solids
- Neatness of work

B. Make complementary colour harmonies using colour samples.

- Presence of six harmonies
- Perfect harmony of colours

C. Make a monochromatic harmony using a light colour.

- Accurate reproduction of basic colour
- Quality of gradation:
 - ten different tones (white or black added to base colour)
 - regular intervals of intensity

D. Make a monochrome using medium and dark colours.

- Correct choice of adjacent colours
- Good rendering of shades
- Regular intervals of intensity

E. Harmonize a series of warm or cool colours.

- Observance of warm or cool harmonies
- Inclusion of a borderline warm/cool colour

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to make a chromatic circle based on Chevreul's model (A):

1. Explain the phenomenon of colour.
2. Describe the phenomenon of colour perception.
3. Distinguish between the objective dimension and the subjective dimension of the phenomenon of colour perception.
4. Identify the characteristics and properties of gouache, acrylic paints and oil paints.
5. Describe the various techniques and tools used for working with gouache.
6. Apply the basic techniques for working with gouache.
7. Explain the theory of Chevreul's chromatic circle.
8. List the reds, blues and yellows used as primary colours.
9. List the synonyms of tertiary colours.
10. Locate Chevreul's twelve colours on the chromatic circle.
11. Prepare secondary and tertiary colours.

Before learning how to make complementary colour harmonies using colour samples (B), how to make a monochromatic harmony using a light colour (C) and how to make a monochrome using medium and dark colours (D):

12. Define the concept of a complementary colour harmony.
13. Define the concept of a monochromatic harmony.
14. Make a tint.
15. Make a shade.
16. Compare the values of different light, medium and dark colours.

Before learning how to harmonize a series of warm or cool colours (E):

17. Recognize warm colours.
18. Recognize cool colours.
19. Recognize borderline warm/cool colours.
20. Locate warm colours, cool colours and borderline warm/cool colours on a chromatic circle.

MODULE 3: GEOMETRIC DRAWINGS AND ORTHOGRAPHIC PROJECTIONS

SIMCA: QBK-284
SESAME: 977-032

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make geometric drawings and orthographic projections** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Based on:
 - instructions
 - irregularly shaped geometric figures shown in perspective (dimensioned drawings)
- Using the necessary drafting instruments
- Without using references

GENERAL PERFORMANCE CRITERIA

- Quality and neatness of drawings
- Use of proper techniques for working with drafting instruments
- Observance of time limits

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Reproduce different conventional linework.	- Proper reproduction of contour, medium and construction lines: • appropriate line weights • recognition of corresponding categories of leads
B. Reproduce conventional lines.	- Use of proper nomenclature - Appropriate line weights
C. Construct three- to eight-sided plane polygonal figures.	- Observance of steps in constructing figures - Use of appropriate drawings
D. Construct curves.	- Observance of steps in constructing: • an arc tangent to two straight lines • an arc tangent to two arcs • an ellipse - Use of correct drawings - Proper use of compass
E. Indicate the dimensions of real architectural elements.	- All dimensions indicated using accurate measurements - Correct use of 45° line
F. Draw conventional views of an object.	- Correct depiction of object according to the various views: • plan • section • elevation - Observance of specified scale - Use of correct drawings and lines - Quality of layout of views on paper

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to reproduce different conventional linework (A):

1. List the drafting instruments required to draw straight lines and curves.
2. Use a mechanical pencil to obtain a uniform line while holding it at the proper angle to the T-square.
3. Distinguish among the various lines commonly used in technical drawing.

Before learning how to reproduce conventional lines (B):

4. Identify the various line weights used in technical drawing.
5. Identify the different conventional linework and the correct weighting.

Before learning how to construct three- to eight-sided plane polygonal figures (C):

6. Use a compass and a protractor.
7. Draw parallels in diagonal position by sliding squares.
8. Divide a segment into equal parts.
9. Draw a line perpendicular to a straight line or to a given point using a T-square and a compass.
10. Bisect a straight line and an angle.
11. Identify the characteristics and methods of construction of three- to eight-sided plane polygonal figures.

Before learning how to construct curves (D):

12. Define the components of a circle.
13. Bisect the arc of a circle.
14. Define and draw a secant and a tangent.
15. Define and draw straight lines and tangent curves.
16. Draw the lines of a curve using a drawing curve.
17. Define an ellipse and describe its construction.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to indicate the dimensions of real architectural elements (E):

18. Read and understand the units of measurement of the metric and imperial systems.
19. Read various metric and imperial scales of measurement.
20. Estimate the dimensions of the different architectural elements of a room.
21. Explain the main ways of graphically representing architectural elements such as walls, windows, doors, arches and heating units.
22. Explain how dimension lines are represented graphically.
23. Draw freehand the plan of a room and its architectural elements on squared paper, according to actual proportions.
24. Draw freehand the suitable elevations including doors, windows, openings, baseboards, built-in architectural elements, air vents and heating units.
25. Take the exact dimensions of the room and record them on the dimension lines.

Before learning how to draw conventional views of an object (F):

26. Read and understand orthographic projections.
27. Visualize the various views of an object shown in perspective.
28. Draw the views of an object using the 45° method while taking into account spacing standards.
29. Dimension and letter orthographic projections.

MODULE 4: READING CONSTRUCTION PLANS

SIMCA: QBK-285
SESAME: 977-042

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **read construction plans** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Based on a set of plans for a residence, commercial space or various rooms
- Based on illustrations, photographs, perspective drawings and sets of room plans, layouts, from the plan of the actual room and vice versa

GENERAL PERFORMANCE CRITERIA

- Correct interpretation of the information contained in a set of plans:
e.g. lines, symbols, dimensions
- Exact indication of the location of certain architectural elements of a room

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Identify the various components of a set of construction plans.

SPECIFIC PERFORMANCE CRITERIA

- Exact identification of the following components:
 - structural plans
 - utilities plans (electrical, plumbing, heating and ventilation systems)

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|---|---|
| B. Describe the information contained in the various title blocks of a set of plans. | - Exact description of the following information: <ul style="list-style-type: none"> • scale • title • references |
| C. Read the conventional lines of the plan. | - Correct interpretation of conventional lines |
| D. Interpret the symbols for the main structural elements of a residence or a commercial space, its utilities and its main built-in elements. | - Exact interpretation of symbols related to : <ul style="list-style-type: none"> • structure • openings • materials • electrical, plumbing, heating and ventilation systems • different accessories (e.g. vanities, counter tops) |
| E. Interpret the conventions related to the measurements (dimensions) shown on a plan. | - Exact interpretation of all the dimensions related to a particular room: <ul style="list-style-type: none"> • dimensions of the room • dimensions of its openings • dimensions of the built-in elements |
| F. Indicate on a plan the actual architectural elements of a room. | - Accurate location of the elements on the plan |
| G. Indicate in an actual room certain architectural elements shown on a plan. | - Accurate location of the elements in the room |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to identify the various components of a set of construction plans (A):

1. Describe the ways of classifying the most commonly used plans.
2. Distinguish between a construction plan, a structural plan and a utilities plan.

Before learning how to describe the information contained in the various title blocks of a set of plans (B):

3. List the main categories of information contained in the title block of a plan.
4. Explain the importance of the information contained in the title block of a plan.
5. Interpret the various scales of measurement generally used on a plan.
6. Orient a plan with respect to the main entrance and indicate magnetic north.

Before learning how to read the conventional lines of the plan (C):

7. List the main types of line weights and the corresponding leads.
8. Describe the uses of various types of thin, medium and thick lines.

Before learning how to interpret the symbols for the main structural elements of a residence or a commercial space, its utilities and its main built-in elements (D):

9. Identify the main graphic elements of a drawing of an object.
10. Distinguish among the different kinds of drawings according to the type of graphic representation of an object.
11. Recognize the different kinds of sectional drawings used on the plans of a building.
12. Recognize the ways in which different materials and elements used in construction are represented graphically.
13. List the various types of walls, ceilings and floors portrayed on construction plans.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to interpret the conventions related to the measurements (dimensions) shown on a plan (E):

14. Identify the main methods for dimensioning.

Before learning how to indicate on a plan the actual architectural elements of a room (F) and how to indicate in an actual room certain architectural elements shown on a plan (G):

15. Select on a set of plans the part corresponding to a particular room.
16. Identify by a letter each wall on a plan.

MODULE 5: MAKING SKETCHES

SIMCA: QBK-286
SESAME: 977-053

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make sketches** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Following instructions
- Freehand sketches to be made based on observation of objects, subjects or rooms
- Sketches illustrating part of a decorating project are to be made based on a description of the main elements of the project (e.g. materials used, dimensions, light sources) and a floor plan of the project
- Using the necessary drafting materials

GENERAL PERFORMANCE CRITERIA

- Quality of the layout of the sketches
- Quality of the sketches:
 - relatively accurate representation of the model observed or described
 - neat, precise lines of correct value (colour of lines)
 - thumbnail sketches (absence of superfluous lines and details)
- Speed of execution

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Sketch by observation an object, a subject or a particular room.

- Position of station point in conformity with instructions
- Observance of proportions
- Observance of type and shapes
- Proper rendering of textures, volumes, areas of dark and light, and perspective
- Presence of essential lines without superfluous detail

B. Sketch an object, a subject or a particular room from memory.

- Resemblance to reference model
- Position of station point in conformity with instructions
- Observance of proportions
- Observance of type and shapes
- Proper rendering of textures, volumes, areas of dark and light, and perspective
- Presence of essential lines without superfluous detail

C. Sketch a simple display project.

- Representative sketch of project data and of floor plan
- Position of station point in conformity with instructions
- Quality of the composition:
 - proportion of shapes and solids
 - rendering of patterns, textures and shiny surfaces

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

D. Sketch a simple interior decorating project.

**SPECIFIC PERFORMANCE
CRITERIA**

- Representative sketch of project data and floor plan
- Position of station point in conformity with instructions
- Quality of the composition:
 - proportion of shapes and solids
 - rendering of perspective
 - rendering of areas of lighting
 - rendering of patterns, textures and shiny surfaces

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to sketch by observation an object, a subject or a particular room (A):

1. Explain the concept of a sketch.
2. Interpret the strokes, lines and shapes generally used in sketches.
3. Describe the features and properties of the main drawing media.
4. Draw strokes, lines and shapes using different media.
5. Make freehand drawings showing different textures, contrasts, dark and light effects, and patterns.
6. Evaluate by sight the relevance of the lines used in a sketch with respect to the subject or object drawn as well as the desired rendering.
7. Plan the layout of the sketch on a sheet of drawing paper.
8. Determine the station point, and the distance between the station point and the object or subject to be drawn.
9. Estimate from a distance the proportions of an object or subject.
10. Recognize the dominant and representative lines of a subject or an object.

Before learning how to sketch an object, a subject or a particular room from memory (B):

11. Estimate the proportions of a model from memory.
12. List from memory the main characteristics of an object, a subject or a room previously observed.
13. Determine an imaginary station point with respect to the object, subject or room.

Before learning how to sketch a simple display project (C) and how to sketch a simple interior decorating project (D):

14. Make freehand drawings of objects or subjects on the basis of a written or an oral description.
15. Analyze, prior to sketching, the description of a display or interior decorating project as well as the corresponding floor plan.

MODULE 6: MATERIALS

SIMCA: QBK-287
SESAME: 977-066

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **select materials for a project** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Based on specifications and plans providing key information on two projects (one interior decorating and one display project) to be carried out:
- Using the list of available school materials, and catalogues and samples
- Using telephone books or lists of suppliers

GENERAL PERFORMANCE CRITERIA

- List of main sources of information relevant to specific projects
- Detailed description of the properties of the main materials that can be used
- Pertinence of the selection criteria for materials
- Quality of selection:
 - conformity to type and specifications of projects
 - most advantageous selection

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Analyze the key information of the interior decorating project and of the display project.

B. Consult various sources of information on materials.

C. Determine the categories of materials required to carry out projects.

D. Select the desirable materials and justify the choices.

E. Calculate quantities and costs of materials.

SPECIFIC PERFORMANCE CRITERIA

- Thorough and accurate compilation of the following information:

- type of project
- dimensions and specifications

- Consultation of pertinent sources of information

- Preselection of possible materials

- Description of the main properties of the materials (specification sheet):

- uses
- durability
- maintenance
- health and safety
- appearance
- cost and availability

- Determination of the main selection criteria, such as use, desired properties, specifications

- Preselection of the main categories of materials

- Conformity with key information of the project

- Clear explanations of the advantage of using the selected materials over other possible materials

- Suitable calculation of quantities

- Estimate of anticipated waste

FIELD OF APPLICATION

- Main materials for wall, floor and furniture coverings (e.g. paint, wallpaper, ceramics, fabrics) and the main materials for making display decors, including display hardware.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to analyze the key information of the interior decorating project and the display project (A):

1. Determine the variables to consider when analyzing the key information of the projects.

Before learning how to consult various sources of information on materials (B):

2. List the main sources of information on materials.
3. Determine a systematic procedure for consulting various sources of information on materials.

Before learning how to determine the categories of materials required to carry out projects (C):

4. Identify the properties of the main categories of building materials (residential, commercial, industrial or other).
5. Distinguish among the main types of wood and wood by-products according to their characteristics, properties and uses in display and interior decorating.
6. Distinguish among the main types of products, paper and cardboard according to their characteristics, properties, and uses.
7. Distinguish among the main by-products of various metals used in interior decorating and display.
8. Distinguish among the main plastics and plastic compounds according to their characteristics, properties and uses.
9. Distinguish among the main types of ceramic products according to their characteristics, properties and uses.
10. Distinguish among the main stone products and by-products according to their characteristics, properties and uses.
11. Distinguish among the main fabrics used in interior decorating and display, according to their properties and characteristics.
12. Distinguish among the main types of floor coverings used in interior decorating and display.
13. Describe the characteristics, properties and main uses of special effects materials.
14. Describe the main types of display hardware and their uses.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to select the desirable materials and justify the choices (D):

15. Determine the criteria for selecting the most suitable materials from a range of possible materials.

MODULE 7: FURNITURE AND ACCESSORIES

SIMCA: QBK-288
SESAME: 977-074

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **combine furniture and accessories** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Based on theoretical learning contexts containing a description of the following elements:
 - the main aspects of the clients' order (preferences, intended use, lifestyles and budget)
 - the room or rooms
 - for each learning context, the existing furniture or accessories to be kept
- Based on all the necessary descriptive elements, such as plans, sketches, photos, and actual furniture and accessories
- Using all necessary reference material, such as catalogues, magazines, furniture encyclopedias, a bank of photographs and upholstery samples

GENERAL PERFORMANCE CRITERIA

- Relevant analysis of the data pertaining to various learning contexts
- Use of appropriate research techniques
- Observance of instructions and constraints
- Clarity and pertinence of explanations in support of proposed combinations

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Analyze the data contained in various learning contexts.

- B. Determine the reference parameters required to choose furniture and accessories.

- C. Consult various sources of information pertaining to furniture and accessories.

- D. Choose the furniture and accessories.

SPECIFIC PERFORMANCE CRITERIA

- Classification of the data by category:
 - characteristics of clients
 - characteristics of rooms
 - characteristics of existing furniture and accessories to be retained

- Establishment of main parameters:
 - dominant colours
 - dominant styles
 - main uses
 - characteristics of elements to be kept

- List of main sources of information pertaining to various learning contexts

- Quality of choice:
 - harmony of styles
 - harmony of dimensions, shapes and lines
 - harmony of colours
 - harmony of textures
 - quality of workmanship
 - observance of main parameters selected
 - clients' satisfaction

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

E. Prepare a descriptive record of selected furniture and accessories.

F. Present the supporting arguments for the choices.

**SPECIFIC PERFORMANCE
CRITERIA**

- Inclusion of the following elements:
 - description of the company supplying the furniture and accessories
 - description of prices and warranties
 - description of characteristics (style, materials and maintenance)
 - photographs of furniture and accessories

- Pertinent links made between:
 - furniture and accessories
 - the selected elements and main parameters

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to analyze the data contained in various learning contexts (A) and how to determine the reference parameters required to choose furniture and accessories (B):

1. State the main categories of furniture and their components.
2. Describe the main styles of furniture.
3. Explain the historical origins of the main styles of furniture.
4. Describe the evolution of these styles in time as well as their influence on contemporary furniture.
5. Describe the characteristics of the furniture by the main contemporary designers and state the sources of their inspiration.
6. Recognize the style of a piece of furniture.
7. Determine a method for organizing and analyzing data pertaining to a project combining furniture and accessories.

Before learning how to consult various sources of information pertaining to furniture and accessories (C):

8. List the main suppliers of various types of furniture and accessories.
9. Obtain information pertaining to various types of furniture and accessories.

Before learning how to choose the furniture and accessories (D):

10. Evaluate the harmony of styles, dimensions, forms and lines of a set of furniture and accessories.
11. Evaluate the harmony of colours and textures of a set of furniture and accessories.
12. Evaluate the quality of workmanship of a piece of furniture.
13. Determine the criteria for assessing the pertinence of a choice of furniture and accessories with respect to a specific decorating project.
14. Draw to scale on squared paper the plan of the room or rooms to be furnished.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to prepare a descriptive record of selected furniture and accessories (E):

15. List the main categories of information that must be contained in a descriptive record.
16. Determine a format for presenting the material in a descriptive record.

Before learning how to present the supporting arguments for the choices (F):

17. Determine the common characteristics of the selected furniture and accessories, and the main parameters of the decorating project.
18. Show respect and tact toward the client when proposing the furniture and accessories in a simulated presentation.
19. Determine the ergonomic characteristics that should be considered in certain selections of furniture and accessories.

MODULE 8: SIMPLE RESIDENTIAL INTERIOR DECORATING PROJECT

SIMCA: QBK-289

SESAME: 977-086

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **do a simple residential interior decorating project** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Project for decorating any enclosed room except a kitchen or bathroom
- Based on a file containing:
 - the subjective data of the order (e.g. the function of the room, and the client's preferences and expectations with regard to furniture and accessories)
 - the objective data of the order (e.g. the dimensions and orientation of the room, windows, furniture and accessories to be included in the project, budget)
- Calculating costs of materials based on a proposal of standardized costs
- Using samples, catalogues, architectural standards and necessary furniture
- Using necessary materials, such as pencils, squared paper, scissors and glue

GENERAL PERFORMANCE CRITERIA

- Quality of communication with clients (simulated meeting)
- Quality of submitted project:
 - conformity with information contained in the order
- Observance of budget constraints
- Observance of time limits

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Analyze the objective and subjective data of the project.

- B. Make three or four sketches of the floor plan for the rooms.

- C. Choose the furnishing elements of the rooms and include them in the floor plan.

- D. Determine the colour harmony for the project.

SPECIFIC PERFORMANCE CRITERIA

- Step-by-step description of the process of carrying out such a project
- Preliminary selection of suppliers according to project data:
 - clients' expectations
 - dimensions of the room
 - budget

- Sketches made to scale (on squared paper)
- Conformity with information contained in order

- Selection of the movable and built-in elements suitable for the project
- Quality of the floor plan (with elevations):
 - to scale
 - observance of design principles

- Correct choice of materials
- Correct choice of decorating and lighting accessories
- Quality of combination of colours and materials
- Conformity with information contained in order
- Quality of the layout of the colour samples
- Suitable calculation of quantities and costs of materials

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

E. Explain to the client the key points of the submitted proposal in a simulated meeting.

F. Prepare the final estimate of costs for doing the project.

G. Determine the chronological order of each step in the project.

**SPECIFIC PERFORMANCE
CRITERIA**

- Clarity and pertinence of the supporting arguments for the proposal
- Appropriate corrections or changes to the basic proposal
- Inclusion of the following elements:
 - exact quantity of materials needed
 - suitable cost of materials
 - suitable cost of labour
- Logical sequence of steps

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to analyze the objective and subjective data of the project (A):

1. Describe the characteristics of a simple residential interior decorating project.
2. List the main objective and subjective data to obtain from the client.
3. Prepare an interview with a client with respect to a residential interior decorating project.
4. Listen attentively during a meeting with the client.
5. Determine the client's expectations.
6. Compile the objective data required for the project.
7. Take careful note of the time spent designing and doing the project.

Before learning how to make three or four sketches of the floor plan for the rooms (B):

8. List the elements to be considered when making a sketch.
9. Determine the appropriate conversion scale for the floor plan of the project, with elevations.
10. Recognize the different symbols required to make a sketch.

Before learning to how to choose the furnishing elements of the rooms and include them in the floor plan (C):

11. Consult furniture catalogues and the corresponding specification sheets of the main manufacturers and suppliers.
12. Determine the selection criteria for movable and built-in elements taking into consideration the characteristics of their manufacture, use and maintenance.
13. Explain design and decorating principles.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to determine the colour harmony for the project (D):

14. List the elements of a room to consider when choosing a colour harmony.
15. Consult various sources of information pertaining to window treatment, floor coverings, furniture upholstery and natural lighting of rooms.
16. Choose for a design project a colour harmony that takes into consideration the data provided by the client.
17. Plan a layout of colour samples.
18. Use a method for quickly calculating quantities of materials required for a project and their cost.

Before learning how to explain to the client the key points of the submitted proposal in a simulated meeting (E):

19. Prepare the supporting arguments for a proposal.
20. Adopt a receptive and respectful attitude toward the client.

Before learning how to prepare the final estimate of costs for doing the project (F):

21. Consult various sources of information and resource persons when estimating the cost of a project.

Before learning how to determine the chronological order of each step in the project (G):

22. Inquire about the delivery date of the various items required for the project.
23. Inquire about the availability of sub-contractors and the approximate duration of the work.
24. Evaluate whether the sequence of the steps in a project is logical.

MODULE 9: SIMPLE WINDOW DISPLAY PROJECT

SIMCA: QBL-281
SESAME: 977-093

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **do a simple window display project** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Based on a learning context simulating a client's order for the project
- A simple project including the following elements:
 - a small enclosed window
 - use of existing decor elements (installation elements)
 - no use of mannequins
 - display of small objects such as jewelry, glasses or beauty products
- Using the necessary tools, and primary and finish materials

GENERAL PERFORMANCE CRITERIA

- Proper use of the main work techniques:
 - sketching
 - organization of work
 - preparation of site and materials
- Final quality of window:
 - balance between functionality and aesthetic appearance
 - conformity with information in client's order
- Observance of time limits and budget constraints
- Observance of health and safety rules

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Analyze the data of the client's order.	- Summary of main aspects of the order: client's expectations, target clientele, type of products, window dimensions, budget and allotted time - Preliminary selection of merchandise
B. Make sketches of various possible visual presentations and select one.	- Quality of sketches (rough plans): • distribution of masses, shapes and lines • central point of composition (visual centre) highlighted • main accessories of the presentation highlighted
C. Draw up a list of materials required to carry out the proposal.	- Complete list - Observance of budgetary constraints - Approximate estimate of quantities
D. Present the proposal and justify the choice of elements.	- Clarity and pertinence of the proposal: • advantages of the proposal • links made with the data of the order
E. Reach an agreement with the client on the proposal in a simulated session.	- Pertinence of corrections made to the selected proposal - Final selection of merchandise

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

F. Prepare the project.

G. Make the visual presentation.

H. Evaluate the quality of the finished work.

SPECIFIC PERFORMANCE CRITERIA

- Proper preparation of site:
 - elimination of unnecessary elements
 - cleanliness of the window display area
- Proper preparation of necessary tools and materials
- Concern for efficiency and safety
- Proper use of work techniques
- Intactness of merchandise used
- Conformity with information contained in order
- Merchandise showed off to advantage
- Aesthetic quality of the presentation:
 - harmony of colours, styles, balance, visibility, unity, etc.
- Client's satisfaction
- Establishment of appropriate evaluation criteria
- Accuracy of the evaluation

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to analyze the data of the client's order (A):

1. Describe the role of the window display in advertising.
2. Describe the characteristics of various types of window displays according to their location and the type of target clientele.
3. Draw up a list of necessary measures for making a window display.
4. Describe the construction of a site for a window display.
5. Determine the selection criteria for merchandise to be displayed in a window.
6. Listen attentively during the meeting with the client.

Before learning how to make sketches of various possible visual presentations and select one (B):

7. Describe the main characteristics of the target clientele.
8. Show concern for using the budget as wisely as possible.
9. Consult different relevant sources of information.
10. Apply principles of visual composition.
11. Make sketches in perspective.
12. Assess the degree to which sketches faithfully reflect window designs.

Before learning to draw up a list of materials required to carry out the proposal (C):

13. Describe the visual effect of various materials and their textures.
14. Determine the existing elements of decor required to make a window display.
15. Determine the type of modifications to be made to existing elements of decor.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to present the proposal and justify the choice of elements (D):

16. Justify the choice of elements of decor.
17. Summarize the pertinent information to presenting a proposed window display.
18. Evaluate the suitability of a window display proposal with respect to the data of the order, the characteristics of the target clientele and the surroundings.
19. Show concern for communicating their ideas clearly and with conviction.

Before learning how to reach an agreement with the client on the proposal (E):

20. Show concern for expressing their ideas clearly while respecting the client's reactions and ideas.
21. Show concern for harmonizing the aesthetic appearance with the functionality of a window display.

Before learning how to prepare the project (F):

22. Determine the steps in making the display logically and efficiently.
23. Ensure that the necessary tools and materials are available.

Before learning how to make the visual presentation (G) and how to evaluate the quality of the finished work (H):

24. Determine the order of installation of the various components of the window display.
25. Determine the criteria for evaluating the quality of a window display.
26. Be receptive to criticism and comments made about a personal project.

MODULE 10: MODELS

SIMCA: QBL-282
SESAME: 977-103

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make a model of a project** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Based on plans and specifications, sketches and photographs of a simple room or window area:
 - a room with four to six walls
 - an enclosed window area (three walls and a window)
- Using a number of pre-fabricated elements, such as panels, floor materials, wall dividers and miniature mannequins
- Using the necessary tools (glue gun, utility knife) and basic materials (e.g. cardboard, various samples)
- Referring to instructions concerning the scale to be used

GENERAL PERFORMANCE CRITERIA

- Observance of specified scale
- Mastery of main work techniques:
 - cutting
 - assembling
- Quality of the model
 - in accordance with the basic data
 - economy of materials
 - strength and neatness
- Observance of time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Obtain the data required to make the model.

- B. Plan the steps in making the model.

- C. Cut out and fold (where necessary) the components of the model.

- D. Assemble the various components of the model.

- E. Write various indications regarding the type, colour and texture of the materials required to make the model.

SPECIFIC PERFORMANCE CRITERIA

- Thorough and accurate summary of the following data:
 - dimensions of the space
 - measurements of the elements: height of the walls, built-in and movable elements, doors, windows, etc.
 - colours, materials, textures, etc.

- Accuracy of conversion of dimensions to the specified scale
- Choice of appropriate symbols
- Determination of logical order of cutting and assembling elements of the model
- Gathering of all required tools, and primary and finish materials
- Preparation of scale templates of built-in and movable elements of the model

- Accuracy of scale cutouts
- Proper use of cutting tools
- Cuts made according to folds

- Proper use of assembly techniques: inserting, gluing, pinning
- Quality of assembly:
 - conformity with plan
 - solidity and neatness

- Use of correct symbols
- Quality of rendering: type and texture of materials
- Preparation of samples of materials for built-in elements

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to obtain the data required to make the model (A):

1. Describe the purpose of a model in doing an interior decorating or display project.
2. Analyze the plans and specifications for an interior decorating or display project.

Before learning how to plan the steps in making the model (B):

3. Make a list of the various components of the model.
4. Convert the dimensions obtained to the selected scale.
5. Gather the tools and materials required to make the model.
6. Set up the work station.
7. Prepare templates of the built-in and movable components of the model.
8. Plan a logical order of assembling the components of the model.

Before learning to cut out and fold (where necessary) the components of the model (C):

9. Use carefully the material required to make the model.
10. Describe the different techniques for cutting and folding materials required to make a model.
11. Show concern for cutting and folding precisely when making a model.

Before learning how to assemble the various components of the model (D):

12. Determine the order of assembling the components of the model.
13. Describe various techniques for inserting, gluing and pinning components of the model.
14. Show concern for following the plan and assembling the components neatly and solidly.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to write various indications regarding the type, colour and texture of the materials required to make the model (E):

15. Reproduce various textures and symbols.
16. Determine the various indications that must appear on a model.
17. Prepare samples of colours and materials for various components of the model.
18. Draw the necessary lines and illustrations on the components of the model.
19. Ensure similarity between the model and the project represented.

MODULE 11: PROBLEMS RELATED TO COLOUR

SIMCA: QBL-283
SESAME: 977-114

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **solve problems related to colour** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Based on a series of described, illustrated or real problems
- Using the necessary material

GENERAL PERFORMANCE CRITERIA

- Conformity with instructions
- Appropriate solutions to assigned problems

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Create effects with colour contrasts.

SPECIFIC PERFORMANCE CRITERIA

- Use of proper terminology when defining the seven types of contrasts
- Proper demonstration of the seven types of contrasts using colour samples
- Description of examples of the use of each type of contrast in interior decorating and display

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

B. Balance volumes, masses and surfaces using colour.

C. Solve colour problems produced by the effect of light on surfaces of different textures.

D. Associate a group of colours with the creation of various moods in a room.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate choice of colours
- Use of colours in the proportions suited to the desired effect
- Proper positioning of colours
- Correct solution of the assigned problem:
 - reducing volume
 - toning down or accenting an element
- Relatively accurate reproduction of one colour on surfaces of different textures
- Consideration of the orientation of light sources
- Accurate description of certain psychological effects of colour
- Appropriate choice of colours
- Consideration of the following elements:
 - function of the room
 - orientation of the room
 - light sources
 - types and textures of materials used
 - arrangement and colour of existing furniture and accessories

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to create effects with colour contrasts (A):

1. Define the seven types of colour contrasts.
2. Distinguish among the various types of contrasts of hue.
3. Evaluate the value and intensity of contrasts of hue between different hues, between hues and white, and between hues and black.
4. Explain how the degree of brightness of various adjacent colours contributes to the value and intensity of a light-dark contrast.
5. Perceive the effects of distance and nearness of light colours on the brightness of dark colours.
6. Recognize a warm-cool colour contrast.
7. Perceive the effects of distance and nearness and warming and cooling produced by warm and cool colours on one another.
8. Identify the various possible complementary colour contrasts.
9. Identify the various possible simultaneous contrasts.
10. Evaluate by sight the effect that two juxtaposed complementary colours have on one another.
11. Evaluate the effect on perception of complementary colours when they are placed on backgrounds of different colours.
12. Perceive the effects of simultaneity of colours.
13. Describe certain ways of avoiding the effect of simultaneity of colours.
14. Recognize a contrast of saturation.
15. Perceive the difference in brightness and saturation of colours of equal quantity.
16. Recognize a contrast of extension (quantity).
17. Describe the effects of the relationships of transparency, opaqueness and lightness among colours.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning to balance volumes, masses and surfaces using colour (B):

18. Describe the basic relationships among colours, between colours and black, and between colours and white.
19. Make harmonies with two, three, four or six hues.
20. Explain how form and colour must balance and support one another.
21. List the factors involved in the spatial effect of a colour.
22. Perceive the effect of depth produced by juxtaposing or overlaying different colours on different backgrounds.
23. Perceive the effect of depth produced by varying quantities of different colours.
24. Invert the effect of depth created by two colours by inverting their proportions.

Before learning how to solve colour problems produced by the effect of light on surfaces of different textures (C):

25. Describe various types of colour problems caused by the absorption or reflection of light by surfaces of different textures.
26. Describe the characteristics of natural light at different times of the day according to its effect on textured surfaces.
27. Describe the effects of various artificial light sources on the colour of surfaces of different textures.
28. Define the variables to be taken into consideration when solving problems related to the effect of light on the colour of textured surfaces.

Before learning how to associate a group of colours with the creation of various moods in a room (D):

29. Associate a colour with a particular psychological effect or emotion.
30. Describe how a colour can contribute to creating a static, dynamic or floating effect.
31. List the variables to be taken into consideration when choosing colours designed to create a specific mood.

MODULE 12: WALL TREATMENT TECHNIQUES

SIMCA: QBL-284

SESAME: 977-122

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply various wall treatment techniques** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Following instructions
- Using pre-fabricated elements of decor for interior decorating or display projects
- Using the necessary tools, materials and products

GENERAL PERFORMANCE CRITERIA

- Choice of products and tools according to the type of project and the desired results
- Accurate calculation of quantities
- Use of appropriate work techniques
- Manual dexterity
- Speed of execution
- Observance of health and safety rules

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Choose the material or materials for covering a surface.

B. Prepare the surfaces to be covered.

C. Apply paint uniformly.

D. Create various effects by modifying a colour.

SPECIFIC PERFORMANCE CRITERIA

- Correct choice according to:
 - surface type
 - desired type of effect
 - ambient factors (e.g. lighting, humidity)
- Thorough choice of elements required to:
 - prepare the surface
 - prime the surface
 - finish the surface
- Proper use of the following techniques:
 - cleaning
 - evening out
 - stripping
 - sanding
 - masking
- Proper application of primer
- Proper use of the following means of application:
 - brush
 - roller
- Quality of the finish:
 - uniformity of application
 - cleanness of edges
 - absence of drip marks or stickiness
- Proper use of tools
- Control of gesture
- Quality of work:
 - preparation of products
 - application in stages
 - effect obtained

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

E. Create various optical illusions.

- Proper use of correct tools
- Control of gesture
- Quality of work:
 - preparation of products
 - application in stages
 - effect obtained

F. Apply wallpaper on a small surface.

- Accurate calculation of necessary quantities of wallpaper
- Quality of work:
 - perfect adhesion
 - exact matching up of patterns
 - wallpaper exactly vertical
 - accuracy and economy of cutting

G. Explain the various techniques for applying stucco.

- Textures in conformity with instructions
- Neat, careful work
- Proper ventilation or masks worn
- Accuracy of explanations regarding:
 - preparation of the product
 - application by brush, roller, trowel, sponge, etc.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to choose the material or materials for covering a surface (A):

1. Identify the main types of wall treatment used in interior decorating and display.
2. Describe the materials required to prepare, prime and finish a surface; list their properties; explain how to use them; and identify the health and safety risks they pose.
3. Determine the criteria for choosing the type of treatment that is appropriate for a given surface.
4. Determine the criteria for choosing the type of treatment that is appropriate for a particular desired effect.
5. Evaluate the appropriateness of a choice of treatment material with respect to a specific surface and the desired effect.
6. Calculate required quantities.

Before learning how to prepare the surfaces to be covered (B):

7. Identify the health and safety risks.
8. List the tools and materials required to prepare various surfaces.
9. Use various techniques for cleaning and stripping surfaces.
10. Use various techniques for evening out and sanding surfaces.
11. Work with precision and care when masking certain parts of a surface.
12. Explain the importance of priming a surface properly.
13. Determine the sections of a surface to be prepared by a specialist.
14. Observe a demonstrations of paint application with a spray gun.

Before learning how to apply paint uniformly (C):

15. Describe the properties of different types of paint and the ways of applying them.
16. Choose the proper tools for applying various types of paints on various surfaces.
17. Evaluate the quality of a surface before applying paint.
18. Use the proper gestures for applying paint on various surfaces.
19. Evaluate by sight and touch the quality of the finish of a painted surface.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to create various effects by modifying a colour (D):

20. List the main techniques for modifying a colour in order to create a desired effect.
21. Describe the necessary tools and materials for each technique.
22. List in chronological order the steps in the process for each technique.
23. Prepare for each technique the various products and materials used according to the desired results.
24. Use the proper gestures for each technique.

Before learning how to create various optical illusions (E):

25. Learn about the different types of illusions that can be created using paint and the techniques for creating them.
26. Choose the tools, materials and products needed to create a particular illusion.
27. Plan the order of application of various coats of paint required to create an illusion.
28. Experiment with several techniques for creating illusions.

Before learning how to apply wallpaper on a small surface (F):

29. Identify the various types of wallpaper.
30. Describe the techniques and the proper tools for applying wallpaper.
31. Plan the application of wallpaper and organize the work site accordingly.
32. Prepare the various products required to apply wallpaper.
33. Evaluate the condition of surfaces to be covered.
34. Show concern for hanging the paper vertically and uniformly.
35. Show concern for matching up precisely the patterns on wallpaper.
36. Plan the application of wallpaper in order to minimize waste of material.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to explain the various techniques for applying stucco (G):

37. Describe the properties of various kinds of stucco and list the features related to their application.
38. Describe the method for using tools for applying stucco.
39. Distinguish among the kinds of stucco suitable for different surfaces and desired textures.

MODULE 13: MAKING SETS

SIMCA: QBL-285
SESAME: 977-135

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make sets** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Following instructions
- Based on previously designed projects accompanied by the plan of sets to be made
- Using the necessary tools, and primary and finish materials

GENERAL PERFORMANCE CRITERIA

- Conformity with the assigned designs, data of the plans provided and instructions
- Efficient organization of the work site
- Quality of assembly according to the intended use of the different sets
- Sets ready to be painted
- Neatness of the site
- Proper use and maintenance of different categories of tools
- Observance of health and safety rules
- Observance of time limits

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Use woodworking techniques.	- Quality of cuts: • observance of measurements and cutting angles • accuracy of cuts - Correct choice of joining technique - Quality of the joining: • neatness • finish • strength - Observance of safety rules
B. Be familiar with techniques for working with flexible or hard plastic and plastic foam.	- Proper use of the following techniques: • cutting, folding, sculpting • assembly - Quality of work: • precise cut without ripping • folds without ripping or swelling • sculpture in accordance with models • strong assembly in accordance with instructions
C. Use techniques for moulding plaster.	- Proper preparation of the mould and plaster - Careful removal from the mould - Quality of the finish of the moulded object
D. Use techniques for covering sets.	- Proper preparation of the surfaces - Use of correct work techniques according to the covering used and the shape of the object to be covered

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
E. Use techniques for assembling and fastening sets made of different materials.	- Proper use of anchoring and fastening elements - Strength of assembly according to the project requirements - Elements of anchoring, fastening and assembly not visible

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning the skills or knowledge associated with the specifications:

1. Describe the method for using and maintaining the main manual and power tools used in interior decorating and display.
2. Know the health and safety risks associated with using these tools.
3. Take measurements.
4. Drill different materials.
5. Cut different materials.
6. Fold different materials.
7. Trim different materials.
8. Use different elements of assembly.

Before learning how to use woodworking techniques (A):

9. Identify the main features of a set requiring the use of wood and choose the appropriate types of wood parts.
10. Calculate the quantities of wood required to make sets.
11. Identify the techniques for cutting and joining parts according to the type of set to be constructed.

Before learning how to be familiar with techniques for working with flexible or hard plastic and plastic foam (B):

12. Choose the foam plastic materials required to make sets and calculate the required quantities.
13. Describe the different techniques for working with each type of foam plastic.
14. Choose the tools required to work with foam plastics.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to use techniques for moulding plaster (C):

15. Evaluate the consistency of a plastering mix.
16. Evaluate the strength and watertightness of a mould.
17. Describe the methods for reinforcing a plaster mould.
18. Maintain tools and accessories required for working with plaster.
19. Calculate the reaction time for a plastering mix according to the tasks of applying, moulding or shaping plaster.
20. List in chronological order the stages in applying plaster.

Before learning how to use techniques for covering sets (D):

21. Take into account the tension factor when applying covering material.
22. Choose the fastening method according to the type of covering and type of set to be covered.
23. Describe the method for fastening covering material with a pattern.
24. Describe the various methods for upholstering sets.
25. Evaluate the quality of the finish of the covering of sets.
26. Ensure that the work is neat.

Before learning how to use techniques for assembling and fastening sets made of different materials (E):

27. List the main methods for assembling and different systems for fastening sets.
28. Choose the fastening elements according to the dimensions and weight of the sets.
29. Evaluate the quality of assembly of sets.

MODULE 14: PERSPECTIVE DRAWINGS

SIMCA: QBL-286
SESAME: 977-144

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make perspective drawings** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Following instructions
- Parallel projections to be constructed based on design elements (furniture or accessories)
- Perspectives to be constructed based on plans and elements previously made in a design project for a room
- Using drafting instruments and materials provided

GENERAL PERFORMANCE CRITERIA

- Quality and neatness of drawings as well as the overall presentation of the drawings
- Observance of methods for making:
 - axonometric drawings
 - oblique drawings
 - perspective renderings (conic or linear)
- Observance of time limits

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Draw the axonometric and oblique projections of an object.	- Quality of the projections: • observance of the angles of projection and parallel lines • reproduction of the effect of depth in space
B. Construct a single-point perspective drawing.	- Proper application of the method used: • correct location of the selected views, vanishing points and station point • reproduction of the effect of depth - Observance of the selected scale
C. Construct a two-point perspective drawing.	- Proper application of the method used: • correct location of the selected views, vanishing points and station point • reproduction of the effect of depth - Observance of the selected scale
D. Draw shadows of an object in perspective.	- Graphic representation in accordance with the object and with the location of the light source
E. Produce central and angular grid perspectives of a room, using the diagonal method.	- Observance of the specified scale - Location of the vanishing point or points in accordance with the station point - Proper division of units of depth

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to draw the axonometric and oblique projections of an object (A):

1. Identify the various types of axonometric projections.
2. Explain the method for constructing the isometric projection of an object.
3. Explain the method for constructing the oblique projection of an object.

Before learning how to construct a single-point perspective drawing (B):

4. Explain the concept of a perspective drawing.
5. Distinguish between the point of view of a central perspective and that of an angular perspective drawing.
6. List the various possible observation points in a room.
7. Determine the location of the main parameters for the construction of a single-point perspective drawing.
8. Describe the method for constructing a central perspective drawing.

Before learning how to construct a two-point perspective drawing (C):

9. Determine the location of the main parameters for the construction of a two-point perspective rendering.
10. Describe the method for constructing an angular perspective drawing.

Before learning how to draw shadows of a object in perspective (D):

11. Visualize the shadow effect produced by a light source on an object.
12. Explain the method for constructing shadows.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to produce central and angular grid perspectives of a room, using the diagonal method (E):

13. Determine the position of vanishing points according to the specified station point.
14. Choose the scale of a central or angular grid, according to a designed space to be drawn and the desired effect.
15. Indicate the first unit of depth measurement according to the floor plan for a space to be represented.

MODULE 15: INTERIOR DECORATING SALES PROJECT

SIMCA: QBL-287

SESAME: 977-155

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **do an interior decorating sales project** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Based on a learning context
- Based on a file presented by the client in a simulated order, including photographs of rooms of the home, plans, samples of colours or fabrics used by the client, etc.
- Using catalogues, references, etc.

GENERAL PERFORMANCE CRITERIA

- Quality of the communication with the client in the simulation
- Pertinence of suggestions made to the client based on the objective and subjective data of the order
- Proper billing and order forms

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Greet the client.

B. Obtain information about the client's order.

C. Prepare proposals for the order.

SPECIFIC PERFORMANCE CRITERIA

- Personal appearance:
 - proper apparel
 - cleanliness
 - politeness
 - proper language
- Quality of the rapport established
- Attentiveness
- Summary of the main data of the original order
- Pertinence of the information judged missing
- Exact determination of the client's needs
- Proper preselection of the following elements:
 - furniture
 - covering materials
 - decorative and lighting accessories
- Proper preparation of sample boards
- Quality of harmony of colours and materials
- Calculation of approximate quantities and costs of materials
- Identification of suppliers and determination of delivery dates

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

D. Present various proposals to the client.

- Clarity and pertinence of elements supporting the proposals
- Attentiveness to and tact towards the client's reactions
- Preparation of pertinent counter-proposals based on the client's reactions

E. Narrow down the client's final selection.

- Thorough list of purchases:
 - different materials and objects
 - quantities
 - costs

F. Conclude the agreement.

- Preparation of the bill including:
 - description of items
 - serial or order number
 - accuracy of calculations
 - client's address and telephone numbers
- Clear explanation of:
 - obligations of the store
 - warranties offered
 - delivery dates
 - terms of payment
- Proper preparation of required order forms

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to greet the client (A):

1. Keep a neat appearance.
2. Be cordial and polite.
3. Use clear, concise and proper language.
4. Allow the client sufficient time to become familiar with the premises and the merchandise.
5. Offer assistance at a timely moment and remain available even at a distance.

Before learning how to obtain information about the client's order (B):

6. Listen attentively and respectfully to the description of the order.
7. Determine a method for obtaining information about an order and a way of recording the information.
8. Restate the main data of the client's order in order to verify if the data have been properly understood.
9. Indicate the information that is missing.
10. Note the preferences and certain traits of a client's personality.

Before learning how to prepare proposals for the order (C):

11. Analyze the data of a client's order in order to determine the main variables to be taken into account when preparing proposals.
12. Determine a method for preselecting elements of decor to present to the client.
13. Gather together the necessary materials for preparing sample boards.
14. Observe the main principles governing the harmony of colours and materials.
15. Compile all the information required to calculate costs and quantities.
16. Estimate delivery dates for merchandise according to its availability and the supplier.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to present various proposals to the client (D):

17. Prepare the pitch suitable for presenting various proposals and suggestions.
18. Show respect, flexibility and an open mind with regard to the client's reactions during the proposal.

Before learning how to narrow down the client's final selection (E):

19. Prepare a counter-proposal based on the client's reactions.
20. Recognize the importance of clearly defining the client's final selection.

Before learning how to conclude the agreement (F):

21. Prepare the bill or bills for the different purchases as well as the necessary order forms.
22. Analyze the information concerning warranties, the obligations of the store, delivery dates, and terms of payment.
23. Run a credit check on a particular client.
24. Explain to a client the main elements of a warranty and a sales contract.
25. Be familiar with the main laws concerning sales and consumer protection in the fields of interior decorating and display.
26. Control incoming stock and inventory.
27. Make a sales record for the day.
28. Be familiar with the main elements of effective marketing.
29. Operate a cash register.
30. Perform the operations related to payment by credit card.

MODULE 16: INTERIOR DISPLAY PROJECT

SIMCA: QBL-288
SESAME: 977-163

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
do an interior display project
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Based on a learning context simulating a meeting with a client. An advanced project involves the following elements:
 - an open indoor presentation space of approximately 25 square feet
 - the making of elements of decor
 - display of medium-sized objects, such as furniture, clothing or accessories
 - display of objects in the context of a specific theme
- Using the necessary tools and primary and finish materials

GENERAL PERFORMANCE CRITERIA

- Proper use of the main work techniques
- Quality of the final presentation:
 - balance between functionality and aesthetic appearance
 - conformity with the key information of the order data and the theme
- Observance of time limit and budgetary constraints
- Observance of hygiene and safety rules

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Compile all the data related to the project.

- Thorough compilation of the objective data:
 - type of merchandise
 - theme
 - characteristics of site
 - retail strategies
 - time and budget constraints
- Thorough compilation of subjective data:
 - client's expectations
 - ideas and values to be conveyed

B. Do research on a theme.

- Association of the following elements with the theme:
 - main ideas and values
 - choice of materials and colours (decor)
 - choice of merchandise and accessories
 - style of composition associated with the theme
- Rigorous, methodical research

C. Design the project and draw a sketch of it.

- Design in accordance with main objective and subjective data and the theme
- Quality of the sketch:
 - representation of the main elements of the project
 - observance of the proportions
 - recording of the required dimensions (measurements)
- Aesthetic features of the design

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

D. Plan the work.

- Determination of the chronological order of the main steps in the project
- Determination of all necessary materials and elements
- Realistic estimate of production costs

E. Present the proposal and justify the elements.

- Relevance of the choice of elements of the proposal and costs
- Relevance of the links made between aspects of the order and characteristics of the project

F. Prepare the materials and elements of decor of the project.

- Concern for efficiency and safety when doing preparatory work
- Proper use of work techniques required to make decors
- Conformity with specifications concerning:
 - type of materials
 - size of materials, etc.

G. Make the visual presentation of the project.

- Proper preparation of site
- Proper use of work techniques
- Preservation of the intactness of the merchandise used
- Conformity with information contained in order
- Display of the merchandise and conformity with theme
- Aesthetic quality of the presentation
- Client's satisfaction

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

H. Evaluate the quality of the finished work.

**SPECIFIC PERFORMANCE
CRITERIA**

- Determination of the appropriate evaluation criteria
- Accurate evaluation
- Exact determination of the minor touchups to be made

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to compile all the data related to the project (A):

1. Define the main terms related to interior display projects.
2. Determine a method for systematically organizing the data related to an interior display project.

Before learning how to do research on a theme (B):

3. Evaluate whether all the information contained in a file is complete and relevant.
4. List the main variables to be taken into account when doing research on a theme.
5. Identify the sources of information to be consulted for the research.
6. Observe the unity of the general theme selected for the floor plan.

Before learning how to design the project and draw a sketch of it (C):

7. Determine the constraints concerning merchandise and presentation space to be taken into consideration when designing the presentation.
8. Make the final selection of the merchandise to be presented.
9. Balance functionality with aesthetic appearance when designing a visual presentation.

Before learning how to plan the work (D):

10. List in chronological order the procedures required to carry out the project.
11. Estimate the duration of the work.
12. List the materials required to do the project and estimate the quantities and the related costs.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to present the proposal and justify the elements (E):

13. Organize all the elements of the file to be presented.
14. Summarize the key ideas in the presentation of a proposal.
15. Show confidence and tact during the oral presentation of the proposal.

Before learning how to prepare the materials and elements of decor of the project (F) and how to make the visual presentation of the project (G):

16. Check the stock of materials in the workshop.
17. Prepare the necessary order forms for purchasing needed material.
18. Set up the work site properly.

Before learning how to evaluate the quality of the finished work (H):

19. Determine the criteria for evaluating the quality of work done.

MODULE 17: INTRODUCTION TO THE OCCUPATION (FIRST PRACTICUM)

SIMCA: QBL-289
SESAME: 977-174

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **practise the occupation (first practicum).**

SPECIFICATIONS

At the end of this module, the students will:

- Learn to identify the various areas of activity in interior decorating and display.
- Be familiar with various possible work environments, and their organization and work methods.
- Make a list of things learned with respect to observed requirements in the job market.
- Reflect on their areas of interest with respect to their entry into the job market.

LEARNING CONTEXT

PHASE 1: Learning About the Practicum

- Learning about the objectives and the steps of the practicum.
- Learning about the procedures for using various tools of observation, such as observation grids and questionnaires.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Observing Occupational Practices

- Visiting various work settings and learning about the different jobs done there as well as about the different duties performed there.
- Compiling information on the organization of these firms: the different administrative units and their function in the firm, the organization of these units, the people who work there and their different responsibilities, and the links between these units.
- Observing the various procedures and work techniques used in these firms.
- Observing meetings between people in the occupation and the clientele.
- Taking part in informal discussions with firm employees.
- Noting aspects of the occupation that differ from the education received.
- Compiling all of the data gathered for subsequent discussion.

PHASE 3: Listing Observations and Self-Evaluation

- Making a list of their observations:
 - demands of the occupation versus the training received
 - what was learned in the program with respect to the knowledge yet to be acquired
 - relevance of aspects of the training with respect to reality, etc.
- Presenting a summary of their observations during group discussions.
- Producing a self-evaluation report and discussing it with the teacher.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

INSTRUCTIONAL GUIDELINES

The teacher should:

- Set up a system for ensuring the selection and evaluation of different establishments in which practicums may be organized.
- Set up a system for ensuring that the school assumes responsibilities concerning the negotiation and signing of agreements with the establishments selected for practicums.
- Establish conditions for support required for the practicum:
 - cooperation with education professionals
 - cooperation with partners from the world of work
- Set up a system for organizing practicums that enables students to make observations in both types of establishments (i.e. in interior decorating and display) and to spread a practicum out over an entire session, if desired.
- Make observation grids or questionnaires to be provided to students.
- Set up a system enabling the teacher to follow a student's progress in a practicum, to establish continual contact with the establishment, to make required modifications to the practicum and to obtain comments from the firm concerning the student's behaviour and attitudes.
- Be available to discuss the observations in the summary and the students' self-evaluation reports.

PARTICIPATION CRITERIA

PHASE 1:

- Obtain a thorough understanding of the practicum objectives, procedures and requirements.
- Learn about the purpose of the various observation aids provided and the procedures for using them.
- Analyze carefully information about the profile of firms to be visited.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 2:

- Keep a neat, clean appearance during visits to firms.
- Consistently fill out the observation sheets and questionnaires on:
 - the firm
 - types of production
 - the organization of the firm
 - duties performed there
 - work procedures and techniques
- Attend work meetings or meetings between the clientele and personnel.
- Be polite and adopt a positive attitude in dealings with firm personnel.
- Make a detailed list of observations.

PHASE 3:

- Express their opinion on the relevance of what was learned in the program with regard to the reality of the occupation.
 - Discuss the self-evaluation report.

SECOND-LEVEL OPERATIONAL OBJECTIVE

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. Describe their expectations and apprehensions about the practicum.
2. Ensure that they completely understand how to read a situational objective.

Before undertaking the activities of Phase 2:

3. Ensure that they understand the procedures in the practicum and the methods for using various observation aids.
4. Find out health and safety measures to be taken.
5. Be attentive and observe carefully.
6. Understand the importance of a positive attitude and effective communication during the practicum.

Before undertaking the activities of Phase 3:

7. Select information gathered during visits to firms in the industry for inclusion in a summary.
8. Determine a method for presenting the selected information.
9. Determine the observable aspects and the corresponding criteria required for the evaluation of their time spent in the industry.

MODULE 18: PROJECT MANAGEMENT

SIMCA: QBM-281

SESAME: 977-182

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **manage a project** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Based on a decorating or display project and corresponding tenders. The project description includes the technical plan of the project, sketches, colour harmonies and samples, that is, all the information and specifications required to prepare a project schedule and specifications.
- Using the necessary references (e.g. catalogues, class notes, technical manuals and sample sheets, contracts and tenders)

GENERAL PERFORMANCE CRITERIA

- Quality of documents prepared:
 - neat presentation
 - clear, precise information
- File containing all required documents, presented in logical order

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|---|
| A. Prepare an offer of service. | <ul style="list-style-type: none"> - Quality of the presentation of the offer - Presence of the following elements: <ul style="list-style-type: none"> • description of the project • estimated budget • scope of the services • preliminary schedule • fees and additional costs • terms of payment |
| B. Prepare specifications for a project using sample specifications. | <ul style="list-style-type: none"> - Information presented in chronological order - Concise description of the project - Realistic and accurate estimate of costs of materials and labour - General clauses relevant and clearly stated - Quality of the presentation of the document - Presence of relevant complementary documents (e.g. plans, sketches and sample boards) |
| C. Examine a simple contract for a project. | <ul style="list-style-type: none"> - Identification of the main elements of a contract |
| D. Be familiar with work supervision. | <ul style="list-style-type: none"> - Realistic description of work supervision activities |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to prepare an offer of service (A):

1. Describe the purpose and main components of an offer of service.
2. Produce estimates of production costs for various display or decorating projects.
3. List the characteristics and essential elements of a clearly defined mandate.
4. Determine a work schedule for a display or an interior decorating project.
5. Calculate the fees related to doing a project.
6. Learn about the various terms of payment generally proposed in an offer of service.
7. Describe the main characteristics of the format of an offer of service.

Before learning how to prepare specifications for a project using sample specifications (B):

8. Describe the purpose of specifications for a display or decorating project.
9. Distinguish between an offer of service and specifications of a project.
10. Describe the components of specifications and the type of information corresponding to each of these components.
11. Estimate the costs of materials and labour required to do a project.
12. Be familiar with the general clauses normally contained in specifications.
13. Describe the main characteristics of the format of specifications.
14. Determine the documents to be attached to specifications.
15. Describe the purpose of a call for tenders and list its components.
16. Determine the procedures for publishing and issuing a call for tenders.
17. Use electronic spreadsheet software (EXCEL).

Before learning how to examine a simple contract for a project (C):

18. Define the concepts of contract, right, obligation, and legal responsibility and recourse.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to be familiar with work supervision (B):

19. Explain the importance of supervising work done on a project.

MODULE 19: INTRODUCTION TO COMPUTER-ASSISTED DRAFTING

SIMCA: QBM-282
SESAME: 977-194

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **produce computer-assisted drawings** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Based on a scale plan for an interior decorating project including:
 - a description of the rooms
 - dimensioning and necessary specifications
 - furniture and accessories previously placed on the plan
- For example: main entrance, kitchen, dining room, windows, French doors, complete furnishings, colours and textures
- Plan and elevations must include at least one covered window, simple furniture and some accessories
- Using a work station including:
 - a personal computer or network terminal
 - a colour or monochrome screen (15-inch)
 - a drawing table, pen or mouse
 - a printer or plotter
 - the software program POWERDRAW

GENERAL PERFORMANCE CRITERIA

- Proper use of the system
- Drawings in accordance with the proposed model and instructions
- Observance of time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|---|---|
| <p>A. Explain the function of the components of the CAD system and their uses.</p> | <ul style="list-style-type: none"> - Exact list of all system components - Use of proper terminology - Accurate description of the main functions of each component - List of main characteristics of the components - Exact description of how the network functions: <ul style="list-style-type: none"> • use of the printer |
| <p>B. Demonstrate the method for using the permanent menu functions and the commands and sub-commands corresponding to each function.</p> | <ul style="list-style-type: none"> - Proper use of requested functions - Proper use of requested commands with the mouse and with the keyboard - Choice of appropriate scale |
| <p>C. Produce a layout of the rooms in the project.</p> | <ul style="list-style-type: none"> - Observance of interior and exterior dimensions of the plan - Openings added in accordance with plan |
| <p>D. Place the furniture and accessories on the layout of the rooms.</p> | <ul style="list-style-type: none"> - Proper use of bank of images - Proper procedure for drawing furniture elements and storing these images in the bank - Arrangement of the furniture and accessories in accordance with layout - Observance of the scale |

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

E. Add textures and colours to the floor plan, if applicable.

- Proper use of the necessary program functions
- Textures and colours reproduced accurately in the proper places, where applicable

F. Produce the plan and wall elevations of the room.

- Choice of correct scale
- Reproduction of the main wall elements:
 - openings
 - adjacent furniture and accessories
 - texture and colour, if applicable
- Drawing in accordance with plan specifications and instructions

G. Add dimensions and a title block to the plans made.

- Thorough, exact recording of dimensions in the proper places
- Title block containing requested information
- Quality of layout

H. Print the views.

- Use of the proper function
- Clean, clear printing

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to explain the function of the components of the CAD system and their uses (A):

1. Describe briefly the main steps in the evolution of computer-assisted drafting.
2. Identify various types of computer-assisted drafting systems and describe their uses.
3. Explain the circumstances that call for the use of computer-assisted drafting in interior decorating and display.
4. Describe the characteristics of the components of the system used.
5. Set up the work station according to ergonomic principles.
6. Adopt the proper work posture.
7. Take safety measures for eye protection.
8. Use and maintain properly the elements of the system.

Before learning how to demonstrate the method for using the permanent menu functions and the commands and sub-commands corresponding to each function (B):

9. Turn on the system.
10. Use the disk operating system of the computer.
11. Access the drafting program.

Before learning how to produce a layout of the rooms in the project (C):

12. Determine the correct scale for a job.
13. Display a set of coordinates on screen.
14. Display the dimensions of an object drawn.
15. Identify the draw function for making a layout.
16. Reproduce various geometric figures.
17. Take into account the thickness of walls (interior and exterior dimensions) when reproducing geometric figures.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to place the furniture and accessories on the layout of the rooms (D):

18. Determine the necessary tools for drawing furniture and accessories.
19. Draw different furniture and accessories in detail.
20. Create a bank of scale drawings of furniture and accessories.
21. Use the commands and sub-commands required to put furniture and accessories on a layout.

Before learning how to add textures and colours to the floor plan, if applicable (E):

22. Use the commands and sub-commands required to add texture to a drawing.

Before learning how to produce the plan and wall elevations of the room (F):

23. Use a bank of images.
24. Convert a drawing done previously from one scale to another.

Before learning how to add dimensions and a title block to the plans made (G) and how to print the views (H):

25. Use the layer functions for superimposed work.
26. Determine the tools required to dimension a file.
27. Use the text function of the program.

MODULE 20: MANNEQUINS AND DISPLAY UNITS

SIMCA: QBM-283
SESAME: 977-203

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply techniques for using mannequins and display units** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Based on previous designs for windows or interior displays and on instructions concerning:
 - orientation of the display
 - clothing to be used
 - fastening points for the mannequins
 - various presentation techniques
- Using the required tools, fasteners, primary materials, clothing and accessories

GENERAL PERFORMANCE CRITERIA

- Proper use of methods and techniques
- Quality of installations
- Absence of damage to clothing or mannequins
- Solid, safe display
- Speed of execution
- Quality of finish and presentation
- Desired visual impact achieved

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Choose the presentation material.

- Proper, thorough installation of mannequins, wigs, dividers, wires, fasteners, pins, display units, decorative accessories, etc.:
- according to the style of the presentation
- according to the site and the surroundings
- Harmony of colours and textures

B. Pin and fold clothing or other articles.

- Proper use of folding and pinning techniques
- Neat and intact merchandise
- Stable, safe installation
- Impeccable finish

C. Hang up the merchandise.

- Proper use of hanging techniques using wire
- Intact merchandise
- Stable, safe installation
- Impeccable finish

D. Use various display units.

- Proper use of the display unit or units
- Proper use of folding and pinning techniques
- Inclusion of all elements
- Impeccable finish

E. Assemble the mannequin or mannequins.

- Proper use of various devices for fastening mannequin parts
- Careful handling of mannequin parts
- Logical order of assembly
- Cleaning of the mannequin

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

F. Dress the mannequin or mannequins.

- Choice of clothing according to the mannequin's size
- Consideration of planned fastening systems
- Mannequins dressed in logical, practical order
- Cleanliness of clothing according to style and orientation of the mannequins
- Movement and drape of the clothing
- Impeccable finish

G. Style the hair of the mannequin or mannequins.

- Choice of hairstyle suited to the style of presentation
- Proper use of techniques for preparing, putting on and styling the wig

H. Install the mannequin or mannequins.

- Location of mannequin in accordance with:
 - the composition of the presentation
 - the clothing style
 - the silhouette and movement of the mannequin
- Stability of installation

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
I. Maintain the mannequin or mannequins in proper condition.	- Observance of techniques for touching up mannequins - Observance of techniques for cleaning mannequins - Proper storage of mannequins and accessories - Consideration of usual precautions: • protecting the head • identification of parts of the mannequin • protection from falls - Absence of damage to the mannequin

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to choose the presentation material (A):

1. List the main categories of mannequins.
2. Describe the sub-categories and various types of mannequins.
3. Identify the different types of display units.
4. Describe the categories of wires, pins and fasteners.

Before learning how to pin and fold clothing or other articles (B):

5. Identify the different folding techniques.
6. Describe pinning techniques.

Before learning how to hang up the merchandise (C):

7. Describe the different techniques for hanging with wire.
8. Choose types of fasteners suitable for the ceiling and the elements to be hung.
9. Assemble the items for the project.

Before learning how to use various display units (D):

10. Recognize different types of display units.
11. Explain the use of each display unit.
12. Adjust the display unit to the suitable height.
13. Use the pinning technique suitable for the selected type of display unit.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to assemble the mannequin or mannequins (E):

14. Identify the different fastening mechanisms for the components of various types of mannequins.
15. Determine the order of assembly for each type of mannequin.
16. Handle with care the various parts of a mannequin.
17. Show concern for keeping the mannequin clean.
18. Clean a mannequin carefully.

Before learning how to dress the mannequin or mannequins (F):

19. Choose the clothing that approximately corresponds to a mannequin's size.
20. Evaluate by sight the cleanliness and general state of selected clothing.
21. Determine the order of dressing the mannequin.
22. Take into consideration the planned fastening systems when dressing the mannequin.
23. Determine the criteria for evaluating the quality of the dressing of a mannequin.
24. Describe the techniques for adjusting clothing according to the location of the mannequin and the angle of vision presented by the visual presentation.

Before learning how to style the hair of the mannequin or mannequins (G):

25. Describe the components of a wig.
26. Recognize different styles of wigs.
27. Describe the different types of wig fasteners and how they are used.
28. Describe the method for maintaining these tools and accessories.
29. List the main products related to hairstyling and describe their properties and method of application.
30. Determine the criteria for evaluating the quality of a mannequin's hairstyle.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to install the mannequin or mannequins (H):

31. Select the tools required to install mannequins and describe how to use them.
32. Select the materials and fastening elements required to install a mannequin.
33. Determine the location of mannequins according to the type of visual presentation.
34. Evaluate the stability of the required installation according to the type of visual presentation.

Before learning how to maintain the mannequin or mannequins in proper condition (I):

35. Describe the properties and method of use of the main products for cleaning and touching up mannequins
36. Anticipate the reaction between these products and the surfaces of various types of mannequins.
37. Describe the precautions to take in order to avoid damaging a mannequin when storing it.
38. List the recommended room conditions for storing mannequins.

MODULE 21: LIGHTING TECHNIQUES

SIMCA: QBM-284

SESAME: 977-212

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **determine the proper lighting for a specific project** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Based on predetermined display or interior decorating projects and the necessary instructions
- Using the necessary documents and catalogues
- Using the proper lighting elements and tools

GENERAL PERFORMANCE CRITERIA

- Lighting in accordance with project data and instructions
- Observance of health and safety rules

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Analyze the data related to the proper lighting for the project.	- Summary of variables to be taken into consideration: • function of the room or visual presentation • desired mood • project elements to be illuminated • dimensions of the space to be illuminated
B. Read and understand the electrical diagram of the project.	- Proper understanding of the main symbols, such as: • outlets • switches - Accurate estimate of circuit capacity
C. Determine the proper lighting zones for the project.	- Lighting zones according to previously analyzed variables
D. Choose the lighting elements.	- Systematic consultation of suppliers' catalogues - Proper choice of: • bulbs • lights • colour filters • accessories
E. Install the lighting elements (display project).	- Meticulous inspection of the operating condition of lighting elements - Safe handling of bulbs and lights - Observance of method for installing lights
F. Adjust the lighting.	- Proper orientation of the beams - Conformity with information contained in order
G. Evaluate the quality of the lighting of a project.	- Relevant recommendations and comments

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to analyze the data related to the proper lighting for the project (A):

1. Identify the characteristics of the main light sources and the main types of light beams.
2. Describe the effects of different light sources on the colour of an object or a surface.
3. Explain the various techniques for highlighting an object using light.
4. Explain how light influences the mood of a room.
5. List the main variables to take into consideration during research for a lighting project.
6. Determine the sources of information to be consulted for such research.

Before learning how to read and understand the electrical diagram of the project (B):

7. Describe the instalment and operation of series, parallel and series-parallel electrical circuits.
8. Read the electrical diagram of a project.
9. List the health and safety measures to be observed when working on an electrical circuit.
10. Locate the protective systems on an electrical circuit.

Before learning how to determine the proper lighting zones for the project (C):

11. List the factors for determining the appropriate lighting zones for a specific project.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to choose the lighting elements (D):

12. Describe the main characteristics in the manufacture and use of the main types of lights and their accessories.
13. Check the operation of a light.
14. Describe the characteristics of the manufacture and use of various types of bulbs and tubes.
15. Handle and clean various types of bulbs and tubes using the proper technique.
16. Calculate the light intensity required to illuminate various zones and elements of a given space.
17. Determine the conditions for using various bulbs.
18. Choose the bulb or tube suited to a particular light.
19. Determine the capacity of an electrical circuit with respect to the number of lights that may be installed on it.

Before learning how to install the lighting elements (display project) (E):

20. Choose the tools and materials required to install various types of lights.
21. Determine the exact location of various lights intended to illuminate a given project.
22. Inspect work prior to installing lights.
23. Inspect on the worksite the condition and capacity of the circuit or circuits of a project.

Before learning how to adjust the lighting (F):

24. Use adjustment devices for various types of lights.
25. Determine the lighting adjustments (screening) according to the desired effect.

Before learning how to evaluate the quality of the lighting of a project (G):

26. Determine the criteria required for judging the quality of lighting on a project.
27. Determine the minor touchups to be made to lighting on a project in order to make it conform to the original order.

MODULE 22: DOOR AND WINDOW TREATMENT TECHNIQUES

SIMCA: QBM-285

SESAME: 977-222

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply door and window treatment techniques** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Based on learning contexts in which the following elements are described:
 - objective data: e.g. dimensions of the room and openings, types of openings (doors and windows), style of the room, colours and particular problem elements
 - subjective data: e.g. the client's tastes
- Using the required plans and technical drawings
- Using catalogues and suppliers' calculation tables

GENERAL PERFORMANCE CRITERIA

- Pertinent analysis of data related to various learning contexts
- Proper use of research techniques
- Observance of principles of harmonizing colours
- Quality of proposed solutions:
 - conformity with the objective data
 - conformity with the subjective data
 - client's satisfaction
- Relevant arguments in support of the proposals
- Accurate calculations

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Describe the factors to be taken into consideration when covering a door or window.

- B. Choose a number of ways of covering an opening as well as the corresponding hardware.

- C. Calculate the cost price of the proposals in the first selection.

- D. Present the proposal considered the most advantageous.

SPECIFIC PERFORMANCE CRITERIA

- Complete description of pertinent factors, such as:
 - predominant room style
 - main uses of the room and the opening
 - desired mood and effects
 - client's preferences
 - budget
 - maintenance

- List of the main sources of information
- Pertinence and quality of the choice:
 - harmony with room style, colours and textures
 - consideration of the dimensions and orientation of the room
 - harmony of dimensions, lines and shapes
 - conformity with subjective information contained in order
 - observance of budget constraints
- Correct choice of hardware

- Realistic estimate of the costs according to the following elements:
 - materials chosen
 - surface to be covered
 - accessories
 - hardware
 - installation time

- Clear and pertinent reasons for the selected proposal

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to describe the factors to be taken into consideration when covering a door or window (A):

1. Describe the features of the main types of openings in architecture.
2. Describe the probable effect of various types of openings on room design and decoration.
3. State the purpose of covering doors and windows.
4. Explain the importance of taking into consideration colours and the dominant style of a room when covering doors and windows.
5. Analyze the effect of various types of door and window treatment on the mood of a room.
6. Explain the importance of taking into consideration the function of a room when covering its openings.

Before learning how to choose a number of ways of covering an opening and the corresponding hardware (B):

7. Describe the main types of curtains and the fabrics used to make curtains.
8. Describe the main types of blinds and the materials used to make blinds.
9. Aside from curtains and blinds, list other ways of covering the different openings of a room.
10. Consult the main sources of information available about window and door treatment.
11. Describe how hardware elements are made and used.
12. Summarize the objective and subjective data to be taken into consideration when choosing window and door treatment.
13. Comply with the data related to covering the openings of a room.
14. List criteria for evaluating the aesthetics and harmony of the covering of an opening.
15. Evaluate by sight the aesthetics and harmony of the covering of an opening.
16. Describe the style, features and installation of various accessories for door and window treatment.
17. Choose the accessories suited to different window and door treatment.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to calculate the cost price of the proposals in the first selection (C):

18. List the elements to be taken into consideration when estimating the cost of covering windows and doors.
19. Describe the main techniques for making door and window treatment and the costs entailed.
20. Consult the table of costs for a particular project.

Before learning how to present the proposal considered the most advantageous (D):

21. Judge to what extent a particular proposal corresponds to the original data of a request.
22. Prepare the supporting arguments for demonstrating the advantages of one proposal over another.
23. Pay attention to the client's reactions during the presentation of the proposals.

MODULE 23: VISUAL PRESENTATION FOR THE MEDIA

SIMCA: QBM-286

SESAME: 977-233

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
do a visual presentation project for the media
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Following precise instructions
- Based on a simple in-studio project such as a photography session, or the filming of a video or television program. The entire project is to be designed by the studio's art department.
- Using production specifications and the script, where applicable
- Using the necessary tools and materials

GENERAL PERFORMANCE CRITERIA

- Complete conformity with data in the specifications and with the script, where applicable
- Quality of set elements according to requirements concerning stability, mobility and film shots
- Efficient organization of work
- Observance of time limits
- Observance of health and safety rules

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Analyze the data in the production specifications and the script, where applicable.	- Complete analysis of the following data: • general dimensions to be observed • number of plans • type and function of sets (designs) • planned movement (of the camera, elements of decor and characters) • colours • forms • arrangement of merchandise (where applicable) • viewpoints
B. Determine the technical data required to make elements of the visual presentation.	- Exact preparation of technical plans for set elements - Exact calculation of required quantities of materials - Exact estimate of production costs (where applicable)
C. Plan the overall production.	- Efficient organization of time according to established production deadlines - Proper set-up of the work site: • materials • tools • safety measures

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

D. Prepare the materials and elements of decor for the project.

E. Make the visual presentation for the project.

F. Evaluate the quality of the finished work.

SPECIFIC PERFORMANCE CRITERIA

- Concern for efficiency and observance of health and safety rules in preparatory work
- Proper use of work techniques required to make elements of decor
- Conformity with specifications for materials concerning:
 - type
 - dimensions, etc.
- Proper preparation of work site
- Proper use of work techniques
- Merchandise used kept intact
- Conformity with project data
- Merchandise shown to advantage and theme respected
- Aesthetic quality of the presentation
- Concern for the satisfaction of the art department
- Determination of the proper evaluation criteria
- Accurate evaluation

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to analyze the data in the production specifications and the script, where applicable (A):

1. Identify the various media in which the display designer may practise the occupation and the various types of corresponding visual presentations that may be made.
2. Be familiar with the terminology for making visual presentations for the media.
3. Determine the key elements in the model or script that should be taken into consideration when making and installing elements of a visual presentation.
4. Explain the impact of these key elements on the choice of materials and techniques used in making presentation elements.

Before learning how to determine the technical data required to make elements of the visual presentation (B):

5. Prepare for approval the preliminary plans for the set elements to be made.
6. Calculate the required quantities and costs.
7. Pay close attention to the technical details provided by the team in charge of designing the project.

Before learning how to plan the overall production (C):

8. Estimate the time required to perform the work.
9. Determine the chronological order of the steps involved in making and assembling set elements.

Before learning how to prepare the materials and elements of decor for the project (D):

10. Arrange the work area carefully, efficiently and safely.
11. Choose the materials and tools required to do the project.
12. Ensure that preparatory work is done safely and efficiently.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to make the visual presentation for the project (E):

13. Consult the people in the work team.
14. Do all of the project as it was presented.
15. Pay special attention to the cleanliness of the accessories and of the set elements when handling them and ensure that they are kept intact.

Before learning how to evaluate the quality of the finished work (F):

16. Determine the criteria required to evaluate the quality of work done.
17. Determine the minor touchups that would improve the presentation.

MODULE 24: ADVANCED RESIDENTIAL INTERIOR DECORATING PROJECT

SIMCA: QBM-287
SESAME: 977-248

Duration: 120 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
do an advanced residential interior decorating project
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Project for decorating one floor of a home, including a kitchen, adjoined dining room and living room, enclosed bathroom, and two bedrooms
- Based on a file containing all the data of the order:
 - subjective data (e.g. room functions, clients' preferences and expectations concerning furniture and accessories)
 - objective data (e.g. a complete list of measurements of all rooms, furniture and accessories to be included in the project, built-in furniture to be designed and budget)
- Calculating labour costs based on a proposal of standard costs
- Using samples, catalogues and architectural standards for the necessary furniture
- Using the necessary material, such as pencils, squared paper, scissors and glue

GENERAL PERFORMANCE CRITERIA

- Quality of communication with clients (in the simulation)
- Quality of the submitted project:
 - conformity with initial data
 - client's satisfaction

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Analyze the subjective and objective data of the file.

- List in chronological order of the main steps in the project
- Preliminary choice of suppliers suited to the project data:
 - client's expectations
 - room dimensions
 - budget

B. Make sketches of the floor plan of the rooms.

- Preparation of three or four plan and elevation sketches drawn to scale of the rooms
- Conformity with objective data:
 - dimensions and layout of the rooms
 - dimensions of the furniture to be kept and of preselected furniture
- Quality of the floor plan

C. Make elevation drawings of built-in furnishings.

- Suitable drawings and details
- Quality and neatness of the drawings

D. Make a perspective sketch of the rooms in the project.

- Quality of the sketch:
 - precision of lines
 - proper location of selected views, vanishing points and station point
 - observance of selected scale

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

E. Determine the colour harmony to be used in the project.

- Proper choice of materials:
 - floor, ceiling and wall coverings
 - window coverings
 - furniture upholstery (where applicable)
- Proper choice of lighting and decorative accessories
- Quality of harmony of colours and materials
- Conformity with project data
- Proper preparation of elements related to colour, such as:
 - mounting of colour samples
 - plan of finishes and materials
 - specifications and tables
 - lighting plan
- Calculation of approximate quantities and cost of required materials

F. Explain to the client the key points of the submitted proposal.

- Clear and relevant elements supporting the proposal
- Suitable changes or rectifications made to the basic proposal

G. Prepare the final estimate of project production costs.

- Presence of the following elements:
 - exact quantity of materials
 - suitable cost of materials
 - suitable cost of labour

H. Determine the chronological order and production deadline of each step in the project.

- Consideration of delivery dates for orders
- Consideration of the availability of sub-contractors and of the duration of the work
- Logical sequence of steps
- Realistic estimate of the time required to do the project

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to analyze the subjective and objective data of the file (A):

1. Differentiate between an advanced and a simple residential interior decorating project.
2. Compile all the objective and subjective data related to the project.
3. Be attentive and respectful when meeting with a client.

Before learning how to make sketches of the floor plan of the rooms (B):

4. List the elements to be taken into consideration when making sketches.
5. Determine the proper scale for making a floor plan of the project and make the necessary conversions.
6. Consult the book of architectural standards for built-in furnishings.
7. Consult the furniture catalogues and specifications sheets corresponding to the main manufacturers and suppliers.
8. Determine the criteria for selecting mobile and built-in elements based on how they are constructed, used and maintained.
9. Compare the quality-price ratio of different elements of decor.
10. Explain how to put into practice layout and decorating principles for a home or a group of adjoining rooms.

Before learning how to make elevation drawings of built-in furnishings (C):

11. Determine the type of technical drawings to be done for constructing a built-in furnishing element.

Before learning how to make a perspective sketch of the adjoining rooms in the project (D):

12. Determine the most appropriate station point or points for a room.
13. Reproduce the effects of texture, volume, shadow and light.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to determine the colour harmony to be used in the project (E):

14. List the elements of some rooms to be taken into consideration when determining the colour harmony.
15. Consult various information sources for window and surface coverings, furniture upholstery and lighting.
16. Determine the method for checking whether all the data of a request have been taken into consideration.
17. Plan the layout and format of colour boards.

Before learning how to explain to the client the key points of the submitted proposal (F):

18. Prepare the supporting arguments for the proposal.
19. Be receptive to and show respect for a client's reactions.
20. Take into consideration the client's comments when modifying the proposal.
21. Explain the changes made to the basic design.
22. Show concern for the client's satisfaction.

Before learning how to prepare the final estimate of project production costs (G):

23. Consult various sources of information and various resource people for the estimate of the cost of a project.

Before learning how to determine the chronological order and production deadline of each step in the project (H):

24. Determine the delivery dates for various elements required for the project.
25. Determine the availability of sub-contractors and the approximate duration of the work they are to do.
26. Evaluate the logic of the sequence of the steps in the project.

MODULE 25: ADVANCED WINDOW DISPLAY PROJECT

SIMCA: QBM-288
SESAME: 977-256

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **do an advanced window display project** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Based on a learning context simulating a meeting with a client. An advanced project requires the following elements:
 - full-length enclosed or open window
 - the making of elements of decor and the use of mannequins
 - the use of medium-sized or large objects (e.g. furniture, clothing and accessories)
 - the use of objects in the context of a particular theme
- Using the necessary tools and materials

GENERAL PERFORMANCE CRITERIA

- Proper application of the main work techniques
- Quality of finished window display:
 - balance between the functional and aesthetic aspects
 - conformity with the data of the order and the theme
- Observance of time limit and budget constraints
- Observance of health and safety rules

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|--|
| A. Compile all the data related to the project. | <ul style="list-style-type: none"> - Thorough compilation of all objective data: <ul style="list-style-type: none"> • type of products (merchandise) • theme • characteristics of site • time and budget constraints - Thorough compilation of all subjective data: <ul style="list-style-type: none"> • client's expectations • ideas and values to be conveyed |
| B. Do research on a theme. | <ul style="list-style-type: none"> - Elements related to theme: <ul style="list-style-type: none"> • main ideas and values • choice of materials and colours (decor) • choice of merchandise and accessories • composition style related to theme - Rigorous method of research |
| C. Design the project and make a technical drawing of it (quick method). | <ul style="list-style-type: none"> - Design in accordance with the main objective and subjective data and the theme - Schematic and perspective rendering of the project - Aesthetic quality of the design |
| D. Prepare specifications for the work. | <ul style="list-style-type: none"> - List in chronological order of the main steps in the project - Determination of all necessary materials and elements - Realistic estimate of production costs |

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

E. Present the proposal and specifications and justify them.

- Clear and pertinent justification of the proposal and costs
- Relevance of the links made between aspects of the order and characteristics of the project

F. Prepare the materials and elements of decor of the project.

- Concern for efficiency and observance of health and safety rules during preparatory work
- Proper use of necessary work techniques, such as:
 - construction of the mannequins
 - making of the decor
- Conformity with specifications for materials, concerning:
 - type
 - dimensions

G. Make the visual presentation for the window display.

- Proper preparation of site
- Proper use of work techniques
- Merchandise used kept in its original condition
- Conformity with data of order
- Merchandise featured and theme respected
- Aesthetic quality of the presentation
- Client's satisfaction
- Proper lighting of the window display

H. Evaluate the quality of the finished work.

- Determination of the proper evaluation criteria
- Accurate evaluation

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to compile all the data related to the project (A):

1. Use their knowledge to describe the characteristics of a window display, choose merchandise and describe the client's expectations.
2. Describe the characteristics of different types of clothing and those of the target clientele generally associated with them.
3. Listen attentively to the client.
4. Ask the client questions to identify clearly his or her expectations concerning the window display.

Before learning how to do research on a theme (B):

5. Summarize the characteristics of a target clientele in the analysis of the market study.
6. Make several versions of the same idea or design for a window display.
7. Identify the main styles and trends in fashion.
8. Relate various suitable materials to styles and trends in fashion.
9. Anticipate the psychological effects of different colour harmonies.
10. Choose the accessories that might harmonize with the main merchandise of a visual presentation.

Before learning how to design the project and make a technical drawing of it (quick method) (C):

11. Apply principles of composition in space while observing visibility zones of a window display.
12. Give priority to health, safety and aesthetics from all angles when making an open window display.
13. Produce perspective drawings of various window display designs.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to prepare specifications for the work (D):

14. List the type of information to be described in specifications.
15. Estimate the work required to do the window display.

Before learning how to present the proposal and specifications and justify them (E):

16. Analyze a proposal in order to isolate the main aspects of the presentation and make the supporting arguments.
17. Communicate their proposal with clarity and conviction.

Before learning how to prepare the materials and elements of decor of the project (F):

18. Distinguish between the work to be done in the workshop and the work to be done in the window.
19. List in logical order the different steps entailed in making a window display efficiently.
20. Ensure that the tools and materials are available in sufficient quantity.
21. Set up the work site.

Before learning how to make the visual presentation for the window display (G):

22. Take down an existing window display, carefully separating the elements to keep from those to throw away.
23. Determine the order of installation of various elements making up the window display and the corresponding work techniques.
24. Work safely.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to evaluate the quality of the finished work (H):

25. Evaluate by sight the quality of the composition of a window display.
26. Be receptive to comments and criticisms concerning a personal project.
27. Make touch-ups to a window display following the evaluation.

MODULE 26: GRAPHIC REPRODUCTION AND LETTERING TECHNIQUES

SIMCA: QBM-289

SESAME: 977-265

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use basic graphic reproduction and lettering techniques** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Following instructions
- Based on a simple project for a model or a poster
- Using dry-transfer letters or letters drawn freehand, enlargement of graphic elements and a silk-screen reproduction of the model
- Using all necessary instruments, and primary and finish materials

GENERAL PERFORMANCE CRITERIA

- Proper use of simple graphic reproduction and lettering techniques and instruments
- Quality of work:
 - no smudges
 - cleanliness and neatness
 - conformity with shapes
- Observance of time limits

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|---|---|
| A. Match different types of lettering with different types of display projects. | <ul style="list-style-type: none"> - Choice relevant to project characteristics: <ul style="list-style-type: none"> • style of letters • dimensions of the lettering • base used • materials used |
| B. Do lettering using dry-transfer letters. | <ul style="list-style-type: none"> - Quality of the composition - Readability of the characters - Adhesion to the base - Quality of the transfer - Quality of the finish |
| C. Do freehand lettering. | <ul style="list-style-type: none"> - Quality of the composition - Readability of the characters - Speed of execution - Quality of the finish |
| D. Do lettering using templates. | <ul style="list-style-type: none"> - Choice of appropriate templates - Quality of composition - Readability of the characters - Quality of the lettering |
| E. Reproduce various simple graphic elements using a stencil. | <ul style="list-style-type: none"> - Absence of smudges - Use of the proper quantity of colour - Observance of principles of reproducing graphic elements in various colours |
| F. Reproduce various simple graphic elements using an opaque projector. | <ul style="list-style-type: none"> - Quality of the reproduction |

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

G. Reproduce monochromatic graphic elements using silk-screen printing.

**SPECIFIC PERFORMANCE
CRITERIA**

- Thorough application of the silk-screen process using glue
- Quality of the impression:
 - conformity with the shape to be reproduced
 - no smudges
 - uniformity of the proofs

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to match different types of lettering with different types of display projects (A):

1. List the main types of characters used in lettering.
2. Describe the materials used in lettering.
3. Observe the aesthetic harmony and the theme of a visual presentation when choosing a type of lettering.

Before learning how to do lettering using dry-transfer letters (B):

4. Plan the layout in the space provided for lettering for a visual presentation.
5. Draw guide lines suited to the type and dimensions of the lettering to be made.
6. Prepare various surfaces before applying dry-transfer letters.
7. Describe the properties of fixative sprays and the method for using them.

Before learning how to do freehand lettering (C):

8. Plan the layout and dimensions of lettering and draw the proper guide lines.
9. Sketch the outline of the letters, observing the allotted space.
10. Use the brush technique corresponding to the type of medium used.

Before learning how to do lettering using templates (D):

11. Plan the layout and dimensions of lettering and draw the proper guide lines.
12. Identify the different templates.
13. Show concern for neatness and precision.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to reproduce various simple graphic elements using a stencil (E):

14. Draw on the stencil the graphic element to be reproduced.
15. Cut out the shape of the graphic element using the proper tool.
16. Describe the technique for using an airbrush to apply colour.
17. Use the spattering technique to apply colour.

Before learning how to reproduce various simple graphic elements using an opaque projector (F):

18. Describe the characteristics and method of use of the opaque projector.
19. Make a sketch of the graphic element to be reproduced.

Before learning how to reproduce monochromatic graphic elements using silk-screen printing (G):

20. List the possible uses of silk-screen printing in display and interior decorating.
21. Describe the technique for using a sign-maker before doing silk-screen printing.
22. Describe the operation and method of use of tools used in silk-screen printing.
23. Describe the characteristics of basic materials used in silk-screen printing.
24. Block out silk properly using a mix according to the type of reproduction to be done.
25. Clean a screen for re-use.

MODULE 27: INTERPERSONAL RELATIONSHIPS IN THE WORKPLACE

SIMCA: QBN-281
SESAME: 977-274

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to
develop interpersonal relationships in the workplace.

SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the main cognitive and affective aspects of communication.
- Develop communication skills with the client in their role as sales clerks or display and interior decorating consultants.
- Develop the skills necessary for teamwork and for establishing cooperation.

LEARNING CONTEXT

PHASE 1: Learning About Communication

- Discussing communication as a human phenomenon and defining its main aspects.
- Learning about the different models for the communication process and different forms of communication.
- Discussing the mechanisms for explaining how certain attitudes and behaviours can favour or hinder communication.
- Evaluating their own communication skills and discussing the personal objectives to be followed in order to facilitate communication with others.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Using Communication Techniques Related to Sales

- Learning about the main characteristics of a relationship whose focus is selling elements of decor, or display or interior decorating designs.
- Learning about the main steps in a sales interview.
- Experimenting with various techniques related to greeting and initiating contact with a client.
- Paying careful attention to the client's reactions, taking into account verbal and non-verbal language.
- Helping the client clearly state his or her needs and wishes.
- Presenting ideas, conveying information, making arguments and reacting to objections.
- Discussing the importance of establishing positive personal contact with the client and of adopting an attitude of respect and attentiveness toward the client.

PHASE 3: Using Techniques of Media Communication in Sales

- Establishing positive telephone contact with clients, suppliers, sub-contractors or co-workers.
- Becoming familiar with sales pitches that may interest a client in a service or product.
- Writing concisely the main sales pitches for a service, design or product.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 4: Applying Teamwork Techniques

- Learning about elements that favour cooperation in a work team (e.g. co-workers, sub-contractors).
- Discussing attitudes and behaviours that favour teamwork in the workplace.
- Questioning their own attitudes and behaviours in a work team.
- Questioning their own feelings concerning teamwork and the type of influence they have in such circumstances.
- Forming cooperative relationships in a work team.
- Expressing their ideas clearly in such a situation.

PHASE 5: Evaluating Themselves

- Discussing the physical, intellectual, emotional, social, ethical and professional qualities that a sales person should have and the importance of these qualities in practising the occupation.
- Evaluating their own communication skills with clients and teammates.
- Setting personal goals to develop their own abilities in sales and interpersonal communication.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Recreate various learning contexts that reproduce as accurately as possible actual situations experienced when practising the occupation.
- Provide support and encouragement to students to enable them to explore new communication skills with confidence.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

- Ensure that the course does not become a series of psychotherapy or self-improvement sessions and that the focus is always on the field of display and interior decorating.
- Use a video camera. It is an instructional tool that enables students to observe themselves, to evaluate their own skills, attitudes and behaviour, and to see the progress they have made.

PARTICIPATION CRITERIA

PHASE 1:

- Learn about the definition of communication and its main components, and about factors that favour or hinder communication.
- Express their opinions appropriately on the information gathered and on the distinction to be made among various types of interpersonal relationships.
- Present a concise profile of their own communication skills.
- Present a brief overview of the personal goals they intend to pursue during the course.

PHASE 2:

- Learn about the main characteristics of communication in sales.
- Take part conscientiously and seriously in the exercises planned for this step in the learning process.
- Discuss their experience and knowledge acquired after each activity in this phase.
- Express their opinions appropriately on the main qualities of a relationship with a client.

PHASE 3:

- Take part conscientiously and seriously in the exercises planned for this step in the learning process.
- Evaluate realistically the effectiveness of a telephone conversation with a client.
- Describe briefly their personal style in telephone calls.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 4:

- Observe attentively how work teams function and discuss various observations they have made.
- Learn about the attitudes and behaviour that favour or hinder the development of a climate of cooperation in a work team.
- Present briefly how they perceive the role they play in a work team or in a work situation involving cooperation.
- Take part conscientiously and seriously in the exercises planned for this step of the learning process.

PHASE 5:

- Make as honest a summary as possible of the main knowledge acquired and the actual progress made during the course.
- Present clearly the goals related to communication in the occupation that they intend to pursue.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. Describe the importance of interpersonal communication in the fields of display and interior decorating.
2. Define the main components of interpersonal communication.
3. List the main models of communication and certain related bibliographical references.
4. Recognize certain attitudes and behaviours that favour or hinder communication.
5. Determine the procedure and criteria for evaluating their own communication skills.
6. Describe the characteristics of various types of interpersonal relationships.

Before undertaking the activities of Phase 2:

7. State sources of information about communication in sales.
8. Ensure that they have thoroughly understood the procedures for various activities planned in this phase of the module.
9. Be receptive to the information conveyed and comments made concerning their performance in the activities planned in this phase.

Before undertaking the activities of Phase 3:

10. Ensure that they have thoroughly understood the procedures of the various activities planned in this phase of the module.
11. Define the concept of communication via the media and describe the importance of this type of communication in the fields of sales, display and interior decorating.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 4:

12. Describe the importance of teamwork with respect to the occupations of display designer and interior decorator.
13. Analyze their own roles within the team.
14. Identify the concepts of cooperation and competition in teamwork.
15. Ensure that they have thoroughly understood the procedures of the various activities planned in this phase of the module.

Before undertaking the activities of Phase 5:

16. List the main physical, intellectual, emotional, social, ethical and professional qualities of a salesperson.
17. Agree to discuss as honestly as possible the profile of their communication skills and the related personal goals.

MODULE 28: JOB SEARCH TECHNIQUES

SIMCA: QBN-282

SESAME: 977-282

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply job search techniques** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually or with one or two colleagues
- Based on a personal profile
- Compiling a portfolio from a personal selection of jobs done: e.g. sketches, plans, sample boards and photographs of projects
- Referring to existing or possible jobs in the field of interior decorating and display

GENERAL PERFORMANCE CRITERIA

- Coherence and realism of the planned approach
- Quality of the résumé
- Clarity of the covering letter
- Proper description of job search and interview techniques

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Write a résumé and a covering letter.

B. Prepare a portfolio for presentation.

C. Prepare a job search plan.

D. Evaluate the realism of the job search plan.

SPECIFIC PERFORMANCE CRITERIA

- Quality of the document format
- Inclusion of the following information:
 - work experience
 - education and competence
 - personal information
 - activities
- Remarks pertinent to the job sought and the type of letter:
 - response to a job offer
 - application for a job
 - covering letter for a résumé
- Absence of mistakes
- Clarity of written expression
- Inclusion of the following elements:
 - 5 or 6 examples (minimum) of the student's work
 - the corresponding techniques
- Pertinence of the steps shown
- Logical order of the steps
- Accuracy of the evaluation
- Presence of the reasoning underlying the evaluation

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to write a résumé and a covering letter (A):

1. Make a personal profile.
2. Describe their personal, educational and work experience.
3. State the knowledge acquired through their personal, educational and work experience.
4. State the competencies developed through their personal, educational and work experience.
5. State their personality traits.
6. Prepare a personal profile taking into account the components of such a profile.
7. Describe their view of their future and list the essential values governing their choice of a job.
8. State a job or some jobs that correspond to their interests and values, based on occupational monographs.
9. Describe the requirements of the selected jobs.
10. Compare the requirements of jobs with the strengths and weaknesses identified in their personal profiles.
11. Assess the impact of their choices.
12. Explain to what extent job market constraints and possibilities affect their transition into the job market.
13. Explain how certain attitudes, behaviours and qualities favour or hinder their transition into the job market.
14. Define the attitudes to develop in a job search.
15. Describe job search techniques.
16. Describe the different types of résumés and covering letters.

Before learning how to prepare a portfolio for presentation (B):

17. Determine the elements that make up a portfolio.
18. Establish the selection of and presentation criteria for the various elements that make up a portfolio.
19. Select the elements of their portfolio.
20. Put together their portfolio.
21. Explain the composition of their portfolio.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to prepare a job search plan (C):

22. Identify the characteristics of an interview.
23. Become aware of the importance of certain attitudes and behaviours in a job interview.
24. Attend a simulated job interview.
25. Evaluate a job interview.
26. Determine the various steps in a job search plan.
27. List the people to contact, the sources to consult, the information to gather and the various possible means of finding a job.

MODULE 29: COMMERCIAL INTERIOR DESIGN

SIMCA: QBN-283

SESAME: 977-294

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **do a commercial interior design project** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Project for designing and decorating a commercial interior (e.g. hair salon, small boutique, pet shop, tearoom, restaurant) including planning of the floor space and shelf space, but excluding the moving of walls and any modification to structural elements of the building
- Based on a project describing all the data in the order:
 - objective data (e.g. type of business, merchandise and clientele, amount of traffic, a complete summary of measurements, budget)
 - subjective data (e.g. the functions of the floor zones, expectations and preferences)
- Calculation of labour costs to be based on a proposal of standard costs
- Using samples, catalogues and architectural standards of the required furnishings

GENERAL PERFORMANCE CRITERIA

- Quality of the communication with the clientele (in the simulation)
- Quality of the submitted project:
 - conformity with initial data
 - client's satisfaction
- Observance of budget constraints
- Observance of time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Analyze the objective and subject data of the project.

B. Make sketches of the floor plan of the room.

C. Select the furnishings and include them in the floor plan.

SPECIFIC PERFORMANCE CRITERIA

- Summary of the main variables to be taken into consideration
- List in chronological order of the main steps in the project
- Preliminary selection of suppliers

- Preparation of three or four plan and scale sketches of the commercial interior
- Conformity with objective data:
 - dimensions and layout of the room
 - function of the various zones in the space
 - standards and codes to observe
 - required indications
- Preselection of built-in or mobile furnishings, based on architectural standards for the furnishings

- Selection suited to project data
- Quality of the floor plan:
 - drawn to scale
 - observance of design principles

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

D. Determine the colour harmony to be used in the project.

- Appropriate choice of materials:
 - floor, ceiling and wall coverings
 - finish of furnishings
- Appropriate choice of lighting and decorative accessories
- Quality of harmony of colours and materials
- Conformity with project data
- Quality of the layout of the colour board:
 - harmony
 - observance of proportion among colours
 - neatness
- Calculation of approximate quantities of necessary materials and their cost

E. Explain to the client the main data of the submitted proposal.

- Clear, relevant elements supporting the proposal
- Corrections or changes appropriate to the basic proposal

F. Prepare the final plans for the project.

- Appropriate preparation of the following elements:
 - necessary elevations
 - a perspective rendering
 - a reflected ceiling plan and lighting plan
 - technical aspects of constructing the elements of the project

G. Prepare the final estimate of costs for the project.

- Inclusion of the following elements:
 - exact quantity of materials
 - suitable cost of materials
 - suitable cost of labour

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

H. Determine the chronological order of the steps in the project and the deadlines.

SPECIFIC PERFORMANCE CRITERIA

- Consideration of delivery dates for orders
- Consideration of the availability of sub-contractors and the duration of work
- Logical order of steps
- Realistic estimate of the duration of the project

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to analyze the objective and subjective data of the project (A):

1. State the variables to be taken into consideration when designing a commercial interior.
2. Prepare a meeting with the client before beginning the work.
3. Listen attentively and show respect to the client during the meeting.
4. Open a file and compile the objective and subjective data related to the project.
5. Look up suppliers who specialize in commercial interior design.

Before learning how to make sketches of the floor plan of the room (B):

6. List the elements to be taken into consideration when making sketches.
7. Determine the appropriate scale and symbols in making sketches.
8. Know the standards and codes related to the project and the impact of considering these standards and codes on the project.
9. Create or take into consideration the main written indications required for the project.
10. Demarcate the different areas or zones of the space to be designed according to their particular function.
11. Consult the schedule of architectural standards for furnishings.

Before learning how to select the furnishings and include them in the floor plan (C):

12. Consult the specialty catalogues for commercial interior design.
13. Determine the selection criteria for furnishings.
14. Observe design and decorating principles for commercial interiors.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to determine the colour harmony to be used in the project (D):

15. List the elements to be taken into consideration when determining the appropriate colour harmony.
16. Consult various sources of information relating to window and door treatment, surface covering and furniture upholstery, and the acoustics and lighting of the business.
17. Plan the layout and presentation of the colour sample board.

Before learning how to explain to the client the main data of the submitted proposal (E):

18. Prepare the presentation of the project and the supporting arguments for the proposal submitted to the client.
19. Note the client's positive or negative reactions during the presentation of the submitted proposal.
20. Take into consideration the client's comments when modifying the submitted proposal.
21. Show concern for the client's satisfaction.

Before learning how to prepare the final plans for the project (F):

22. Consult the information sources and resource people required to make a final calculation of costs.

Before learning how to determine the chronological order of the steps in the project and the deadlines (H):

23. Evaluate the logic of the sequence of steps in the project.
24. Determine the availability of sub-contractors and the approximate duration of the work they are to do.
25. Determine the delivery date for various elements required for the project.
26. Inquire about the procedure for acquiring required permits and authorizations for the project.

MODULE 30: EXHIBIT STAND PROJECT

SIMCA: QBN-284
SESAME: 977-305

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **do an exhibit stand project** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually or in teams of two
- Based on a learning context with a description of the following elements:
 - the premises (dimensions of rented space, available utilities)
 - theme of the exhibition
 - theme of the exhibit stand
 - elements that must be used (e.g. merchandise, graphic art, logo)
 - constraints (e.g. deadlines, budget, codes)
- Using the necessary tools, primary and finish materials and pre-built elements
- Using the necessary reference material

GENERAL PERFORMANCE CRITERIA

- Conformity with instructions, theme and data, and observance of constraints when designing the stand
- Efficient, logical planning
- Proper application of work techniques
- Quality of the finished product:
 - aesthetically pleasing and original
 - visual impact of the arrangement
 - functional aspect (ease of set-up and removal of elements)
- Client's satisfaction
- Observance of time limit
- Observance of health and safety rules

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Compile the data related to the project.

B. Do research on a particular theme.

C. Design the project and make a technical drawing of it (quick method).

SPECIFIC PERFORMANCE CRITERIA

- Compilation of all objective data concerning:
 - the type of products (merchandise)
 - the theme
 - the characteristics of the site
 - time and budget constraints
- Compilation of all subjective data concerning:
 - the client's expectations
 - the ideas and values to be conveyed
- Association of the following elements with the theme of the stand and that of the exhibition:
 - main ideas and values
 - choice of materials and colours (decor)
 - choice of merchandise and accessories
 - the style of composition
- Rigorous, methodical research
- Design in accordance with the main objective and subjective data and the theme
- Schematic representation and perspective drawing of the project data
- Aesthetic quality of the design

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|---|--|
| D. Prepare job specifications for the project. | <ul style="list-style-type: none"> - List, in chronological order, of the main steps in the project - Proper choice of pre-built modular elements - Determination of stand elements to be made - Determination of all necessary materials and elements - Realistic estimate of production costs |
| E. Make a model of the stand. | <ul style="list-style-type: none"> - Quality of the model: <ul style="list-style-type: none"> • observance of the scale - In accordance with the plan - Representation simulating the actual materials to be used |
| F. Present the proposal and the specifications and make the supporting arguments. | <ul style="list-style-type: none"> - Clarity and relevance of supporting arguments for the proposal and costs - Relevance of the links made between aspects of the order and characteristics of the project |
| G. Prepare the materials and make the elements of decor for the project. | <ul style="list-style-type: none"> - Concern for efficiency and health and safety rules during preparatory work - Proper preparation of pre-built elements - Proper use of work techniques for making decors - Observance of job specifications concerning materials, including: <ul style="list-style-type: none"> • type • dimensions |

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

H. Assemble the stand.

I. Evaluate the quality of the finished work.

**SPECIFIC PERFORMANCE
CRITERIA**

- Proper preparation of site
- Observance of logical order of assembling elements of the stand
- Proper use of techniques for assembling pre-built modular elements
- Arrangement of merchandise according to plan data
- Proper lighting of the stand
- Proper connection of the utilities
- Observance of safety rules

- Determination of the appropriate evaluation criteria
- Accurate evaluation

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to compile the data related to the project (A):

1. Determine a series of procedures for systematically organizing a file for an exhibit stand project.
2. List the standards to be observed when making an exhibit stand.
3. Analyze the physical, environmental, time and budgetary constraints in the project.
4. Take note of the overall plan of the exhibition.
5. Evaluate the completeness and relevance of the information contained in a file.

Before learning how to do research on a particular theme (B):

6. List the main variables to be taken into consideration when researching a particular theme.
7. Determine the sources of information to be consulted for the research.

Before learning how to design the project and make a technical drawing of it (quick method) (C):

8. Distinguish among the main existing modular systems on the basis of their construction and use.
9. Describe the main lighting systems generally used during exhibitions.
10. List all the constraints related to merchandise and presentation space to be taken into consideration when designing the presentation.
11. Make the final selection of the merchandise to present and the design elements of the stand.
12. Balance the functional and aesthetic aspects when designing the visual presentation of the stand.
13. Summarize the technical specifications before making technical drawings of an exhibit stand.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to prepare job specifications for the project (D):

14. List in chronological order the various steps in the project.
15. Estimate the duration of the work.
16. List the materials required to do a project and estimate the quantities and costs.

Before learning how to make a model of the stand (E):

17. Determine the scale of the model.
18. Choose the appropriate materials for making the model.
19. Determine the most representative elements of the project before making the model.
20. Use techniques for assembling miniature elements.
21. Highlight the essential aspects of the project.

Before learning how to present the proposal and the specifications and make the supporting arguments (F):

22. Gather all the aspects of the file to be presented.
23. Summarize the key arguments for presenting the proposal.

Before learning how to prepare the materials and make the elements of decor for the project (G) and how to assemble the stand (H):

24. Coordinate the assembly of the stand according to the specific constraints of the work site, taking into consideration health and safety rules.
25. Verify again the conformity of the site with the plan data.
26. Locate the utilities required to do the project and ensure that connections are made.
27. Assemble the stand in a logical fashion.
28. Adjust the lighting.
29. Ensure that the site is neat and that safety rules are observed.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to evaluate the quality of the finished work (I):

30. Determine the criteria required to evaluate the characteristics of work done.
31. Determine the minor touch-ups that may improve the presentation.

MODULE 31: OFFICE DESIGN

SIMCA: QBN-285

SESAME: 977-314

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **design an office** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Project for designing and decorating the office of one or two professionals, including a waiting room with reception desk, excluding all changes to the structure of the building
- Based on a file containing all the data of the order:
 - objective data: e.g. type of professional services rendered, work requirements and conditions related to such services, type of equipment used (where applicable), a complete list of measurements, the budget
 - subjective data: e.g. the client's expectations and preferences, the clientele's perception of the office
- Calculation of labour costs to be based on a proposal of standard costs
- Using samples, catalogues and all necessary reference material
- Using the necessary materials

GENERAL PERFORMANCE CRITERIA

- Quality of the communication with the clients (in a simulation)
- Quality of the submitted project:
 - conformity with the initial data
 - client's satisfaction
 - balance between the aesthetic and functional aspects
- Observance of budget constraints
- Observance of time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Analyze the objective and subjective data of the project.

B. Make sketches of the floor plan for the rooms.

C. Select the furniture and include it in the floor plan.

SPECIFIC PERFORMANCE CRITERIA

- Summary of the main factors to be taken into consideration
- List in chronological order of the main steps in the project
- Preliminary selection of the suppliers
- Preparation of three or four plan and scale sketches of the office
- Observance of the objective data:
 - dimensions and layout of the rooms
 - function of various zones of the interior
 - standards and codes to observe
 - required written indications
- Preselection of built-in or mobile furnishings, based on architectural standards for furnishings
- Selection appropriate to project data
- Quality of the floor plan:
 - to scale
 - observance of principles of design and ergonomics

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

D. Determine the colour harmony to be used in the project.

E. Explain the key information of the submitted proposal to the client.

F. Prepare the final plans for the project.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate choice of materials:
 - floor, ceiling and wall coverings
 - finish of furnishing elements
- Appropriate choice of lighting and decorative accessories
- Quality of harmony of colours and materials
- Full consideration of project data:
 - harmony
 - correct proportions of colours
 - neatness
- Clear and relevant supporting arguments for the proposal
- Appropriate corrections or changes to the basic proposal
- Proper preparation of the following elements:
 - necessary elevations
 - perspective drawing of the project
 - lighting plan
 - technical bases for constructing the project

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

G. Prepare the final estimate of costs for the project.

H. Determine the chronological order and the deadlines of the steps in the project.

**SPECIFIC PERFORMANCE
CRITERIA**

- Presence of the following elements:
 - exact quantity of materials
 - suitable cost of materials
 - suitable cost of labour
- Consideration of the delivery dates for orders
- Consideration of the availability of sub-contractors and of the duration of the work
- Logical work sequence
- Realistic estimate of the duration of the project

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to analyze the objective and subjective data of the project (A):

1. Determine the factors to be taken into consideration when designing an office for professionals.
2. Prepare a meeting with the client before doing the work.
3. Listen attentively to and show respect for the client during the meeting.
4. Open a file and compile the objective and subjective data pertaining to the project.
5. Look up suppliers who specialize in office design.

Before learning how to make sketches of the floor plan for the rooms (B):

6. List the aspects to be taken into consideration when making sketches.
7. Determine the suitable scale and symbols for making the sketches.
8. Know the standards and codes pertaining to the project and the effect of these standards and codes on the project.
9. Design the main elements of indications required for the project.
10. Demarcate the various areas or zones of the space to be designed according to their specific functions.
11. Consult the book of architectural standards for the furnishings.

Before learning how to select the furniture and include it in the floor plan (C):

12. Consult catalogues specialized in the design of offices for professionals.
13. Take into consideration the various municipal by-laws and provincial regulations concerning the architecture and design of offices for professionals.
14. Determine the selection criteria for furnishings, taking into account principles of ergonomics.
15. Observe the principles of the design and decoration of an office for professionals.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to determine the colour harmony to be used in the project (D):

16. List the elements to be taken into consideration when determining the appropriate colour harmony.
17. Consult the various sources of information concerning door and window treatment, wall treatment and furniture upholstery, acoustics and lighting of the office.
18. Plan the layout and presentation of the colour boards.

Before learning how to explain the key information of the submitted proposal to the client (E):

19. Prepare the presentation of the file and the supporting arguments for the proposal submitted to the client.
20. Note the client's positive or negative reactions during the presentation of the proposal.
21. Take the client's comments into consideration when modifying the submitted proposal.
22. Explain the type of changes made to the basic concept.
23. Show concern for the client's satisfaction.

Before learning how to prepare the final estimate of costs for the project (G):

24. Consult the necessary information sources and resource people before making a final calculation of costs.

Before learning how to determine the chronological order and the deadlines of the steps in the project (H):

25. Determine the delivery dates of the various elements required for the project.
26. Determine the availability of sub-contractors and the approximate duration of the work.
27. Evaluate the logical order of the different steps in the project.

MODULE 32: ENTERING THE JOB MARKET (SECOND PRACTICUM)

SIMCA: QBN-286
SESAME: 977-326

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to
enter the job market (second practicum).

SPECIFICATIONS

At the end of this module, the students will:

- Develop an overall view of the tasks done by a decorator or a display designer within a company.
- Strengthen attitudes concerning the quality of work, professional ethics, health and safety and the quality of interpersonal relationships, etc.
- Broaden their range of professional competency by acquiring:
 - new skills
 - new knowledge, etc.
- Show their creativity by taking part in an original interior decorating or visual presentation project.
- Review what they have learned from the training with respect to the demands of the occupation.

LEARNING CONTEXT

PHASE 1: Preparation for the Practicum

- Determining possibilities of using in the job market the competencies they have developed during training.
- Determining the possibilities of developing new competencies.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

- Defining personal goals for the practicum, related to strengthening what they learned in training and to acquiring new competencies during the practicum.

PHASE 2: Role in the Company

- Integrating into the company work team, and adjusting to its ways and work schedule.
- Doing in whole or in part the various tasks related to interior decorating or display.
- Being introduced to new work techniques and new procedures related to interior decorating or display.
- Improving their knowledge of the reality of the occupation (e.g. organization, conventions, work conditions, health and safety)
- Taking part in various interpersonal discussions:
 - work meetings
 - teamwork
 - informal meetings
- Taking part in preparing proposals for original projects in the company's sphere of activity.

PHASE 3: Evaluation

- Producing a report on their practicum:
 - Taking part in evaluating their practicum with the instructor and a representative from the field in which the practicum took place.
 - Discussing their experience.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

INSTRUCTIONAL GUIDELINES

The teacher should:

- Ensure the presence of a system enabling students to choose between a practicum in the field of interior decorating and a practicum in the field of display.
- Ensure the presence of a climate favourable to the personal and professional integration and development of the practicum student.
- Ensure the organization of professional tasks promoting the student's autonomy.
- Ensure close collaboration between personnel from the work setting and personnel from school.
- Provide direct supervision for practicum students.
- Ensure that the company work team helps the student integrate and put into practice the knowledge acquired in school.
- Ensure the presence of conditions for motivating students to continue their education.
- Provide assistance in the case of any difficulties or problems.

PARTICIPATION CRITERIA

PHASE 1:

- Learn about certain possibilities for using in the work setting the competencies developed in school and for developing new competencies.
- Express their views appropriately on the potential positive aspects of the practicum.

PHASE 2:

- Obtain additional information on certain topics.
- Observe attentively demonstrations of new work techniques.
- Perform different tasks confidently and responsibly.
- Discuss their participation in the social life of the company.
- Prepare proposals for projects according to the type of company and explain the designs.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 3:

- Write a report on their experience.
- Express appropriately their opinion of the value of their practicum.
- Summarize what they have learned and discuss the competencies to be developed.

SECOND-LEVEL OPERATIONAL OBJECTIVE

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. List in order of importance the main competencies acquired in training.
2. Select an appropriate place for the practicum and inquire about the working conditions.
3. Describe their interests, expectations or apprehensions regarding the practicum.
4. Ensure that they have thoroughly understood the procedures of the practicum.

Before undertaking the activities of Phase 2:

5. Know the procedures for choosing a place for a practicum.
6. Know the requirements stipulated by the company in which the practicum is to be held with respect to the quality of work done there.
7. Describe the goals and objectives of the company with respect to interior decorating or display.
8. Know the measures to take respecting health and safety.
9. Take into consideration the importance of a positive work attitude and effective communication during the practicum.

Before undertaking the activities of Phase 3:

10. Determine the format of the practicum report.
11. Determine the observable aspects and corresponding criteria required for evaluating with a supervisor their stay in a work setting.
12. Prepare a summary of the highlights of the practicum.

