

Structural and Decorative Design

Summary

This lesson introduces and reinforces the concept of structural and decorative design through a lecture/discussion and a picture assignment.

Main Core Tie

Interior Design 1

[Strand 2 Standard 1](#)

Time Frame

2 class periods of 45 minutes each

Group Size

Individual

Life Skills

Thinking & Reasoning, Communication

Materials

- Overhead projector
- Note outline overhead
- Assignment sheet
- Example assignment

Background for Teachers

The teacher should know the differences between structural and decorative design. The note outline could serve as a refresher. Refer to the USOE Interior Design curriculum guide for more detailed information.

Student Prior Knowledge

Students should have no prior knowledge of the subject. This assignment serves as an introduction to the way picture assignments should be completed in future units. The information is all new.

Intended Learning Outcomes

Students should achieve two separate goals by completing this assignment. First, the picture assignment should reinforce all information taken in the lecture/discussion portion of this lesson. Second, students should come away with a working knowledge of how all future picture assignments in this class should be completed.

Instructional Procedures

Have students take notes from the overhead note outline as you lecture and discuss the concept of design and the differences between structural and decorative design. Once notes are complete and questions have been answered, hand out an assignment sheet to each member of the class. Read over the entire assignment sheet as a class. All necessary directions are written on the assignment sheet as well as the grading rubric. Show students your example assignment/pictures in order for them to get a clear idea of what is expected of them. Turn the rest of the class period over to them to

complete their assignment. At the end of this class period, let them know that they will have an additional 30 minutes in (more or less according to what you feel they need) the following class period to finish their picture assignment.

Strategies for Diverse Learners

For the struggling student accommodations could be made in the complete sentence description on the back of each picture...maybe they could just write a word or two describing where they see the element of design.

Assessment Plan

Refer to the rubric outlined on the attached assignment sheet for performance and point guidelines.

Bibliography

USOE Curriculum Guide

Authors

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