**Interior Design 1 – Grades 10-12**

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| Short description of course: 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. |
| Concurrent enrollment: may be available through SLCC |
| Pathway(s): Foundation course for Interior Design Pathway |

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| **COURSE STANDARDS / OBJECTIVES**  **S-1 Students will identify structural and decorative design, patterns of design, and professional presentation techniques.**  **O-1:** Identify structural (simple lines, no ornamentation, cannot be separated without destroying  object) and decorative design (Applied ornamentation to an object, can be separated without destroying  object.)  **O-2:** Students will practice various methods of interior design presentation.  **O-3:** Demonstrate professional lettering and mounting techniques. - **PO #1** | **INTEGRATED MATH CONCEPTS** | **INTEGRATED LITERACY CONCEPTS**  **O-1 –** *Reading Standards for Literacy in Technical Subjects Gr. 9-12* - *Craft and Structure #4 –* “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific … technical context…”  \*structural design, decorative design, naturalistic/realistic design, conventional/stylized design | **INTEGRATED SCIENCE CONCEPTS** |
| **S-2** **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.**  **O-1:** Identify, explain and use the basic elements of design  **O-2:** Present examples of the elements of design and explain each concept in writing. – **PO #2**  **O-3:** Identify and explain the use of color. (hue)  **O-4:** Create a color wheel identifying primary, secondary, and tertiary/intermediate colors. – **PO #3**  **O-5:** Create tints, tones and shades. – **PO #4**  **O-6:** Create or present visual examples of major color schemes. – **PO #5** | **O-1 –** *Geometry GR.4 –* 4.G.1. “Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.”  \*types of lines and line segments  *Geometry Gr. 5 – 5.G.3* “Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.”  *Geometry Gr. 6 -* *6.G.4.* “Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.”  \*Differentiate between shape (2 dimensions – circle, square, triangle, rectangle, etc.) and form (3 dimensions – sphere, cube, pyramid, cone, etc). | **O-1, O-3, O-4 –** *Reading Standards for Literacy in Technical Subjects Gr. 9-12* - *Craft and Structure #4 –* “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific … technical context…”  \*horizontal, vertical, diagonal, lines; formal; informal; 2 and 3 dimensional shapes; positive and negative space; natural/realistic, conventional/  stylized, geometric, and abstract design; primary, secondary, and tertiary /intermediate colors; tints; tones; shades; hue; value; intensity; warm and cool colors; major color schemes  **O-2 -** *Writing Standards for Literacy in Technical Subjects Gr.9-12 – Text Types and Purposes #2a-f –* “Write informative/explanatory texts…introduce a topic…develop the topic … used transitions and sentence structures … use precise language and domain/specific vocabulary …a formal style and objective tone… provide a concluding statement…”  \*elements of design presented and explained in writing  **O-3, O-4, O-5, O-6 –** *Writing Standards for Literacy in Technical Subjects Gr. 9-12 – Range of Writing #10 –* “Write routinely over extended time frames… and shorter time frames…”  \*use a variety of literacy strategies to teach elements of design | **O-3, O-4 –** Physics Core Standard 5 Objective 2.e – “Provide examples of  the use of electromagnetic radiation in everyday life (e.g., communications,  lasers, microwaves, cellular phones, satellite dishes, visible light).  \*color is the result of reflected light - the color we see is the reflected color of white light, all other colors are absorbed |
| **S-3 Students will identify and explain: scale, proportion, balance, rhythm, emphasis/focal point and**  **Harmony.**  **O-1:** Identify and explain the basic principles of design—“the rules or guidelines of designs”  **O-2:** Present examples of the principles of design and explain each concept in writing – **PO #6** | **O-1 –** *Geometry Gr. 7 –* 7.G.1 “Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.”  \*scale of a design in relation to its surroundings  *Ratios and Proportional Relationships Gr. 6 -* 6.RP.1. “Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, ‘The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak …’”*  *Ratios and Proportional Relationships Gr. 6 -* 6.RP.2. “Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. “  *Ratios and Proportional Relationships Gr. 6 -* 6.RP.3. “Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. “  \*proportion is the ratio of parts to the whole – identify pleasing proportion ratios in design, determining proportions in furnishings and/or rooms | **O-1 –** *Reading Standards for Literacy in Technical Subjects Gr. 9-12* - *Craft and Structure #4 –* “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific … technical context…”  \*scale, proportion, ratio, balance, rhythm (gradation, radiation, opposition, transition), emphasis (focal point), harmony (unity and variety)  **O-2 –** *Writing Standards for Literacy in Technical Subjects Gr. 9-12 – Range of Writing #10 –* “Write routinely over extended time frames… and shorter time frames…”  \*written explanation of principles of design  *Writing Standards for Literacy in Technical Subjects Gr.9-12 – Production and Distribution of Writing #4 –* “Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.”  \*produce written explanations that are appropriate for presentation of examples in an interior design setting |  |
| **S-4 Students will explain the design and function of interior space.**  **O-1:** Compare the characteristics of floor plans and living zones and how they relate to family activities/needs.  **O-2:** Identify and label common floor plan symbols. – **PO #7**  **O-3:** Evaluate basic kitchen design and function  **O-4:** Label a floor plan with the three living zones, and indicate the functions of each zone. – **PO #8**  **O-5:** Apply the guidelines of furniture arrangement  **O-6:** Using a floor plan, create a furniture arrangement incorporating principles and elements of design and space planning. – **PO #9** | **O-3 –** *Geometry Gr. 7 –* 7.G.1 “Solve problems involving scale drawings of geometric figures including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.”  \*Measure the length of each side of the kitchen triangle in a floor plan, Compute the actual lengths, Scale drawings and floor plans  *High School Strand – Triangle Inequalities* – Perimeter of kitchen work triangle: 12 ≤ a + b + c ≤ 26 with individual sides being between 4 and 9 feet. | **O-1, O-2, O-3, PO#7 –** *Reading Standards for Literacy in Technical Subjects Gr. 9-12* - *Craft and Structure #4 –* “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific … technical context…”  \*common floor plan symbols, living zones, open vs. closed floor plan, work triangle, mid-point  **O-2, O-3 –** *Writing Standards for Literacy in Technical Subjects Gr. 9-12 – Range of Writing #10 –* “Write routinely over extended time frames… and shorter time frames…”  **O-1, O-2, O-3, O-5 –** Writing Standards for Literacy in Technical Subjects Gr. 9-12 – Text Types and Purposes #1.a-e – Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.---Develop claim(s) and counter claims fairly supplying data and evidence for each … Use words, phrases, and clauses to link the major sections of the text …. Establish and maintain a formal style and objective tone … Provide a concluding statement or section that follows from or supports the argument presented  \*written evaluation of a floor plan or comparison of floor plans |  |