

INTERIOR DESIGN

Description

This course will provide a practical hands-on experience in the world of interior design. In addition to an emphasis on careers, students will learn the elements, principles and goals of interior design. Students will also spend time practicing room and furniture layout with computer programs, and work with various wall treatments, painting techniques, accessorizing, etc. 1 credit, semester course

Course Overview

Course Goals

Students should:

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Essential Questions

- What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries?
- How do consumers utilize the principles of design to make informed textile decisions?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1](#) - Housing Choices
- II. [Unit 2](#) - Housing Exteriors
- III. [Unit 3](#) - Evaluating Floor Plans
- IV. [Unit 4](#) - Planning Living, Sleeping, Service and Work Areas
- V. [Unit 5](#) - Color
- VI. [Unit 6](#) - Design
- VII. [Unit 7](#) - Textiles
- VIII. [Unit 8](#) - Furniture
- IX. [Unit 9](#) - Windows and Window Treatments

Standards

[Family and Consumer Science Standards](#)

Connecticut State Standards are met in the following areas:

- *Textiles, Apparel, Housing, Interiors and Related Careers*
- *Textiles and Design*

Grade Level Skills

Students will:

- Skills Matrix

Pacing Guide

1st Marking Period					2nd Marking Period			
Month 1	Month 2		Month 3	Month 4		Month 5		
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
<u>Housing Choices</u>	<u>Housing Exteriors</u>	<u>Evaluating Floor Plans</u>	<u>Planning Living, Sleeping, Service and Work Areas</u>	<u>Color</u>	<u>Design</u>	<u>Textiles</u>	<u>Furniture</u>	<u>Windows and Window Treatments</u>
1 week	1 week	2 weeks	2 weeks	2 weeks	3 weeks	3 weeks	3 weeks	1 week

Unit 1 - Housing Choices, 1 week [top](#)

Standards

Textiles, Apparel, Housing, Interiors and Related Careers

Students will demonstrate the integration of knowledge, skills, and practices required for careers in textile, apparel, housing, and interiors.

Students will:

- evaluate the use of housing in meeting specific design needs.

Unit Objectives

Students will be able to:

- describe physical factors outside the house which affect housing choices.
- explain the relationship between lifestyle and housing choices.
- describe the seven main types of housing.
- compare the strengths of different types of housing.

Essential Question

- What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries?

Focus Questions

- How does a housing choice reflect the taste and lifestyle of its occupant?
- What are the main factors to consider when choosing a house?
- What are the advantages and disadvantages of each of the main housing styles?

Assessment

- Interior Design Portfolio – ongoing throughout the year

Skill Objectives

Students will:

- use various forms of media in collecting information on housing costs on various housing cost in the area.
- list the factors that are considered functional solutions to housing.

Unit 2 – Housing Exteriors, 1 week [top](#)

Standards

Textiles and Design

Students will analyze the principles of design as they apply to textiles, apparel, housing, interiors, and furniture.

Students will:

- evaluate design decision in relation to available resources and options.

Unit Objectives

Students will be able to:

- identify distinguishing features of traditional and contemporary style of homes.
- identify housing styles according to location and climate.

Essential Question

- How do consumers utilize the principles of design to make informed housing decisions?

Focus Questions

- How does exterior design determine the style and mood that a home conveys from the outside?
- How does exterior design determine the basic layout and design of a homes interior?

Assessment

- Interior Design Portfolio – collection of various housing styles

Skill Objectives

Students will:

- collect pictures of different house exteriors and identify design features of each.
- list distinguishing features of house styles.

Unit 3 - Evaluating Floor Plans, 2 week [top](#)

Standards

Textiles, Apparel, Housing, Interiors and Related Careers

Students will demonstrate the integration of knowledge, skills, and practices required for careers in textile, apparel, housing, and interiors.

Students will:

- demonstrate computer aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.

Unit Objectives

Students will be able to:

- identify the specific activities and areas involved in family, work, service, and guest circulation patterns.
- determine the utility of a floor plan in relationship to a family's needs.

Essential Question

- What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries?

Focus Questions

- How does circulation frequency affect the type of path allowed for circulation?
- How does circulation determine layout of a floor plan?

Assessment

- Select a floor plan and evaluate circulation patterns

Skill Objectives

Students will:

- map a circulation pattern and evaluate its quality.
- design a floor plan using computer aided software.

Unit 4 – Planning Living, Sleeping, Service and Work Areas, 2 weeks [top](#)

Standards

Textiles and Design

Students will analyze the principles of design as they apply to textiles, apparel, housing, interiors, and furniture.

Students will:

- use technologically advanced equipment.

Unit Objectives

Students will be able to:

- describe standard bathroom and kitchen designs.
- recognize a well-designed bedroom.
- identify the size and location needs of a room.
- determine the appropriateness of a room for its use.
- identify requirements of a room for individuals with special needs.

Essential Question

- How do consumers utilize the principles of design to make informed housing decisions?

Focus Question

- How do the uses of rooms determine their locations?
- How do the needs of families determine the use of public and private areas of a home?

Assessment

- Computer aided software floor plan of the first floor of a house to include living, sleeping, service and work areas

Skill Objectives

Students will:

- design a well-designed room.
- develop a bedroom floor plan.

Unit 5 – Color, 2 week [top](#)

Standards

Textiles and Design

Students will analyze the principles of design as they apply to textiles, apparel, housing, interiors, and furniture.

Students will:

- demonstrate design ideas through visual presentation.

Unit Objectives

Students will be able to:

- explain the perceptions linked to certain colors.
- describe the standard color wheel.
- evaluate a color according to hue, value, value and intensity.
- describe three popular color systems.

Essential Question

- How do consumers utilize the principles of design to make informed textile decisions?

Focus Questions

- What are the perceptions linked to certain colors?
- What are the advantages of color schemes in interior design?
- How can color be used as a design element?

Assessment

- Color scheme samples in portfolio.

Skill Objectives

Students will:

- use a color wheel to develop various color harmonies.
- create and show the use of tints, tones and shades.
- identify and create a visual of major color schemes.
- present a psychological effect of color.

Unit 6 – Design 3 weeks [top](#)

Standards

Textiles and Design

Students will analyze the principles of design as they apply to textiles, apparel, housing, interiors, and furniture

Students will:

- demonstrate apparel and textiles design skills.

Unit Objectives

Students will be able to:

- evaluate a room design according to its proportion, scale, balance, emphasis, and rhythm.
- evaluate the selection and placement of functional and decorative accessories according to the elements, principles, and goals of design.

Essential Question

- How do consumers utilize the principles of design to make informed housing decisions?

Focus Questions

- What guidelines should be followed when using the five elements of design?
- What are the goals of design?

Assessments

- Portfolio elements of design samples
- Use the elements of design to create a bedroom using floor plan from Unit 4

Skill Objectives

Students will:

- collect samples of the various uses and effects of space, line, shape, form and texture.
- use the elements and principles of design to create a room plan with appropriateness, harmony, variety, unity, and function.

Unit 7 – Textiles, 3 weeks [top](#)

Standards

Textiles and Design

Students will analyze the principles of design as they apply to textiles, apparel, housing, interiors, and furniture

Students will:

- evaluate fiber and textiles materials.

Unit Objectives

Students will be able to:

- evaluate a yarn in terms of the method used to create it and its advantages, disadvantages, and uses.
- describe the various types of fabric construction in terms of their production, quality, and uses.

Essential Question

- How do consumers utilize the principles of design to make informed housing decisions?

Focus Question

- What materials and methods involved in fabric construction will help in choosing fabrics that are attractive, durable, and appropriate for use?

Assessment

- Choose an appropriate fabric to use for home furnishing pillow

Skill Objectives

Students will:

- list the origins, qualities, and uses of natural and manufactured fibers.
- evaluate the appropriateness of sample fabrics for specific uses within the home.
- construct a designer pillow.
- construct a French memo board.

Unit 8 – Furniture, 3 weeks [top](#)

Standards

Textiles, Apparel, Housing, Interiors and Related Careers

Students will demonstrate the integration of knowledge, skills, and practices required for careers in textile, apparel, housing, and interiors.

Students will:

- analyze influences on architectural and furniture design and development.

Unit Objectives

Students will be able to:

- describe furniture of various styles from the Early Middle, and Late Renaissance periods in England.
- differentiate the features of Early American, American Georgian, and Federal furniture styles.
- name and describe the regional styles of furniture found in early America.
- describe the features of Contemporary, Traditional, Casual, Country, and Eclectic furniture styles.

Essential Question

- What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries?

Focus Questions

- How are furniture designers classified into different categories?
- What are the distinguishing features of furniture throughout history?

Assessment

- PowerPoint presentation of furniture period styles

Skill Objectives

Students will:

- list the distinguishing features of furniture from the Late Renaissance, Baroque, Regence, Rococo, Neoclassic, Directoire, and Empire periods in France.
- cite the distinguishing features of the furniture of Chippendale, Hepplewhite, Sheraton, and the Adam brothers.
- identify the main features of Twentieth-Century furniture styles.

Unit 9 – Windows and Window Treatments, 1 week [top](#)

Standards

Textiles, Apparel, Housing, Interiors and Related Careers

Demonstrate the integration of knowledge, skills, and practices required for careers in textile, apparel, housing, and interiors.

Students will:

- evaluate client’s needs, goals, and resources in creating design plans for housing, commercial and residential interiors, and furnishings.

Unit Objectives

Students will be able to:

- distinguish among various types of windows.
- distinguish among various types of window treatments.

Essential Question

- What knowledge, skills and practices are required to achieve career success in the textile, apparel and housing industries?

Focus Questions

- How do windows influence the interior and exterior of the home?
- What are the functions for window treatments?

Assessment

- Window and Window Treatment Identification test

Skill Objectives

Students will:

- identify various windows and their functions and use.
- identify a variety of types of window treatments.