

ADDENDUM (helps for the teacher)

Interior Design II

8/2013

Levels: Grades 9-12
 Units of Credit: 0.50
 CIP Code: 20.0210
 Core Code: 34-01-00-00-215
 Prerequisite: Interior Design I
 Skill Test: # 333

COURSE DESCRIPTION

This course provides students the opportunity to develop skills in applying the elements and principles of design to interiors. Projects are integrated throughout the course to provide applications as the students study: architecture, furniture styles and constructions, surface treatments and backgrounds, design and function of space and lighting. FCCLA may be an integral part of this course.








CORE STANDARDS, OBJECTIVES, AND INDICATORS

STANDARD 1












Students will discuss architectural history and identify selected architectural styles and features.

Objective 1: Explain basic terms and identify illustrations of **architectural features** and styles.






- a. Identify illustrations of roofs (**gable, Gambrel, hip, flat, Mansard, salt box, shed**)

Type	Picture	Definition
Gable		A roof with two sloping sides and a gable at each end.
Gambrel		A gable roof with two slopes on each side and the lower slope being steeper.
Hip		A roof with sloping ends and sloping sides.
Flat		A roof that is horizontal or nearly horizontal.
Mansard		A hipped roof with two pitches, The bottom pitch is very steep and the top pitch flatter, so it is usually not seen from the ground.
Salt Box		A gabled roof with one slope that is longer and lower than the other.
Shed		A roof with a single slope.






- b. Explain the function of a window and identify illustrations of various windows (**casement, double-hung sash, dormer, picture, bay, bow, Palladian, skylight, fan/half-round, sidelight, sliding**)






Type	Picture	Definition
Casement		A side-hinged window that swings in or out.
Double-hung		Sash window where both sections are operable.
Dormer		A window that projects from the attic.
Picture		A large window consisting of one pane of glass.
Bay		A window built to project outward from an outside wall in a square or rectangular configuration.
Bow		A curved projecting window.
Palladian		An arched window flanked on each side by lower sidelights.
Skylight		A window set into the roof and ceiling.
Fan/half - round		A half-circle shaped window usually placed above a door or in a pediment.
Sidelight		A vertical, narrow row of windows used on one or both sides of a door.
sliding		Windows that slide horizontally.

c. Identify illustrations and examples of doors (**single, French, sliding, bi-fold, pocket**)




Type	Picture	Definition
Single		A hinged, single entrance into a building or room.
French		Double casement-type door that opens in or out with glass panes throughout its length.
Sliding		A door that opens by sliding instead of swinging on a hinge.
Bi-fold		A door with vertical double panels that folds back against itself; frequently used for closet doors.
Pocket		A door that slides into a compartment in the adjoining wall.

d. Explain basic terms and identify illustrations of architectural features (**arch, arcade, dentil trim, finial, gingerbread, half-timbering, pediments, pilaster, portico, quoins**)




Type	Picture	Definition
Arch		A curved symmetrical structure spanning an opening and supports a load.
Arcade		A row of arches and supporting columns.
Dentil trim		A decorative trim of projecting rectangular blocks.
Finial		A finishing ornament for a pediment, post, or spire.
gingerbread		Lacy architectural detail, typical of Victorian architecture.










Half-timbering		Exposed wood framing, with the spaces filled with masonry or lath and plaster.
Pediments		A decorative design detail often used for furniture and architectural embellishment.
Pilaster		A flat, false, decorative column.
Portico		A porch formed by a triangle pediment roof with supporting columns.
Quoins		Projecting or contrasting brick or stone laid at the corner angle of a building.

e. Identify illustrations/examples of column capitals (**Corinthian, Doric, and Ionic**)

Type	Picture	Definition
Corinthian		Very ornate decorative style, characterized by spirals, scroll-shaped ornaments and acanthus leaves.
Doric		A simple decorative style that is plain and saucer-shaped.
Ionic		A decorative style with a pair of scroll-shapes on two of the four faces of the column.

Objective 2: Identify the American adaptations of housing styles such as:

Type	Picture	Key elements
Log cabin		Overlapping logs at corners, came from Sweden
Tudor		half-timbering
Spanish		Arcade, barrel roof, stucco, black wrought iron


Salt box		2 stories in front, 1 story in back – long rear roofline
Cape Cod		Symmetrical, one to one ½ stories, clapboard siding and central door and chimney
Georgian		Symmetrical, 2 ½ stories, dentil trim, double hung windows with 9-10 panes, quoins, pilasters around paneled door
Federal		Symmetrical front, 3-4 stories, graduated windows where the windows get shorter with each floor or story, rectangular, beltcourse between stories, front door with fanlights and sidelights, balustrade.
Greek Revival		2 story, columns, large pediment towards street
Victorian Queen Anne		Tower, wraparound porch, gingerbread, fish scale shingles
Prairie		Horizontal lines, low-pitched roofs with overhanging eaves
Craftsman/Bungalow		Deep front porch, exposed rafters, wide columns, shed dormers
Contemporary		Clean simple lines, large windows, flat roof









Performance Objective 1: Complete a project related to architectural styles and features

STANDARD 2

Students will distinguish features of selected furniture styles and characteristics of quality furniture.


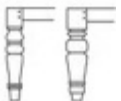
Objective 1: Identify selected furniture styles and common characteristics of each



Type	Picture	Definition
Early American		Turned legs, square, blocky with plank seat or cane seat.

Queen Anne		Cabriole leg, pad foot, shell motif, wing chair.
Chippendale		Ball and claw foot, ears, Chinese influence-black lacquer Japanning, camel back couch.
Hepplewhite		Shield back, tapered legs
Sheraton		Square back, tapered legs
Duncan Phyfe		Lyre back, splayed legs, laurel leaves.
Shaker		Ladder back, simple, structural lines
Victorian		Very ornate, tufting, elaborate carvings on wood parts.
Modern/contemporary		May use one or more materials in construction—glass, wood, metal and plastics, textiles.





Objective 2: Identify illustrations of furniture parts and features.

a. Identify examples of legs (**cabriole, turned, tapered and splayed**)





Type	Picture	Definition
Cabriole		A furniture leg that curves out at the middle and then tapers inward just above an ornamental foot.
Turned		Legs that have been shaped using various tools while a block of wood is spun on a lathe.

Tapered		A leg that becomes smaller and thinner towards the bottom.
Splayed		Legs that spread at an angle from the center of the piece.






b. Identify examples of feet (**pad, bun, ball and claw, and bracket**)

Pad		Rounded flat pads or disks at the end of furniture legs
Bun		Rounded or balled feet.
Ball and Claw		Furniture foot fashioned to represent a bird's claw gripping a ball; often carved entirely of wood.
Bracket		A simple corner foot that can have an s-shaped curve or an I-shaped curve

c. Identify chair backs (**lyre, ladder, splat, and shield**)







Lyre		A chair back that resembles a lyre (harp)
Ladder		A chair back with a number of horizontal slats like a ladder.
Splat		A chair back having a vertical wood panel in the center. Can resemble a vase of a fiddle.
Shield		A chair back having a form resembling that of a somewhat heart-shaped medieval shield.

d. Identify decorative features (**finial, pediment, reeding, fluting, turning**)



Finial		A finishing ornament for a pediment, post, or spire.
Pediment		A decorative design detail adapted from architecture and applied to furniture.
Reeding		Rows of parallel convex beads used to embellish a leg.
Fluting		Rows of parallel concave beads used to embellish a leg.
Turning		Decorative spindles formed by turning a piece of wood on a lathe and cutting designs into the wood with a sharp knife as the piece spins.

Objective 3: Identify illustrations of furniture types.

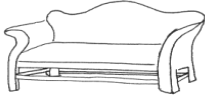
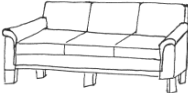
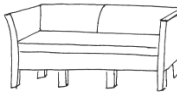
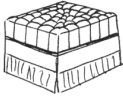
a. Identify examples of chairs (**Windsor, wing, side, arm, ladderback and splatback**)

Wing		A high-backed armchair with side pieces projecting from the back, originally in order to protect the sitter from drafts.
Arm		A chair with side supports for the arms or elbows. There may or may not be fabric or structure between the support and the seat portion.
Side		A straight-back chair without arms.
Splatback		A chair with a slat of wood in the middle of the back. The splat is an important element of furniture identification since they can be so varied.
Windsor		A wooden dining chair with a semicircular back supported by upright rods.
Ladderback		A chair whose back consists of two upright posts connected by horizontal slats.



b. Identify examples of tables (**gate-leg and pedestal**)

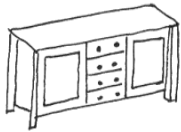

Gate-leg		A table with one or two drop leaves that are supported when in use by a hinged leg swung out from the frame.
Pedestal		A table supported by a single central column.

c. Identify upholstered pieces (**camelback, Lawson, tuxedo sofas and ottoman**)

Camelback		A sofa with a curved back, typically seen in more traditional styles like Queen Anne, Chippendale, or Federal.
Lawson		A sofa with a short, squared, overstuffed back and seat cushions; and rolled or squared arms that are lower than the back.
Tuxedo		A streamlined type of couch with arms the same height as its back.
Ottoman		A low upholstered seat or footstool without a back or arms that typically serves also as a box; the seat can be hinged to form a lid.

d. Identify case goods (**buffet, high boy, secretary, wardrobe/armoire**)

Type	Picture	Definition
Wardrobe/armoire		A tall, freestanding cabinet with doors that hide shelves and drawers. There is also space for hanging clothes.
Secretary		A wood desk with a foldout top, drawers and a hutch with shelves for books. The hutch can have wood or glass doors.






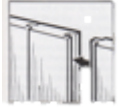
Buffet		A piece of furniture that has shelves and drawers, typically for storing dishes. Food can also be placed on the top for serving.
Highboy		A tall chest of drawers. Generally made in two separate pieces but not meant to come apart. The piece is supported by four legs.

Objective 4: Discuss construction techniques used in upholstered furniture.

- a. Discuss the difference between **flat** (used for less expensive furniture, not as durable) and **coil springs** (used for higher quality furniture).
- b. Identify construction considerations used in **upholstered furniture**—chairs and sofas with padding, springs, and cushions (seams, welts, cording should be smooth, patterns should match, zippers should be sewn straight, sufficient padding, tightly woven fabric).

Objective 5: Discuss the construction techniques used in **case goods** (wood furniture used for storage).

- a. Identify types of joints (**butt, corner block, dove-tail, dowel, mortis and tenon, tongue and groove**).

Butt	
Corner	
Dove-tail	
Dowel	
Mortis and tenon	
Tongue and groove	

- b. Discuss the characteristics and uses of hardwoods (deciduous trees that lose their leaves: birch, cherry, mahogany, maple, oak, walnut)—more durable and dent resistant, preferred for fine furniture.
- c. Discuss the characteristics and uses of soft woods (coniferous cone-bearing trees: cedar, pine, redwood, spruce, cypress, fir)—can develop cracks and dents, less expensive.
- d. Discuss and identify the various **finishes** (the process of embellishing and/or protecting the surface of a wooden material) used on case goods (**stain**—a finish that penetrates wood pores to enhance the natural color or give a different color to wood, **varnish**—a transparent coating used on wood).
- e. Discuss the use of **particleboard** (made by combining chips of wood with resin and compressing the mixture to form a larger piece of wood), **plywood** (made by laminating thin layers of wood together, with the grain of each layer turned 90 degrees) and **veneers** (thin sheets of wood used as a top surface over other less expensive materials) in case goods.

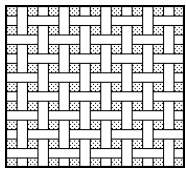
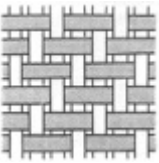
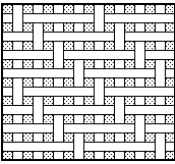
Performance Objective 2: Complete a project related to furniture styles and features.


STANDARD 3

Students will identify and explain various interior surface treatments, backgrounds and lighting.

Objective 1: Identify various textiles and factors that lead to the selection of specific textiles.

- a. Identify natural textiles (cotton, linen, silk, wool)—come from plants or animals.
- b. Identify synthetic textiles (acetate, acrylic, nylon, olefin, polyester, rayon)—made with chemicals and other materials, man-made.
- c. Identify basic weaves and finishes (**plain, twill, satin, Jacquard, purpose of finishes**).

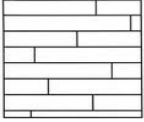


Weave Name	Picture	Description	Characteristics
Plain		Formed by interlacing yarns one over, one under in regular sequence.	Very sturdy weave that wears evenly. Used for percale and muslin sheets & curtains.
Twill		Formed by “floating” one warp thread over two or three weft threads, then under one. This creates a diagonal wale	Produces a firm, strong fabric
Satin		Formed by “floating” one warp thread over four or more weft yarns then under one thread. The order of interlacing is staggered so the result is a smooth face with no wales	The floats give satin fabric its sheen.

Jacquard		An intricate, variegated weave made by lifting any number of warp threads and any number of weft threads to create a woven pattern in the fabric.	The weaves are created on a Jacquard loom. Creates brocades, tapestries, and damask Used for draperies and upholstery.
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- d. Identify the basic dye methods: **yarn** (add colors to yarns before they are woven into fabrics), **piece** (add color to a fabric after it is woven), solution (adding color to the fiber solution) and **printed** (darker on one side).

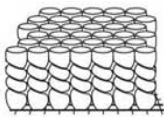
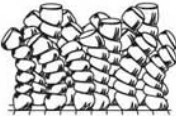
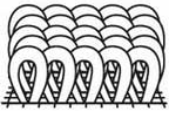
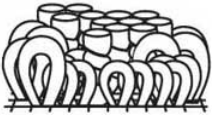
Objective 2: Identify floor treatments and factors that lead to their selection.

- a. Discuss the characteristics of flooring types: **hard**—durable, dent resistance, long lasting (wood—strip, plank, parquet; tile), **resilient**—durable, wears well, quieter to walk on (vinyl) and **soft**—hardest to clean, will wear out, made from woven fibers (carpet, rugs.)

Type of wood floor	Description	Picture
Strip	Less than 3" wide, fastened to the subfloor with nails.	
Plank	More than 3" wide, fastened to the subfloor with nails or screws. Screws are covered with wood plugs, giving the floor an Early American look.	
Parquet	Small pieces of wood arranged in different patterns such as herringbone or basketweave	

- b. Discuss characteristics of carpet fibers—**nylon** (most widely used, strong & durable, resists crushing and matting, good color retention) **olefin** (inexpensive, lacks resiliency, easy to clean) **polyester** (durable, soft, lacks resiliency, not crush resistant) **wool** (long life, great resilience, resists crushing, soil resistant).

- c. Discuss carpet textures and advantages and disadvantages of each—**cut** (ex. plush, frieze), **loop** (ex. Berber) and, different combinations (sculptured).

Plush		Upright fibers under 1", More resilient in shorter piles, susceptible to matting
Frieze		An informal cut, curly texture because fibers are highly twisted, shows minimal foot marks, resistant, sturdy, durable.
Loop		Uncut, wears extremely well, uses thick relatively untwisted yarns,
Sculptured		Combine various heights of cut pile and/or level loops, too much variety can cause poor resiliency, most effective when design is subtle.

- d. Discuss carpet terms and how they affect quality and selection—Pile (length of the yarns), **density** (closeness of yarns), **fiber** (a natural or synthetic substance processed into a thread or yarn of continuous length).

Objective 3: Identify ceiling and wall treatments and factors that lead to their selection.

- Discuss the types (**latex/water based**—quick drying, easy to apply, easy cleanup with water; and **oil based**—durable, must use a solvent to clean up) and finishes of paint (**flat**—reflects very little light, least washable; **eggshell**—small amount of shine, more washable than flat; **satin**—smooth, velvety look with a bit more gloss, easy to keep clean; **semi-gloss**—used most in residences, subtle shine, very washable; and **high gloss**—shiniest, most durable and easiest to clean but shows more imperfections on the wall). Choose a paint color that is slightly lighter than the one desired.
- Discuss the types of wallpaper (**fabric**—fabric laminated to paper; **vinyl**—backing with a vinyl layer, and a finish layer; **vinyl-coated**—ordinary wallpaper with a coating of vinyl plastic to make it washable; and **paper**—paper printed with a design) and appropriate wallpaper terminology (i.e. **pre-pasted**—paper with a dry coating of paste that only needs to be moistened; **strippable**—a paper that can be stripped off the wall without scraping or steaming; **scrubbable**—can withstand repeated wet cleaning; **single roll** (contains about 36 sq. ft.) / **double roll** (the equivalent of two single rolls), **pattern repeats**—how often the pattern will repeat, can be measured vertically and/or horizontally; **run/dye lot number**—a single run of colors or single production. Dye lot shades may vary; **border**—narrow and can be pasted over coordinating wallpaper or a painted surface).
- Discuss the various types of **molding**—strips of shaped wood used for trim or ornamentation in a room. (i.e. **chair-rail**—trim running horizontally about 3' from the floor, **crown**—a wide trim used on walls next to the ceiling, and **base**—a trim used on walls next to the floor)

Objective 4: Identify window treatments and factors that lead to their selection.

- a. Identify the types of window treatments – **curtains** (sheared or gathered onto a rod), **draperies** (formal, heavier fabric, pleated panels hung on a rod), **shades**, (a single piece of window material) **blinds** (a series of evenly spaced slats that may be opened or closed by cords), **shutters** (vertical sections of wood hinged together, much like a folding door. The sections have crosswise slats called louvers, which vary in width), **cornices** (straight or shaped wood top treatments that may or may not be upholstered), **valances** (a short length of fabric placed across the top of a window), **swags** (fabric draped gracefully across the top of a window, attached to both sides of window at the top)).
- b. Discuss window treatment considerations (i.e. direction of window, light control, shape of window, purpose of window, style of room, cost, maintenance, energy efficiency, privacy).

Objective 5: Discuss natural light (light provided by sun, moon, and fire) and artificial light (light created by man-made sources such as incandescent, halogen, fluorescent, and LED).

- a. Discuss how natural light is affected by types of window treatments and the orientation to sunlight.
- b. Discuss types of **artificial light**. (i.e. **incandescent** (gives a yellow glow to rooms, uses more energy than other lighting types), **fluorescent** (gives diffused, shadowless light) , **halogen** (expensive but long-lasting, bright, white light, most like sunlight, very hot bulbs), **LED-light emitting diode** (Expensive, lasts up to 25 years, no heat, consume less energy, durable))
- c. Discuss the uses of **artificial light**. (i.e. **general** (provides enough light so you can see everything in the room), **task** (focus light on the area where it is most needed, used for close-up activities), **accent/decorative** (provides a concentrated beam of light that focuses on a particular object or area))
- d. Identify the following lighting fixtures and how/where they are used. (i.e. **ceiling** (lights mounted on the ceiling including surface mounted, semi-surface mounted, pendants, and chandeliers), **cove** (a light placed just below the ceiling with a board or deflector beneath it), **portable** (lights that can be moved such as lamps or clip on lights), **recessed** (light fixtures hidden in the ceiling such as can lights or eyeball lights), **strip** (a series of bulbs mounted together in a line), **track** (lighting mounted on a metal strip that allows fixtures to be placed anywhere along the strip), **wall** (lights mounted on the wall such as sconces))

STANDARD 4

Students will understand components of blueprints (a set of plans that a builder uses.)

Objective 1: The components of a blueprint are the site plan, floor plan, exterior elevations and the electrical plans.

- a. Identify and discuss the **site plan** (where building will be placed on land)
- b. Identify and discuss the **floor plan** as a 2-D scaled drawing that shows the layout of the rooms with blueprint symbols.
- c. Identify and discuss **elevations** as a 2-D representation of a given side of a building.
- d. Identify and discuss the **electrical plan**, which shows, lighting, switches, plugs, TV, phone and computer outlets.

Performance Objective 3: Draw, draft or trace a portion of a floor plan.

- a. Use a minimum of 3 attached rooms. (Can be commercial, residential, or use the FCCLA scenario.)
- b. Use good line quality in ¼ inch scale.
- c. Accurately identify electrical symbols on the floor plan.
- d. Label each room, including room dimension and name or create a key/legend.

STANDARD 5 Students will understand the elements of an appropriate visual presentation.

Objective 1:

- a. Determine materials finishes and color scheme first.
- b. Maintain good balance of positive and negative space
- c. All graphics must be squared or rectangular, with straight edges.
- d. Label with neat, evenly spaced lettering and/or use an accurate and neat key/legend
- e. Professional boards should have major titles and samples back mounted with 1/8-1/4" contrasting borders.
- f. All pictures (2-D) and samples (3-D) edges must be clean and secured well
- g. Use the same background for all mounting.
- h. Apply the principles and elements of design effectively in the layout.

Performance Objective 4: Students will design a presentation board and description for one or more rooms. (It is suggested students do the FCCLA STAR event scenario for Interior Design)

Board preparation:

- a. Students will apply their knowledge of visual presentation
- b. Include a variety of actual 3-D samples that illustrate the completed design. (i.e. wall coverings, floor treatments, window treatments, furniture covering, etc.)
- c. Include 2-D pictures, photos, or visuals of the design (i.e., furniture, lighting, accessories, etc.)
- d. Arrange an effective overall design of the visuals and samples.

Prepare and present an accurate oral or written description of the presentation board:

- a. Describe the style, the color scheme and the feeling/mood created.
- b. Describe the focal point and the way it was emphasized.
- c. Describe the balance (symmetrical, asymmetrical, radial) and rhythm (transition, repetition, gradation, radiation, opposition) and the way they were created.
- d. Describe how harmony was developed in the design.