

ADDENDUM (Helps for the teacher)

Interior Design I

8/2013

Levels: Grades 9-12
Units of Credit: 0.50
CIP Code: 20.0110
Core Code: 34-01-00-00-210
Prerequisite: Interior Design I for Interior Design II
Skill Test: # 330

COURSE DESCRIPTION

This course enables students to explore their creativity in the field of interior design. Identification of the elements and principles of design are emphasized. Other topics included are furniture arrangement basics, floor plan evaluation, area planning and careers. FCCLA may be an integral part of this course.

CORE STANDARDS, OBJECTIVES, AND INDICATORS

Performance Objective #1: Complete FCCLA Step One. http://www.uen.org/cte/facs_cabinet/facs_cabinet10.shtml

STANDARD 1

Students will demonstrate professional design presentation techniques

Objective 1: Students will practice various methods of interior design presentation.

- a. Demonstrate professional lettering and labeling, such as **block/architectural lettering** (simple, hand-printed capital letters), **legends** or **keys** (A rectangular space on a project used to reference symbols, materials, or placement of project parts), etc.
- b. Use professional **mounting** (professionally presenting pictures, samples or other information in an orderly manner) techniques for assignments and presentation boards.

Performance Objective #2: Demonstrate professional lettering and mounting techniques.

STANDARD 2

Students will identify the two basic types of design.

Objective 1: Identify **structural design** (simple lines, no ornamentation, cannot be separated without destroying the object)

- a. Explain the meaning of “**form follows function**”- the form should reflect its intended use and fulfill its intended purpose. The first priority in a design is its function, which dictates the shape or form of a design. Example: a chair will be stripped of embellishment or decorative design and will fulfill only the needs of its function.

Objective 2: Identify **decorative design** (applied ornamentation to an object, can be separated without destroying the object.)

- a. **Naturalistic/realistic**- reproduces a motif from nature in its natural form, looks like a photograph.
- b. **Conventional/stylized**- uses designs from nature in a simplified or adapted way, and abstract.
- c. **Geometric**- decoration is made up of geometric shapes or stripes
- d. **Abstract**- departs from nature—inspiration for the design isn't recognizable).

STANDARD 3

Students will identify and explain the basic elements of design or “tools” used to create a design: line, shape, form, space, texture, pattern, and color.

Objective 1: Identify, explain, and use the basic elements of design

- a. Identify and create examples of line and identify the feelings created by each.
 1. **Vertical Lines**— Lines that run up and down create feelings of height, strength and formality.
 2. **Horizontal Lines**—Lines that run from left to right (across the horizon) and create the feelings of being restful and informal
 3. **Curved Lines**- creates feelings of delicacy and femininity
 4. **Diagonal Lines**- creates the feelings of action, movement and excitement
- b. Differentiate between shape and form.
 1. **Shape**- The 2-dimensional outline of an object—Ex. square, circle, triangle, rectangle
 2. **Form**- A 3-dimensional object—Ex. cones, cylinders, spheres, cubes, prism etc.
- c. Identify and explain the use of **space** (the area in which the designer has to work)
 1. **Positive space** is filled space.
 2. **Negative space** is empty space
- d. Identify and explain the effect of **texture** (the surface quality of objects. It can be both seen (visual) and felt (tactile)) as used in interior design
 1. Rough Texture- absorbs light, informal, can be visually rough or tactilely rough.
 2. Smooth Texture- reflects light, formal, can be visually smooth or tactilely smooth.
- e. Identify **pattern** (The application of color, lines, shapes and design to create visual interest) as an element of design.
- f. Identify **color** (pigment in paint or the visible spectrum of light that enables us to see hues) as an element of design.

Performance Objective 3: Present visual examples of the elements of design and explain each concept in writing.

STANDARD 4

Identify the terms associated with the color wheel and the major color schemes

Objective 1: Identify and explain the use of color or hue. **Hue** is the name of a color on the **color wheel** (A way to organize color).

- a. Identify a **color wheel** and explain that it is a way to organize color
- b. Understand that **primary colors** cannot be mixed from other pigments. (red, yellow, blue)
- c. Understand that **secondary colors** are made by mixing equal amounts of two primary colors. (orange, green, violet)
- d. Understand that six **tertiary/intermediate colors** are made by mixing an equal amount of a primary and a secondary color. (Ex. Red-violet) Note the primary color is always listed first.
- e. Understand **neutral colors** are not on the color wheel (white, black, gray, brown, beige, tan, and cream.)

Objective 2: Identify and explain the use of warm and cool colors on the color wheel.

- a. **Warm colors** generally tend to close in space; advance and create feelings of warmth, activity and excitement. (Red, yellow, orange)
- b. **Cool colors** generally tend to expand space; recede and create feelings of cool, calm, and relaxed. (Blue, green, violet.)

Performance Objective 4: Create a color wheel identifying primary, secondary and tertiary/intermediate colors

Objective 3: Explain how to create value, intensity, tints, tones and shades.

- a. **Value** is the lightness or darkness of a hue created by adding black or white. **Shades** (created by adding black to a color), **Tints/pastels** (created by adding color to white).
- b. **Intensity** is the brightness or dullness of a hue created by adding its complement. Bold and intense colors should be used sparingly or as accents.
- c. Adding the hue's complement or gray creates a **tone**.

Performance Objective 5: Create tints, tones and shades

Objective 4: Identify, create or present visual examples of major **color schemes** (a planned combination of colors in specific positions anywhere on the color wheel)

- a. The major color schemes are: **monochromatic** (a color scheme using the tints, tones and shades of one color), **analogous/adjacent** (a color scheme using 3-5 colors directly next to each other on the color wheel), **neutral** (a color scheme using brown(s) or metallic(s) such as gold, silver, and bronze), **accented neutral** (a color scheme using a neutral with only one accent of color), **achromatic** (a color scheme using black, white, and/or gray) **direct complement** (a color scheme using colors directly across from each other on the color wheel), **split complement** (a color scheme using a hue and the two colors directly next to its complement), **triad** (a color scheme using 3 colors equidistant on the color wheel).
- b. Color is affected by: texture, **artificial lighting** (light that is man-made, such as fluorescent, halogen, LED, etc.), and **natural lighting** (light created by the sun, moon or fire).

Performance Objective 6: Create or present visual examples of major color schemes.

STANDARD 5

Students will identify and explain the basic principles of design or “the rules or guidelines of design: scale, proportion, balance, rhythm, emphasis/focal point and harmony.

Objective 1: Identify and explain the basic principles of design.

- a. Discuss how **scale** relates to the size of a design in relation to the surrounding area in which it is placed
- b. Understand that **proportion** is the **ratio/fraction** (how the size of an object or a space relates to humans and other objects or spaces in design) of the parts to the whole. The most effective ratios: 2:3, 5:8 etc. The most ineffective proportion is 1:2.
- c. Determine whether a ratio is effective or not using the **Golden Mean** (the division of a line between one-half and one-third of its total length. Discovered by the Greeks thousands of years ago) ratio/fraction of 2:3.
- d. Explain the types of **balance** (the placement of objects so that it creates visual equilibrium) and how they are used to create feelings in a room: **symmetrical/formal balance** (mirror-image of parts on each side of a center point), **asymmetrical/informal balance** (different objects on either side of a central point), **Radial balance** (balance created from a central point, radiating outward).
- e. Identify examples of **rhythm** (continuous visual flowing pattern or regular recurrence, the path the eye follows): **repetition** (shapes, forms, lines, or colors that are repeated in a design), **gradation** (sizes of shapes go from large to small or color values go from light to dark), **radiation** (objects radiate out in nearly every direction from a central point), **opposition** (abrupt change in any of the elements), and **transition** (a subtle, visual flow often indicated by a curved line that leads the eye from one point or area to another).
- f. Explain how **emphasis/focal point** (dominant item(s) in the room that draw your attention) is used and identify ways to create it—furniture groupings, lines, color, accessories, pattern, architectural features (fireplace), lighting, and size.
- g. Explain how **harmony** is achieved when unity and variety are effectively combined. (**Unity** - created by repetition or similarity of objects, style or theme), (**Variety** - what is done outside of the theme or style to provide relief from sameness)

Performance Objective 7: Present visual examples of the principles of design and explain each concept in writing

STANDARD 6

Students will explain the design and function of interior space.

Objective 1: Evaluate the components of **floor plans** (a scale diagram of the arrangement of rooms in a building): living zones, **circulation patterns** (repeated movement from one area to another), open and closed plans and how they relate to family activities/needs.

- a. Discuss the three basic living zones: (1) **living/social** (The area of the home used for activities and entertainment—living room, dining room, family room, etc.), (2) **sleeping/private** (The area of the home that provides quiet, comfortable areas for sleeping and relaxing, as well as privacy—bedrooms, bathrooms, closets), (3) **service/work** (The area where household work is done—kitchen, laundry room, utility room, basement, garage).
- b. Discuss and identify the circulation patterns of family, guests, work and service. (Should provide easy access from entry to other parts of home, rooms should not be cut in half, bathrooms located next to bedrooms and kitchen near the garage/service entrance)
- c. Identify and evaluate an open versus a closed floor plan. (**Closed floor** plans separate rooms, enclosing them with walls and an entry door for noise reduction and privacy. **Open floor plans** have few walls, save-on costs of building materials, and home tends to appear more spacious.)
- d. Elements of a well designed home, such as adequate storage (should be 10-15% of total sq. footage.)

Performance Objective 8: Label a floor plan with the three living zones, and indicate the functions of each zone.

Objective 2: Identify and label common **floor plan symbols** (characters used to represent architectural, electrical, and plumbing features on a floor plan)

- a. Identify common floor plan symbols: doors, windows, sinks, upper and lower cabinets, range, refrigerator, tub, shower, toilet, fireplace, stairs, light switch, 110 and 220 outlet, ceiling light.
- b. Scale for residential housing is $\frac{1}{4}'' = 1$ foot.

Performance Objective 9: Identify and label common floor plan symbols

Objective 3: Evaluate basic kitchen design and function

- a. Identify the **work triangle** (measurement from center of sink, to center of refrigerator and back to center of range/stove and should measure 12-26 ft. in length). Helps evaluate kitchen efficiency.
- b. Identify basic kitchen shapes: **corridor/galley**, **L-shape**, **one wall** (most economical), **U-shape** (most efficient), **island** and **peninsula**).

Objective 4: Apply the guidelines of furniture arrangement

- a. Discuss basic guidelines of furniture arrangement (function, scale, proportion focal point, **activity grouping** (Combining furniture that is appropriate for a specific function or activity.), balance, location of outlets, circulation patterns, arrangement of furniture and clearances.)
- b. Discuss differences between **primary conversation area** (seating for many people; the ideal diameter should not exceed 8-10 ft.) and **secondary seating areas** (Seating for 1-3 people).

Performance Objective 10: Using a floor plan, create a furniture arrangement incorporating principles and elements of design and space planning.

Other Vocabulary for Interior Design I

1. **FACS**- Family and Consumer Science
2. **FCCLA**- Family, Career and Community Leaders of America, Student FACS national organization