

STRANDS AND STANDARDS

INTERIOR DESIGN 3



Course Description

This course provides students the opportunity to develop industry skills. Projects are integrated throughout the course to provide students with hands-on application as they explore careers in interior design, historical architects & interior designers, textiles, client profiles, sustainability, and universal design. A coordinated project that allows application of interior design skills in a residential, commercial, or school setting may be a component of this course. Student leadership and competitive events (FCCLA) may be an integral part of the course. Students could incorporate the FCCLA Interior Design star event as a part of this course.

Intended Grade Level	9-12
Units of Credit	0.5 or 1.0
Core Code	34.01.00.00.010
Concurrent Enrollment Core Code	N/A
Prerequisite	Interior Design 1 & 2
Skill Certification Test Number	335
Test Weight	0.5
License Area of Concentration	CTE and/or Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	Family & Consumer Science (CTE/General)
Endorsement 2	CTE License: Interior Design
Endorsement 3	N/A

STRAND 1

Students explore historically influential Architects & Interior Designers and their contributions to the field.

Standard 1

Identify the contributions of each of the architects below:

- Andrea Palladio-(1508 – 1580) Italian Renaissance – Villa Rotunda
- Antoni Gaudi- (1852-1926) Spanish – Organic – The church of the Sagrada Familia – Casa Mila
- Frank Lloyd Wright- (1867 – 1959) American – Known for Usonian and Prairie Style buildings – Falling Water – Stromquist House, Bountiful Utah.
- Vertner Woodson Tandy (1885 - 1949) African American – Villa LaWaro – Tuskegee Chapel
- Ludwig Mies Van Der Rohe- (1886 – 1969) German / German American – Bauhaus Designer know for International Style buildings – Barcelona Pavilion
- Eileen Gray: (1878 – 1976) - Irish - Architect / Furniture Designer - Smoking Table
- Le Corbusier- (1887 – 1965) Swiss French – (5 points of modern architecture) – Villa Savoy – Notre-Dame du Haut.
- Paul Williams (1894 -1980) African American – First African American registered with the American Institute of Architects. Designed over 2000 homes in Los Angeles.
- Luis Barragon (1902 – 1988) Mexican – Casa Barragon - Casa Gilardi
- Oscar Neimyer (1907 – 2012) Brazilian – National Congress of Brazil, Brasilia.
- Frank Gehry- (1929 -) Canadian American – Deconstructivism – Walt Disney Concert Hall
- Richard Meier- (1934 -) American – White and Porcelain – Combined modern architectural styles – The Getty Center
- Moshe Safdie-(1938 -) Canadian American – Habitat 67 - SLC Library
- Zaha Hadid- (1950 – 2016) Iraqi British – Flowing curvilinear forms contrasting sharp angles - Galaxy Soho, Beijing.

Standard 2

- Identify the contributions of each of the interior designers below:
- Elsie de Wolfe: (1859 – 1950) American - Considered to be the first interior designer
- Dorothy Draper: (1889 – 1969) American - Greenbrier hotel
- Billy Baldwin: (1903 -1983) American - Slipper Chair, Designed for high profile clients such as Cole Porter, Jacqueline Kennedy Onassis, and Barbara Hutton.
- Sister Parish: (1910- 1994) American - Decorated the Kennedy White House and for other high profile clients.
- Albert Hadley: (1920 – 2012) American - Know for combining classic and contemporary styles together. : Never less, never more”
- Milo Baughman; (1923 – 2003) American - Modern interior designer and prolific furniture designer. Utah Resident
- David Hicks: (1929- 1998) English - Combined antiques, modern furniture, and bold colors.
- Cecil Hayes: (1945 -) American - Contemporary interior designer
- Marcell Wanders: (1963 -) Dutch - Contemporary interior designer
- Shelia Bridges: (1964 -) American - Contemporary interior designer
- Kelly Wearstler: (1967 –) American - Contemporary interior designer

STRAND 2

Students will explore the difference between a designer and decorator as well as interior design careers.

Standard 1

Research employment/ entrepreneurial opportunities and preparation for interior design careers.

- Interior Design Careers: Interior Designer/Entrepreneur, Lighting Designer, Kitchen and Bath Designer, Hospitality Designer, Healthcare Designer, Aging-inPlace Specialist, Staging Designer, Retail Designer, Institutional Designer, Set and Stage Designer, Retail Sales/ Purchasing Agent.
- <http://www.bls.gov>, www.onetonline.org, <http://www.utahfutures.org>

Standard 2

Identify the difference between an Interior Designer and an Interior Decorator.

- Interior design is the art and science of understanding people’s behavior in order to create functional spaces within the structures that architects design.
- Decoration is the furnishing or adorning of a space with fashionable or beautiful things.

STRAND 3

Students will apply the concepts of the programming and design development phases through successful application of a client Profile.

Standard 1

Review the meaning of the phrase “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.

Standard 2

Students will identify the programming phase (research and decision-making process that identifies the scope of the work to be designed) of the design process. “Programming is problem seeking, design is problem solving.”-William Peña

- Assess client’s needs through client interview/questionnaire and the creation of an Interior Design Client Profile.
- Research and identify the design constraints (budget, site and/or space constraints).

Standard 3

Students will identify the design development phase (brainstorming, identifying, and researching possible solutions, color concepts, and space planning) of the design process.

- Design and develop possible solutions (appropriate material and textile selection, style and finish selections, color selection and space plan)
 - Textile selection: appearance and tactile quality (touch or hand-the feel), performance, or functional properties, that affect wear-life and durability, safety factors such as flammability, installation and maintenance, quality, cost-initial and lifecycle, client budget
 - Color Selection Factors: Light, Client preference, Space, Trends & Style, Location in the World/ Cultural associations
 - Style and Finish Selection: Finishes include: Walls, ceilings, and floors. Factors in selecting finish selections include visual characteristics, performance characteristics, maintenance, life-cycle evaluation, durability, sustainability, and acoustical properties.
 - Present Concept (presentation board, digital presentation, color board, floor plan)

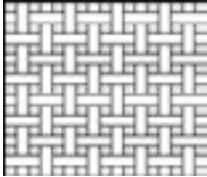
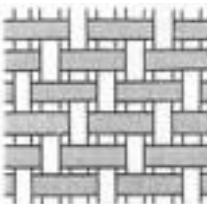
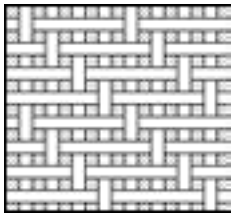
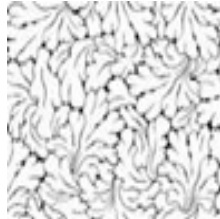
STRAND 4

Students will identify and explain various interior textiles and surface treatments.

Standard 1

Identify characteristics that lead to the selection of textiles.

- Identify natural fibers (cotton, linen, silk, wool) - come from plants or animals.
- Identify manufactured fibers
 - Manufactured - made with chemicals (acrylic, nylon, olefin, polyester)
 - Cellulosic – made from plant material chemically converted to a soluble compound (acetate, rayon)
- 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.	Simple, basic weave that wears evenly.
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 with a visible diagonal line.
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.

Standard 2

Identify the commercial and residential textile standards.

- Colorfastness: Having color that retains its original hue without fading or running
- Flammability Resistance: The ability of a fabric or fiber to reduce fire spread or extinguish a fire.
- Physical Properties: The ability of fabrics to retain their shape, flexibility, and original fiber characteristics is also important to durability.

- Wet and Dry Crocking: Transfer of dye from the surface of a dyed or printed fabric onto another surface by rubbing.
- Abrasion Resistance: This describes the ability of fabric or textile product to resist wear caused by people or objects rubbing against it.

Standard 3

Identify the basic dye methods:

- yarn dyed - add colors to yarns before they are woven into fabrics
- piece dyed - add color to a fabric after it is woven
- solution dyed - adding color to the fiber solution
- printed – design is darker on one side

Performance Skills

Choose a fabric dye/finish that is appropriate for a residential or commercial interior and why you chose that dye/finish for that space/application.

STRAND 5

Students will analyze surface treatments, including sustainability and appropriate selection for use in interior design.

Standard 1

Discuss the relevance of energy efficiency, sustainability and care when specifying products for use in interior design.

- Energy Efficiency: the goal to reduce the amount of energy required to provide products and services.
 - EPA (Environmental Protection Agency) Energy Star program awards companies who have minimized the amount of power or water savings in their residential and commercial design.
 - Explore the importance of purchasing products designed for energy efficiency.
 - Sustainability: A way of using resources that does not deplete them; involves a method or practice or way of using materials that has minimal long-term effect on the environment. (Videos from USU Susie)(TED Talk bamboo houses Elora Hardy Magical Houses made of bamboo)
 - The three R's of design are the criteria of sustainable design. Reduce, Reuse and Recycle.

Standard 2

Evaluate the appropriateness of materials and construction methods for various surface treatments of floors, walls, windows, and doors for use in interior design in a commercial vs. residential setting.

- Questions to think about to decide if a product is sustainable or use for discussion:
 - How are the following produced?
 - Where is the product produced?
 - How does the process affect the environment?
 - How do you dispose of it?
 - How does it perform for its intended use?
 - Durability? Air quality?
- Surfaces to consider:
 - Floors: carpet, wood, tile, vinyl/linoleum, concrete
 - Walls: paint, wallpaper, fabric, wood, tile, brick, concrete, cork, mirror
 - Windows: wood, aluminum, vinyl
 - Single- double- or triple-paned: air between panes provides insulation and can also be filled with argon gas for even better insulation

- Low-e (low-emissivity) glass in newer thermal windows have a clear coating that keeps heat inside or out depending on season and blocks out ultraviolet rays to reduce fading of interior materials
- Doors: Made of wood, metal, fiberglass, or combination of these materials
- Countertops: marble, granite, cultured quartz.

Performace Skills

Students will answer questions pertaining to a sustainable product in Standard 2 for a specific surface for floors, walls, windows, doors, or countertops.

Performance Skills

Students will analyze scenarios of commercial spaces and apply the different textiles that would be most appropriately used in a commercial space (i.e. restaurant, doctor's office, or hotel room).

STRAND 6

Students will identify and explore the use of universal design in a commercial application.

Standard 1

Define Universal Design (Developed by Ron Mace, "Design of products and environments to be usable by all people to the greatest extent possible without adaptation or specialized design")

- The Seven Principles of Universal Design: Equitable Use, Flexibility in Use, Simple and Intuitive, Perceptible Information, Tolerance for Error, Low Physical Effort, Size and Space for Approach and Use.

Standard 2

Define building codes to be considered when designing commercial spaces.

- Doorways (swings)
- Ramps
- Hallways
- Stairs (extra space on commercial stairs)
- Restrooms
- Fire Exits
- Object Protrude
- Path of Travel
- Wheelchair width
- Door Heights

Standard 3

Practice applying the Universal Design principles for transgenerational, aging in place, and (ADA) American Disabilities Act spaces.

- Transgenerational: The design of products, workplaces, health care institutions, and residences so as to allow people to use them functionally regardless of the physical or sensory restrictions that they may develop as they age. <http://www.transgenerational.org/viewpoint/transgenerational.htm>
- Aging in Place: A term describing the goal of older adults choosing to live longer and independent in their homes rather than moving to retirement facilities; design of such facilities. (If an older adult chooses to remain living in a home of their choice as long as possible, an interior designer will work with them to help maintain or improve their quality of life by making home modifications. Modifications can include increased lighting, additional railings, and accessible switches, grab bars, non-skid flooring, walk-in bathtubs, and flexible shower heads.)
- American Disabilities Act (ADA): The ADA ensures equality for people with disabilities and allows them

the same access that others enjoy, including employment, building access, and communication options. (Bathroom fixtures conveniently and safely located with ample room for manipulating a wheelchair. Front loading dishwasher and washer/dryer, revolving shelves, hard/smooth and slip-resistant floor coverings, lever handles wheelchair ramps for easy access into buildings, braille on signs)

Performance Skills

Students design a commercial space applying universal design principles OR students use an existing space and redesign it to apply the universal design principles.

Workplace Skills

Students will develop professional and interpersonal skills needed for success in industry.

- Determine the difference between hard skills and soft skills.
 - Hard Skills: Hard skills are specific, teachable abilities that can be defined and measured
 - Soft Skills: Personal attributes that enable someone to interact effectively and harmoniously with other people.
- Identify soft skills needed in the workplace
 - Professionalism
 - Respect legal requirements/expectations
 - Good communication skills
 - Resourcefulness & creativity
 - Work Ethic

Skill Certification Test Points by Strand

Test Name	Test #	Number of Test Points by Strand										Total Points	Total Questions	
		1	2	3	4	5	6	7	8	9	10			