
UNIT: INTERIORS**TOPIC: Interiors**
TIMELINE: 2-3 days

OBJECTIVES:

After completing this unit the student will:

1. Identify the purpose of a home and how it meets the needs of a family.
2. Explain the difference between shared space and private space.
3. Identify the different types of housing.
4. Decide on solutions to storage problems.
5. Explain the influence of color in our lives.
6. Review the color wheel and define basic terms associated with color.

MOTIVATOR/INTRODUCTION:

USE OF A HOME: Display pictures of the interiors of various homes. Have students guess what the hobbies, interests, and activities of the family are by analyzing their use of space and furnishings. Use this as a springboard to begin the unit on interiors.

INFORMATION:

1. **PURPOSE OF A HOME:** Discuss the purpose of a home. List the ways a home meets the needs of family members: (shelter, physical needs, security, self-expression, privacy, etc.). Homes are personal and should be designed according to the activities and needs of the family.
2. **SHARED/PRIVATE SPACE:** Discuss the difference between shared space and private space. Have students make a list of rules for a family to follow for better harmony when sharing space. Ask the class how many of them have all the space they feel they need at home. Discuss the need for space and the fact that space is in scarce supply.
3. **TYPES OF HOMES:** Display pictures of different types of homes (single family, twin, duplex, multiplex, condominium, mobile home, apartment). Discuss as a class what type of home each picture represents. What are the advantages and disadvantages of each type of home?
4. **STORAGE PROBLEMS:** Have students think of one storage problem which they have. They should write the problem on a slip of paper. Have students pick a problem from a hat and brainstorm solutions to the problem. Present the problems and solutions to the class.
5. **COLOR ASSOCIATION:** Tell the class that you are going to name some colors and you want them to write the first word that comes to their minds which describes the feelings that color gives them. List several colors, allowing time for students to write their words. Discuss as a class the similarities and differences in feelings.

INTERIORS OVERVIEW CONTINUED

6. **INFLUENCE OF COLOR:** Prepare two squares of identical size, one made from black paper and one made from white paper. Hold them up in front of the class and have them decide which is larger. Show them that they are both the same size and discuss the effect of color on size. Ask them which looks closer? more distant? Relate this to the influence of color in a home or a room.
7. **COLOR WHEEL:** Using a color wheel, define primary, secondary and tertiary colors. Discuss which colors are considered cool and which are considered warm.
8. **PERSONAL COLORS:** Discuss the effect of colors we wear. Allow the students to work in partners or small group, holding different colored bibs to their face and looking into a mirror to determine which colors they like best on themselves and on each other.
9. **COLOR TERMS:** Define value in regards to color (the amount of lightness or darkness in a color). Show examples of values such as pink, red and maroon. Explain that light values are called tints and are made by adding white to a color. Show examples. Explain that dark values are called shades and are made by adding black to a color. Show examples. Define intensity (how bright or dull a color appears). Explain that colors are made less intense by adding a little of its complementary color. These could all be demonstrated to the class using paint.

GUEST SPEAKERS:

1. **HOME DWELLERS:** Invite people from the community living in various types of housing to come talk to the class about their homes. What do they see as the advantages and disadvantages of their home?
2. **DESIGNER/DECORATOR:** Have an interior designer or interior decorator come talk to the class.
3. **ARTIST:** Invite the art teacher at your school, an interior decorator, or an artist in your community to visit your class and discuss the various color schemes.

INDIVIDUALIZED ACTIVITIES:

1. **LIMITED SPACE:** Because space is in such scarce supply, have students work with a partner to search magazines and find a picture of a piece of furniture or a room design which serves more than one purpose. Present the pictures to the class and discuss its purposes. Mount the pictures to a bulletin board in the classroom. (see page 5)
2. **MY BEDROOM IS:** Write a paragraph beginning with, "My bedroom is . . ." (see page 6)

INTERIORS OVERVIEW CONTINUED

3. **DREAM HOME:** Have students write a paragraph describing the nicest home that they have ever seen. Instruct them to describe what it is about that home that makes it so special. Instruct them to write the first thing that they noticed upon entering the house. (see page 7)
4. **FAMILY HOMES:** Make a profile of several different families (or have students write profiles of their ideal family). List their activities. Assign each student a family profile. Have them list resources the family needs (space, equipment, furniture). What rooms are necessary for the family? How much time will be spent in each room? Make recommendations to the family for best utilizing their space. (see page 8)
5. **ROOMS WITH PERSONALITY:** Write a description of a person you admire. Design a room that would meet the needs, interests, and activities of the person you described. Write a paper explaining why you have designed the room the way it is. How will the room meet the needs of this person? (see page 9)
6. **WARM/COOL COLORS:** Have students find a picture of a room decorated with warm colors and one decorated using cool colors. Discuss personal preference and the possible effect of the color of the room on family and visitors. (see page 10)
7. **COLOR SCHEMES:** Give each student two sketches of a blank room. Have them color each, using two different color schemes. (see page 11)
8. **PICTURE COLLECTION:** Have students find pictures of rooms using the color schemes discussed in class. (page 12)

GROUP ACTIVITIES:

CHALLENGE PROJECTS:

1. **MY ROOM:** Have students draw a floor plan of their bedroom, including windows and doors. Have students first draw their bedrooms as they are, and then re-draw the rooms, making appropriate changes to allow for more space and versatility. Instruct them to reorganize their storage areas to allow their rooms to be more efficient and better meet their needs. They could cut pictures of storage items from magazines to illustrate changes they would like to make. (see page 13)
2. **SPACE UTILIZATION:** Find pictures of rooms that have interesting use of space. Share these pictures and ideas with the class. (see page 14)
3. **WORLD-WIDE HOUSING:** Using the library as a resource, have students investigate the types of housing used in other parts of the world. Present a report to the class. (see page 15)

INTERIORS OVERVIEW CONTINUED

4. **MY HOME:** Have students analyze the use of color in their own homes and write any changes that they feel should be made. Have them analyze one room at a time, discussing the feeling of the room because of the colors used and their appropriateness to the use of that room. (see page 16)
5. **HOUSING UPDATE:** Have each student select one room in their home which they feel needs to be changed in some way. Have them draw the room and color it, as it currently appears. Then have them analyze the color scheme that has been used. They should then re-draw and color the new scheme which they feel would be more appealing. Have them include changes in the use of space inside of the home. Also, they should include the use of the room and how they could make the room more appropriate for its intended use. It would be helpful to provide furniture templates and colored pencils for this project. (see page 17)

SUMMARY:

The interior of a home should be comfortable for family members. Colors, designs, furnishings, etc. should reflect the interests of the people who live there.

RESOURCES:
