
UNIT: Backgrounds and Surface Treatments**LESSON:** Walls and Ceilings

COMPETENCIES:

1. Identify the basic functions of walls and ceilings.
2. Classify wall coverings into non-rigid and rigid wall coverings and list the characteristics of each.
3. Explain the differences between various paints and finishes, and the benefits of each.
4. Analyze the factors that influence the selection of wall coverings.
5. Demonstrate methods of creating texture on walls to add visual interest.
6. Identify materials appropriate for ceilings and list their characteristics.
7. Illustrate illusions that would visually raise or lower the height of a ceiling.

OVERVIEW/SUMMARY:

Walls, ceilings, and floors comprise the largest visual portion of a room. They serve as dividers for privacy, control noise, and give aesthetic and structural support to a home or building. In some countries, such as Japan, walls are thin and transportable. Offices are frequently built of portable or modular walls. Building styles cycle through trends of large open areas with high ceilings to small cubicles.

MOTIVATOR:

Divide students into groups. Give each group 25 squares of cardstock with a slit cut two-thirds through the middle of each card. Allow the students 8 minutes to build a structure. The group with the tallest structure that stands the longest, is the winner. If the students make a plan and build a firm base, they will have a shorter structure, but it will stand much longer—students should reach this conclusion on their own. After discussing the various types of towers, talk about the function of walls.

OPTIONS/SUPPLIES:

TEACHER NOTE: Many of these options include information dealing with floors, due to the fact that many of the materials on walls are also used on floors.

OPTION 1

DISCUSSION: Present information "WALLS AND CEILINGS" to the students.

OPTION 2

CHART: Have students complete the chart "FLOOR AND WALL COVERINGS".

OPTION 3

ACTIVITY: Using the handout "PICTURE ASSIGNMENT", have the students find pictures in a magazine that illustrate the examples of surface treatments discussed in class. They should neatly mount the pictures and label them correctly.

OPTION 4

DEMONSTRATION/WORKSHEET: Using transparencies or painted illustrations, show various illusions that can be created with various wall treatments. Housing Decisions (Goodheart-Willcox Co.) has transparencies for this activity in the teacher supplement. Have students complete the worksheet "ILLUSIONS".

OPTION 5

ACTIVITY: Using the worksheet "MOOD MAGIC" have students select, mount, and label wall treatments that create a specific mood.

OPTION 6

ACTIVITY: Using the worksheet "CREATIVE TEXTURES", have students experiment with methods of creating simple, inexpensive textures.

OPTION 7

DEMONSTRATION/PROJECT: Demonstrate techniques for hanging wallpaper. Have students practice what they learned by completing the "BAND BOXES".

OPTION 8

GAME: Using the worksheet "SURFACE TREATMENT BINGO", have students prepare to play "BINGO", then play the game, reviewing the definition as each answer is read.