

a-g CTE Interior Design

Length of course: Full Year

Subject area: Visual & Performing Arts ("F") / Visual Arts

UC honors designation: No

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE): Yes

Grade levels: 10th, 11th,12th

Course Description

Course overview:

Interior Design is a hands on exploration of design as it relates to the aesthetic relationship of humans to their environment. Students explore historical architecture and furniture, fabrics, textiles, and finishes used in designing interior spaces for clients. Through the process of designing a residential interior space, students will use their acquired knowledge to successfully complete a presentation board. The students will continue to explore and demonstrate knowledge of design elements and principles of design in classwork too. Each student will research and present an oral and visual presentation. Students will become familiar with prominent architects and interior designers (past and present), and they learn to recognize the impact other art forms and academic disciplines have on the interior design industry. Students will learn drawing techniques, cost analysis and how to present information to a client in an organized manner. They will continue to learn how interior design is connected to other disciplines and career opportunities related to interior design.

This course will serve students who are planning to major in interior design. The expected outcomes for this course include student mastery of fundamental interior design principles and the ability to apply them. Students completing this course successfully will be able to: Recognize the impact of the elements and principles of design as it applies to interior design. Examine the history of architecture and furniture by comparing different eras and the unique characteristics of each. Analyze and critique the design characteristics of influential interior designers. Evaluate the advantages and disadvantages of various textiles, fabrics, and finishes including sustainability of resources. Creatively apply the elements and principles of design to an original 2 dimensional designs based on client needs and wants. Examine kitchen designs comparing different work triangles and space planning and research sustainable trends in interior design. Research current career fields in interior design.

Course content:

Unit One - Introduction to Design in Interiors

Topics Addressed:

Students are creating their own interior sketches, renderings, and elevations. The students research sustainable design while still using the elements and principles of design in the application.

Key Assignment Summary:

Students will use the elements and principles of design to write an analysis of professionally designed interior pictures, as well as student create sketches, original room designs, wall elevations, and room renderings. They will create and maintain a portfolio of their work throughout the year to be used as a resource reference for their culminating room design and subsequent home design projects. In this unit students learn and successfully create and draw a simple floor plan. Students learn about architects and designers through research using internet information and books from the classroom. A PowerPoint presentation that includes background information, career influences, design styles, and samples of work showing what the student has learned is presented to the class.

Ongoing Assignments:

Group discussions in all topics covered in Interior Design lead students to the understanding that interior design is an art form using the elements and principles of design as the building blocks for all design. Good design is discussed in fashion, interior design, fine art, nature, and the environment we live in to help students find good design in their everyday world and not as a separate entity.

Students spend significant time to study, understand, and apply the elements and principles of design as it affects visual and artistic aspects of interiors, and to their own creative work. There is focus on the elements and principles of design for the historical era the students study, the influence to interior designer, and in their own designs. Students will conceive, design, dimensional creative work that applies their knowledge of the elements and principles of design.

Instructional Strategies

- Students will actively participate in a variety of both academic and applied exercises to help mastery of content and academic skills.
- Instructional strategies will begin with scaffolding, basic vocabulary, a variety of examples, and illustrations of interior design principles.
- In actively engaging students, the various methods of instruction will include, but are not limited to: Direct instruction, including: instructor lecture, reading and short writing assignments, and formal written papers.
- Research investigations using internet resources, periodicals, textbooks, and other supplementary materials.
- Guest speakers, including industry partners, college professors, and trade school representatives.
- Independent, self-directed and collaborative learning to encourage students to be responsible for their own learning.
- Variety of instructional methods used to accommodate all learning styles (visual, auditory, kinesthetic).

Assessment:

The course will employ a variety of both formative and summative assessments through a variety of methods that are consistent with instructional methods. these will include traditional classroom methods (quizzes, exams, and exercises completed in class).

Assessment of student progress will be done and major projects will be milestones to ensure successful progress. Daily lessons will include student understanding, and comprehension of the Units taught. Expectations for all students will be at a high academic level by showing mastery of topics covered in class. Research papers will use a rubric to assess whether or not students wrote clearly, provided accurate details, and integrated perspectives from a variety of appropriate sources.

Students must demonstrate thorough understanding of the topic, but must also present their information and opinions with solid academic skills and professional level quality. Student presentations, graded according to a rubric that will assess quality, thoroughness, and professionalism of content, artistic application, and delivery of the presentation (both team and/or individual). After completing a unit students complete student activity guide pages which include: a variety of question types, including short answer, essay question, multiple choice, and others. Students will present some of their creative work to students, teachers or professionals, so that students can benefit from the opinions and constructive feedback of others.

Unit Two - Design Fundamentals; Throughout History and Contemporary Times

Topics Addressed:

Students are drawing a period furniture piece, incorporating historically accurate design details. Students create a drawing from an existing plan. Students create a visual research project about a well known designer or architect .

Key Assignment Summary:

Students research and write a paper comparing historical interiors and furnishing and non western styles identifying the cultural, historical, and technological influences on a specific era of Interior Design. Compiling images from a specific era, each student will rationalize the details that show how the images are examples of the specific era in a written analysis including how the elements and principles are applied. Each student sketches a specific furniture style using historically correct colors and design details for that era and includes a written analysis describing the details needed to correctly identify it for that era. Student will share their findings in a gallery style critique of each era using a class generated rubric.

Students include the sample in their design portfolio. Students research the work of an influential interior designer, and produce a powerpoint to be presented to the class, analyzing the designer's use of the elements and principles of design, artistic intent and impact on the design world. Space Planning and Design of Interior Spaces Students design a room using drafting skills to create a working floor plan of a single room to meet a hypothetical client's needs based on their interview of an adult volunteer. Students stay true to their chosen architectural style of design while incorporating the elements and principles of design as well as appropriate textiles, fabrics, and finishes to create a successful design idea for their client. Students construct a design board presenting their floor plan, elevations, textile, fabric, and finishes choices, along with images of specific furniture pieces they have incorporated into their design for their client. Students convey their use of the elements and principles of design, their architectural style of design, and choices of textiles, fabrics, and finishes through a written outline. Students present their finished design boards to the class in an oral presentation for class critique using a generated class rubric for evaluation. Sustainable Design: Students complete research on Green or Sustainable designs and or product including the effects on the design world, how available the products are, and compare and contrast those designs or products against traditional methods. Individuals or teams research how the products are manufactured, the cost differences, labor to install.

Ongoing Assignments:

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Unit Three - Putting Knowledge into Practice: Materials, Textiles, Fabrics, and Finishes

Topic Addressed:

Students are creating a design board utilizing fabric and color swatches, and wall, window, and floor covering samples, to meet the specific needs of a client. In Students are designing a room by drafting a floor plan and elevation. In Students will understand kitchen's function and the principle of Form Follows Function. The students create a textile using the elements and principles of design that is

inspired by a fine art piece. Students create a floor plan to including an elevation, using perspective, textile samples, and incorporating their textile design. Students finalize and analyze projects. Students will research the ways in which the social, economic, and political environment influence the architectural style and interior design focus of the culture. They will choose a design style new to them and will analyze the aesthetic value of the overall design based upon the adherence to the elements and the principles of design. The students will analyze the work of both an influential interior designer and an architect, in terms of their ideas, emotional content, artistic intention, and technical success. Students will evaluate the aesthetics of their own creative work and that of their peers. Students will research sustainable designs and evaluate the products to include the aesthetic value.

Key Assignment Summary:

Students will each explore a particular interior style, focusing on textiles, fabrics, and finishes aesthetically pleasing to that style. Students will create design boards incorporating flooring, wall, window, and ceiling treatments as well as furniture fabric samples to provide a client with recommendations for their interior design needs. Students must highlight the pros and cons of using various materials, including costs, labor, and sustainability of each textile, fabric, and finish through a written analysis. Space Planning: Students study design through research in the texts and supplemental material. Each student analyzes the different room configurations explaining each type and the best use for each type. Students create an elevation from an existing floor plan to understand the designing of storage/cabinetry and details necessary for client clarification. Textile Design Students create a textile design using a piece of fine art as the inspiration to create a textile used in an interior design space. A hang tag is also created that coordinates with the piece of art and includes the name of the artist, the name of the student, the fiber content, and the purpose of the textile. Included in the design, the student will incorporate their textile design and the appropriate kitchen configuration for their home and client. Students convey their use of the elements and principles of design, their architectural style of design, configuration used, and choices of textiles, fabrics, and finishes through a written outline.

Students present their finished design boards to the class in an oral presentation for class critique. Home Design Students complete a design board featuring an entire home by creating original designs using hand drafting skills in order to understand and develop the ability to produce an entire space including schedules, keys, and 2 dimensional drawings. Students complete a home design to including a floor plan, one elevation and samples of materials used.

Ongoing Assignments:

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Major Learning Outcomes and Essential Projects

Major Learning Outcomes for Students:

- This course will serve college bound students and other students who are planning to major in interior design will take this course
- The expected outcomes for this course include student mastery of fundamental interior design principles and the ability to apply them.
- Recognize the impact of the elements and principles of design as it applies to interior design
- Examine the history of architecture and furniture by comparing different eras and the unique characteristics of each.
- Analyze and critique the design characteristics of influential interior designers. Evaluate the advantages and disadvantages of various textiles, fabrics, and finishes including sustainability of resources.
- Creatively apply the elements and principles of design to an original 2 dimensional designs based on client needs and wants.
- Examine kitchen designs comparing different work triangles and space planning and research sustainable trends in interior design.
- Research current career fields in interior design.

Essential Projects:

- Students research different careers in the architectural and interior design fields by research done using their textbook, library books, and websites.
 - They will create a Powerpoint showing different careers in the design fields with a final summary.
 - Students prepare a portfolio of their original works for a variety of purposes (review for postsecondary application, exhibition, job application, and personal collection).
 - Students interview an adult volunteer as their prospective hypothetical client by creating a design board to meet their needs
 - Students will research furniture styles throughout history, and draw a period furniture piece including period specific details.
 - Students research and create a powerpoint describing an influential interior designer and an architect.
 - Students will design a room incorporating an historical or contemporary style. Students will analyze and critique the different housing and households in today's society by creating a summative pictorial poster with a critical and analytical one page essay included.
 - Students use information from teacher lecture and the textbook to complete the project.
 - The students create a portfolio including historical architecture and furniture through the use of pictures along with a well developed paragraph describing their pictorial choice stating how and why it meets specific historical styles. Students use the information from teacher lectures, the textbook, and houzz.com to complete this section of the portfolio.
 - Students add to their portfolio showing elements and principle of design, different door and window styles, a variety of lighting types, and the wide variety of finishes used in interior spaces. Categories will include a well written paragraph describing the student's pictorial choice stating how and why it meets each specific category.
 - Students use the information from teacher lectures, the textbook, and houzz.com to complete these sections of their portfolio.
 - Students create a flow chart of natural and manufactured fiber, and a flow chart of how fibers are made into textiles.
 - Students research the advantages and disadvantages of each using teacher lecture notes and the textbook to fill out a worksheet with written descriptions of each fiber.
 - Students create a storyboard using wall treatments, fabrics, flooring, and wood samples with a well written paragraph describing what each textile is to be used for and the overall idea of why they are the best choices.
 - Students take notes from the textbook readings and lecture on the different types of floor plans and zones within floor plans.
 - Students type answers to open ended questions about the advantages and disadvantages of both types of floor plans, which rooms make up the different zones in a floor plan, and how the different zones are affected by both types of floor plans.
 - Using architectural tools:
 - Students learn how to use drafting tools by lecture with a document camera and peer help. Students practice with a given room's dimensions.
 - Students place furniture in the space using templates and appropriate space planning.
 - The instructor will help each students during the lesson.
 - Students successfully acquired a knowledge of the elements and principles of design, historical styles, textiles, and finishes.
 - Students write a paper no longer than three pages to include a paragraph about their

client including the needs and wants of the client, the student's use of the elements and principles of design and how these affect the overall design, historical styles, and the choices of textiles and finishes.

- The project includes a floor plan and elevations along with pictures and samples of textiles and finishes.
- Each student presents their project to the teacher and class as though presenting to their client.
- Students create a model of their Master Suite project in the same scale as their original floor plan which will include an elevations using cardboard or foamcore.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Interior Design	Stephanie Clemons	Goodheart-Wilcox Company	1st		Yes