
UNIT: Design and Function of Interior Space **LESSON:** Floor Plans--
Reading and Evaluating

COMPETENCIES:

1. Identify and draw symbols commonly used on floor plans.
 2. Determine adequacy of floor plans in relationship to needs and features in a home for various stages in the life cycle.
 3. List the rooms and activities involved in living/social, sleeping/private and service/work zones of the home.
 4. Evaluate a floor plan for zone arrangement, circulation, and storage.
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OVERVIEW/SUMMARY:

One of the most important tools of the designer is the floor plan. Prepared floor plans can be purchased or floor plans can be custom designed by an architect or a designer. From this plan a designer can determine if the structure will meet the needs of the client. A designer can also begin to organize the interior space.

MOTIVATOR:

Have students select a floor plan they like. Have them write what they like about this floor plan.

OPTIONS/SUPPLIES:

OPTION 1

PRESENTATION: Review the basic "BLUEPRINT SYMBOLS" with the class. Transparencies are a good way to present this information. Students can follow the discussion with a handout or they can draw the symbols freehand from the overhead. Or present blue print symbols to the class by using flash cards. You may wish to make the flash cards or they may be purchased from Brywood Enterprises, P.O. Box 1190, Sulphur Springs, Texas 75483, Fax or phone 903-439-1081, order "Blueprint Symbols Package".

OPTION 2

DISCUSSION: Review the information "EVALUATING INTERIOR ZONES" with the students while they complete the study guide "EVALUATING INTERIOR ZONES". You may also wish to have them read appropriate information from a text, such as Residential Housing.

OPTION 3

GUEST SPEAKER: Have a guest speaker explain the various kinds of drawings used for construction. You might have an architect or contractor come. Have them discuss the importance of having floor plans that are drawn accurately. If possible, show them good and bad examples. Have the speaker explain the various kinds of drawings used for construction. (You might also want to check with your drafting department for examples of plans and the possibility of arranging to switch labs for a day or two.)

OPTION 4

ACTIVITY: Students will select and mount a floor plan on the worksheet "EVALUATING FLOOR PLANS", then complete the questions. [SUPPLIES: floor plans, rubber cement, colored pencils]

OPTION 5

GROUP PROJECT: Review as a class how housing needs are met and how they change. It is important to remember that some people will buy and live in only one home. But the functions of rooms may change as needs change. This discussion should be from the perspective of a client coming to the designer with specific needs and how the designer would meet those needs in a new home. Divide the class into small groups. Each group will be given a client (see "CLIENT PROFILES") with specific needs. Students must find a floor plan of a home that meets the needs of the client and mount it on paper. On the back of the paper, they should explain how the plan meets the needs of the client. You may wish to allow students to draw their own plans, but this is much more complicated and less accurate. [SUPPLIES: floor plan books or copies of floor plans, paper, rubber cement]

RESOURCES:

Many excellent resources are available from Brywood Enterprises, P.O. Box 1190, Sulphur Springs, Texas 75483, Fax or phone 903-439-1081.
