Australian Government

Department of Education, Employment and Workplace Relations

LMFID4001A Research, analyse and apply colour for interior spaces

Revision Number: 1

INDUSTRY SKILLS COUNCILS

Creating Australia's Future

LMFID4001A Research, analyse and apply colour for interior spaces

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit specifies the outcomes required to research, analyse and apply colour for interior decoration projects.

Application of the Unit

Application of the unit	This unit supports the attainment of skills and knowledge required for experimentation and application of colour in interior decoration projects in order to achieve desired effects.
	The unit includes coverage of employability skills in problem solving, planning and organising and initiative and enterprise in order to use and experiment with colour to achieve desired decoration effects. Communication skills are required to interpret the effects of colour on design and communicate colour concepts using design tools such as colour wheels and formulas. Self management and learning skills are used to evaluate and review colour development and selection processes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess colour requirements for the project	1.1. ***Project brief*** is reviewed and clarified with ***client*** to identify colour requirements 1.2. ***Parameters*** for the colour application are assessed and confirmed 1.3. ***Resources*** are selected appropriate to work requirements and checked for operational effectiveness 1.4. ***Communication*** with others is established and maintained 1.5. Applicable ***OHS***, ***legislative*** and ***organisational requirements*** relevant to researching, analysing and applying colours are verified and complied with
2. Research colour schemes for interior decoration	2.1. ***Colour psychology is*** researched and analysed in accordance with the needs of the project 2.2. Impact of ***colours*** upon an ***interior space*** are researched and information compiled 2.3. ***Additive and subtractive colour mixing*** is researched for interior decoration applications 2.4. ***Cultural*** and ***historical*** influences on colour use are examined
3. Explore colour schemes	3.1. ***Colour wheels*** are used to mix and match alternative colour schemes in assisting with suitability of colours to a space 3.2. Colour systems and colour combinations are explored for interior design application 3.3. Relationship of colours juxtaposed are assessed for their suitability in the space and proportions 3.4. ***Effect of light*** is assessed against the impact of colours being proposed for use in certain spaces 3.5. Coordination and visual perception of colours is assessed in accordance with the project brief 3.6. A range of colour mixing techniques are used to match samples 3.7. Light sources are used to mix and throw coloured light onto a range of coloured surfaces to evaluate and record colour effect perceptions 3.8. ***Contrast*** and ***harmony*** of colours are ascertained through selection of colours in accordance with the project brief
4. Present colour	4.1. Final selection of colours is compiled and verified

ELEMENT	PERFORMANCE CRITERIA
scheme	based on the research and analysis and presented to the client
	4.2. Presentation of the colour information is made to the client and specifications recorded
	4.3. A range of *rendering media* is used to present colour schemes
	4.4. Colour application is *critiqued* to assess the effectiveness of the project brief to meet client needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- collecting organising and understanding information related to work orders, basic plans and safety procedures
- communicating ideas and information to enable confirmation of work requirements and presentation of colour concepts
- experimenting with, and refining, colour ideas
- researching colour concepts and applications
- recognising and responding to circumstances outside instructions or personal competence
- initiating new ideas and work techniques
- planning and organising activities to meet work requirements
- clarifying and confirming work instructions
- setting, monitoring and satisfying personal work goals
- accepting responsibility for given tasks
- learning of thinking, problem solving and conceptual techniques
- maintaining current knowledge of tools and materials

Required knowledge

- State or Territory OHS legislation, regulations, standards and codes of practice relevant to the full range of processes for researching, analysing and applying colours
- organisational and site standards, requirements, policies and procedures for researching, analysing and applying colours
- elements and principles of design
- creativity and artistic relevance
- colour systems and theories
- ergonomics, anthropometrics, proxemics and aesthetic values
- types of equipment and procedures for their safe use, operation and maintenance
- characteristics of materials, products and defects
- computer programs
- colours, furnishings and decorations
- psychology of colours
- sketching and drawing
- procedures for the recording, reporting and maintenance of workplace records and information
- appropriate mathematical procedures for estimation and measurement
- environmental protection requirements

REQUIRED SKILLS AND KNOWLEDGE

- established communication channels and protocols
- problem identification and resolution

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Effectively research, analyse and apply colours to provide the client with cost effective options which meet the project brief requirements for a minimum of two projects • Visually present colour schemes to illustrate how ideas meet overall project requirements • Effectively apply design elements and principles to researching, analysing and applying colours • Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for researching, analysing and applying colours • Communicate effectively and work safely with others in the work area

Context of and specific resources for assessment	• The application of competency is to be assessed in the workplace or realistically simulated workplace
	• Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
	• Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
	• Assessment is to comply with relevant regulatory or Australian Standards requirements
	• The following resources should be made available:
	  • workplace location or simulated workplace
	  • materials and equipment relevant to researching, analysing and applying colours
	  • specifications and work instructions

Method of assessment	• Assessment must satisfy the endorsed assessment guidelines of the Furnishing Industry Training Package • Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge

EVIDENCE GUIDE

	• Assessment methods must be by direct observation of tasks and include questioning on underpinning knowledge to ensure its correct interpretation and application • Assessment may be applied under project related conditions (real or simulated) and require evidence of process • Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances • Assessment may be in conjunction with assessment of other units of competency
Guidance information for assessment	

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Project brief	• may include but not be limited to client needs and objectives, client aims and objectives and criteria for evaluation, milestones, organisational or personal profiles and aims, image requirements and function, target market, budget, timeline, consultation requirements and colour requirements
Client	• may include but not be limited to suppliers, manufacturers, private clients, colleagues, retailers or the public
Parameters	• may include but not be limited to scope of brief, approval to make changes, effect or feel trying to be achieved, functionality (short and long term), budget restrictions and established timelines
Resources	• may include but not be limited to computers, computer software, design software, computer aided drafting (CAD) software, colour boards, storyboards, swatches, product based colour systems such as Munsell or similar, colour matching system such as Pantone Matching System (PMS), journals (directions magazines), artistic equipment and products and model making equipment
Communication	• may include but not be limited to verbal and non-verbal language, constructive feedback, active listening, questioning to clarify and confirm understanding, use of positive, confident and cooperative language, use of language and concepts appropriate to individual social and cultural differences, control of tone of voice and body language
OHS requirements	• are to be in accordance with Commonwealth, State or Territory legislation and regulations, organisational safety policies and procedures. Requirements may include but not be limited

RANGE STATEMENT	
	to the use of personal protective equipment and clothing, fire fighting equipment, first aid equipment, hazard and risk control and elimination of hazardous materials and substances, manual handling including lifting and carrying
Legislative requirements	• are to be in accordance with applicable legislation from all levels of government that affect organisational operation. Requirements may include but not be limited to award and enterprise agreements, industrial relations, Australian Standards, confidentiality and privacy, OHS, the environment, equal opportunity, anti-discrimination, relevant industry codes of practice, duty of care and heritage
Organisational requirements	• may include but not be limited to legal, organisational and site guidelines, policies and procedures relating to own role and responsibility, quality assurance, procedural manuals, quality and continuous improvement processes and standards, OHS, emergency and evacuation, ethical standards, recording and reporting, access and equity principles and practices, equipment use, maintenance and storage, environmental management (waste disposal, recycling and re-use guidelines)
Colour psychology	• may include but not be limited to influences such as strength, boldness, excitement, determination, desire, courage, enthusiasm, cheerfulness, affordability, stimulation, creativity, attention-grabbing, comfort, liveliness, intellect, happiness, energy, durability, reliability, safety, honesty, optimism, harmony, freshness, depth, stability, professionalism, loyalty, reliability, honour, trust, power, nobility, luxury, mystery, royalty, elegance, magic, conservatism, traditionalism, intelligence, seriousness, endurance, relaxing, confident, casual, reassuring, earthy, elegance, sophistication, formality, strength, cleanliness, purity, newness, virginity, peace, innocence and simplicity

RANGE STATEMENT	
Colours	• may include but not be limited to colour principles, psychology, fundamentals, coordination, perception, language, tonal, translucent, contrast, harmony, effects on space, formulas and colour wheels • may also include but not be limited to hue, chromaticity, saturation, value, luminance, tints, tones, shades, complimentary, primary, secondary and tertiary colours
Interior space	• may include but not be limited to commercial or residential spaces, rooms such as bedrooms, bathrooms, kitchens, laundries, living spaces, multi-purpose rooms, storage rooms, studies, garages, rumpus rooms, media rooms, toilets, pantries, entertainment areas, halls and work stations, offices, cafes, shops and restaurants
Additive and subtractive colour mixing	• may include but not be limited to two types of colour mixing. The mixing of lights or differently coloured beams projected onto a screen occurs according to the principle of additive colour mixing. The mixing of pigments or paints according to the principles of subtractive colour mixing
Cultural	• may include but not be limited to demography, geography (local, regional, national), religious, climatic, societal, cultural, lifestyle, attitudinal, gratification, honour, living conditions, infrastructure, status and habitude
Historical	• may include but not be limited to colour study of early civilisation, Berlin & Kay, Aristotle, Newton, Hippocrates, Leonardo Da Vinci, the Renaissance, Goethe's theory of colours, Chevreul and Bauhaus School
Colour wheel	• may include but not be limited to a wheel that is formed by placing the primary and secondary and possibly further colours in order around a circle. Traditionally colours are represented on a wheel of 12 colours: three primary colours, three secondary colour (created by mixing primary colours), and six tertiary colours (created by mixing the primary and secondary colours). Modern day

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	and electronic colour wheels have endless possibilities
Effects of light	• may include but not be limited to naturally occurring light caused by windows, doors, changes in space size, sky lights, artificial light using fluorescent, halogen, or incandescing methods, and reflective light
Contrast	• may include but not be limited to opposing elements of colour which are suitably different yet work together
Harmony	• may include but not be limited to colours that work well together, that produce a colour scheme that looks attractive; the colour wheel can be used as a valuable tool for determining harmonious colours
Researching	• may include but not be limited to computer internet research, viewing swatches, studying the PMS, journals (directions magazines), design shows, retail and wholesale outlets and trade fairs
Trends	• may include but not be limited to new directions resulting from events that are at times subtle and others significant. Colour trends develop the same way. Colour experts gather information from around the world and study changing events and ideas to produce a comprehensive colour story, in the same way that designers seek unique styles and incorporate current philosophies into their work
Rendering media	• **Dry media** - may include but not be limited to pencils, charcoal, pastels and spirit-based markers • **Wet media** - may include but not be limited to ink and water-based paints • **CAD**
Critique	• may include but not be limited to the process of undertaking a critical analysis of a colour, the process used to decide upon it, and the application methodology and final outcomes

Unit Sector(s)

Unit sector	Interior decoration and design.

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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