

STRANDS AND STANDARDS

INTERIOR DESIGN 1



Course Description

This course explores the field of interior design through engaging learning activities. Identification and use of the elements and principles of design are emphasized. Other topics are furniture arrangement, floor plan evaluation, space planning and design related careers. Skills learned can be applied to current living environments and future career options. FCCLA may be an integral part of this course.

Intended Grade Level	9-12
Units of Credit	0.5
Core Code	34.01.00.00.210
Concurrent Enrollment Core Code	34.01.00.13.210
Prerequisite	
Skill Certification Test Number	330
Test Weight	0.5
License Area of Concentration	CTE and/or Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	FACS Composite General
Endorsement 2	CTE License: Interior Design
Endorsement 3	

STRAND 1

Students will investigate common design styles.

Standard 1

Students will explore some of the common interior design styles.

- Farmhouse - A rustic style with time-worn furniture, sturdy materials, light color palettes and repurposed accessories, farmhouse is an inviting, comfortable style.
- Scandinavian - Drawing inspiration from homes in Sweden, Norway and Denmark, Scandinavian designs incorporate light wood finishes and natural lighting. Minimalism and functionality are hallmarks of this sleek style.
- Coastal - Drawing on colors of the sand and sea, coastal is a style as comfortable as a beach vacation. Natural materials like linen and jute are popular in coastal designs.
- Bohemian - Full of texture, color and story, the boho look embraces influences from across the globe and carries a vibe of cool confidence.
- Traditional - Traditional design is rooted in classic, ornate furniture designs and features well-accessorized rooms with dashes of pattern and color.
- Midcentury Modern - A callback to the 1950s and '60s, midcentury modern design focuses on form and function with clean lines, graphic patterns, organic colors and materials.
- Art Deco - First popular in the early 20th century, Art Deco incorporates geometric and ornate design details and rich materials like marble and gold leaf intended to convey looks of luxury and glamour.
- Industrial - Industrial interior design highlights the architectural features often found in converted warehouses, such as exposed ductwork and ceiling beams. Furnishings may incorporate sleek lines, salvaged wood and pipework or other metals.
- Southwestern - Southwestern style is characterized by earth tones, raw textures and crafted objects. Colorful, handwoven textiles and terra cotta materials feature prominently in this design.

Performance Skills

- Complete FCCLA Step One.
- Complete a project representing the design styles.

STRAND 2

Students will demonstrate professional design presentation techniques.

Standard 1

Students will practice various methods of interior design presentation.

- Demonstrate proficiency of professional lettering and labeling, such as block/architectural lettering (i.e. simple, hand-printed capital letters), legends or keys (i.e. a rectangular space on a project used to reference symbols, materials, or placement of project parts), etc.
- Use professional mounting techniques (i.e. professionally presenting pictures, samples or other information in an orderly manner) for assignments and presentation boards.
 - Straight edge, 90* angles, ¼" border, clean & neat
 - Wrapping fabric or pinking shears to eliminate fraying and raw edges.
- Digital presentation
 - Neutral background
 - Borders on photos (Optional)
 - Non-serif fonts
 - Font size 12-18

Performance Skills

Demonstrate proficiency in professional lettering and mounting techniques by hand as well as digitality.

STRAND 3

Students will identify the two basic types of design.

Standard 1

Identify structural design - simple lines, no ornamentation, cannot be separated without destroying the object.

Standard 2

Identify decorative design - applied ornamentation to an object, can be separated without destroying the object.

Standard 3

Explain the meaning of “form follows function”- the form should reflect its intended use and fulfill its intended purpose. The first priority in a design is its function, which dictates the shape or form of a design. Example: a chair must still function as a place to sit regardless of design or ornamentation.

STRAND 4

Students will identify and explain the basic elements of design or “tools” used to create a design: line, shape, form, space, texture, pattern, light and color.

Standard 1

Identify, explain, and use the basic elements of design.

- Identify and create examples of line and identify the feelings created by each.
 - Vertical Lines -lines that run up and down. Create feelings of height, strength and formality.
 - Horizontal Lines - lines that run from left to right (across the horizon). Creates the feelings of being restful and informal.
 - Curved Lines - a line that deviates from straightness in a smooth, continuous fashion. Creates feelings of softness, playfulness and serenity.
 - Diagonal Lines - Straight line that is neither horizontal nor vertical. Creates feelings of action, movement and excitement.
- Differentiate between shape and form.
 - Shape- The 2-dimensional outline of an object (e.g. square, circle, triangle, rectangle)
 - Form- A 3-dimensional object (e.g. cones, cylinders, spheres, cubes, prism, etc.)
- Identify and explain the use of space - the area with which the designer works.
 - To expand – use light & cool colors, mirrors, smooth textures, smaller scale & less furniture.
 - To enclose – use dark & warm colors, rough textures, larger scale furniture & accessories.
 - Positive space is filled space.
 - Negative space is empty space.
- Identify and explain the effect of texture - the surface quality of objects. It can be both seen (visual) and felt (tactile) as used in interior design.
 - Rough Texture- absorbs light, informal, can be both visually or tactilely rough.
 - Smooth Texture- reflects light, formal, can be both visually or tactilely smooth.
 - Identify pattern - The repetition of color, lines, shape or design across a surface to create visual interest.
 - Naturalistic/realistic- reproduces a motif from nature in its natural form, looks photographic.

- Conventional/stylized- uses designs from nature in a simplified or adapted way.
- Geometric- decoration is made up of geometric shapes or stripes.
- Abstract- departs from nature—inspiration for the design is not recognizable.



- Describe light - Makes things visible through illumination by nature (sun, moon, fire) or electrical devices (incandescent, fluorescent, halogen, LED)
- Identify color - the visible spectrum of light that enables us to see hues. Also the pigment in paints or dyes to create hue.

Performance Skills

Present visual examples of the elements & principles of design and explain each concept.

STRAND 5

Identify the terms associated with the color wheel and the major color schemes.

Standard 1

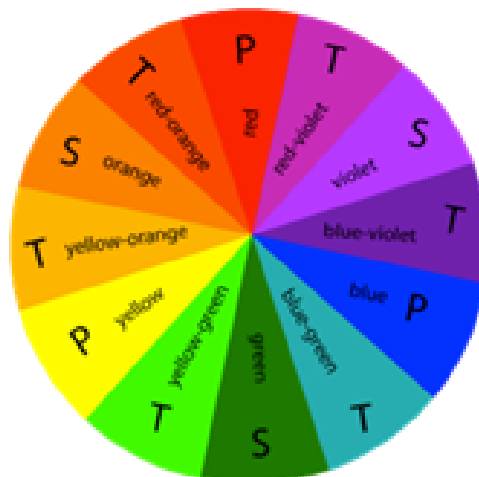
Review the color wheel and explain the use of color or hue. Hue is the name of a color on the color wheel.

- Hue is the name of a color on the color wheel.
- Primary colors: Red, Yellow, Blue
- Secondary colors: Orange, Green, Violet
- Tertiary Colors: Red-orange, Yellow-Orange, Yellow-Green, Blue-Green, Blue-Violet, Red-Violet.

Standard 2

Identify and explain the use of warm and cool colors on the color wheel.

- Warm colors generally tend to close in space; advance and create feelings of warmth, activity and excitement. (red-violet, red, red-orange, orange, yellow- orange, yellow)
- Cool colors generally tend to expand space; recede and create cool, calm, and relaxed feelings. (violet, blue-violet, blue, blue-green, green, yellow-green)



Standard 3

Explain how to distinguish between and create value in shades and tints.

- Value is the lightness or darkness of a hue created by adding black or white.
 - Intensity - the brightness of a color. Created by adding a complementary color to it or gray to a color.
 - Shades - created by adding black to a color.



- Tints/pastels - created by adding white to color.



- Tone - created by adding gray to a color.

Standard 4

Identify, create or present visual examples of major color schemes (a planned combination of colors in specific positions anywhere on the color wheel)

- Schemes:
 - Neutral – black, white, tan, brown
 - Accented neutral – mostly neutral with just a touch of color.
 - Monochromatic – tints, shades and tones of one color
 - Triadic – three colors evenly spaces on the wheel
 - Analogous – 2-4 colors next to each other on the wheel
 - Complementary – two colors opposite on the color wheel

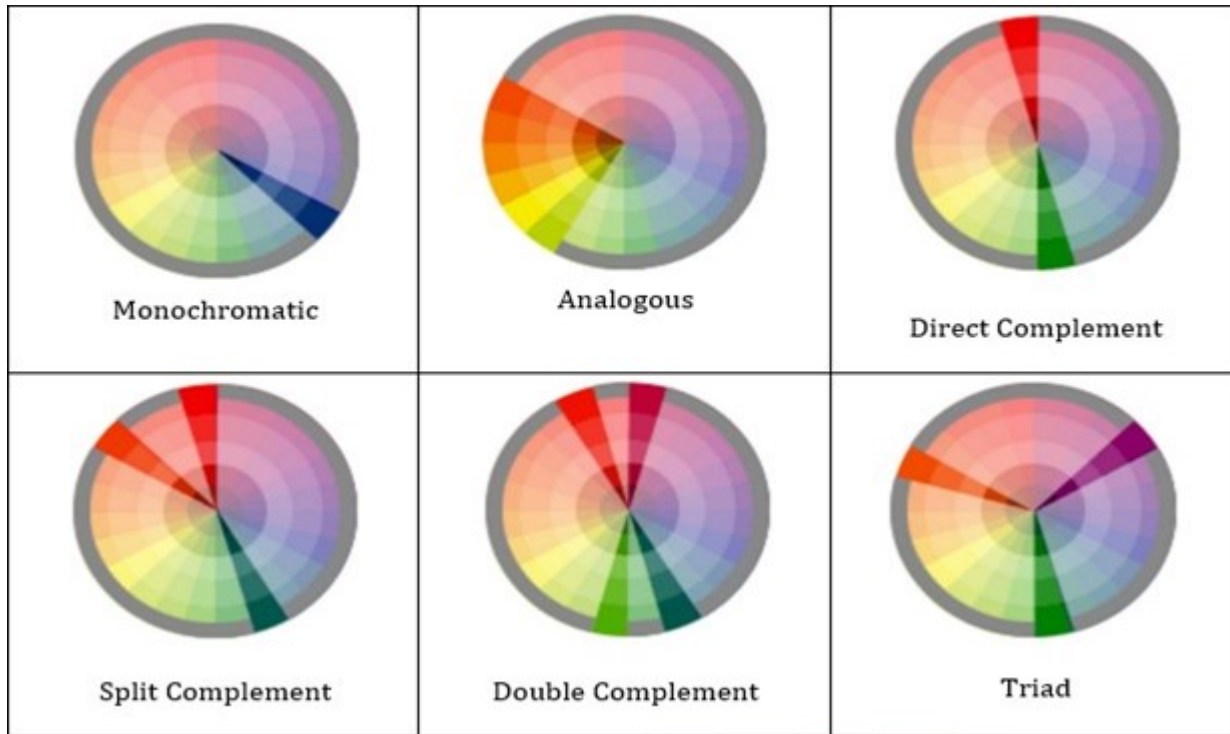
Standard 5

Color is affected by: texture, artificial lighting (incandescent, fluorescent, halogen, LED, etc.), and natural lighting (light created by the sun, moon or fire).

- Explore the Interaction of color
Josef Albers – <http://www.interactionofcolor.com/>

Standard 6

- Explore the psychology of color.
 - Color influences perceptions such as: taste, hunger, emotions, etc.
- Explore the use of color within different cultures.



Performance Skills

Present visual examples of the use of color schemes.

STRAND 6





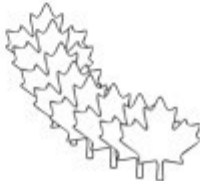
Students will identify and explain the basic principles of design or “rules”/guidelines of design: scale, proportion, balance, rhythm, emphasis/focal point and harmony.

Standard 1

Identify and explain the basic principles of design.

- Discuss how scale relates to the size of a design in relation to other items or the surrounding area in which it is place.
- Understand that proportion is the ratio/fraction - parts of an object in comparison to the whole object.
 - Golden Mean determines the effectiveness of a ratio - The most effective ratios: 2:3, 5:8 etc.
- Explain the types of balance – the placement of objects so that is creates visual equilibrium.
 - symmetrical/formal balance - mirror-image of parts on each side of a center point,
 - asymmetrical/informal balance -different objects on either side of a central point,
 - radial balance - balance created from a central point, radiating outward.
- Identify examples of rhythm - continuous movement, the path the eye follows:
 - repetition - shapes, forms, lines, or colors that are repeated in a design.

- gradation - sizes of shapes go from large to small or color values go from light to dark.
- radiation - objects radiate out in nearly every direction from a central point.
- opposition - abrupt change in any of the elements
- transition - a subtle, visual flow often indicated by a curved line that leads the eye from one point or area to another.

Repetition	
Gradation	
Radiation	
Opposition	
Transition	

- Explain emphasis/focal point - dominant item(s) in the room that draws attention.
 - to create emphasis - furniture groupings, lines, color, accessories, pattern, architectural features (e.g. fireplace), lighting, and size.
- Explain how harmony is achieved when unity and variety are effectively combined.
 - Unity - created by similarity of objects, style or theme.
 - Variety - what is done outside of the theme or style to provide relief from sameness.

STRAND 7

Students will explain the design and function of interior space.

Standard 1

Evaluate the components of floor plans (a scale diagram of the arrangement of rooms in a building)

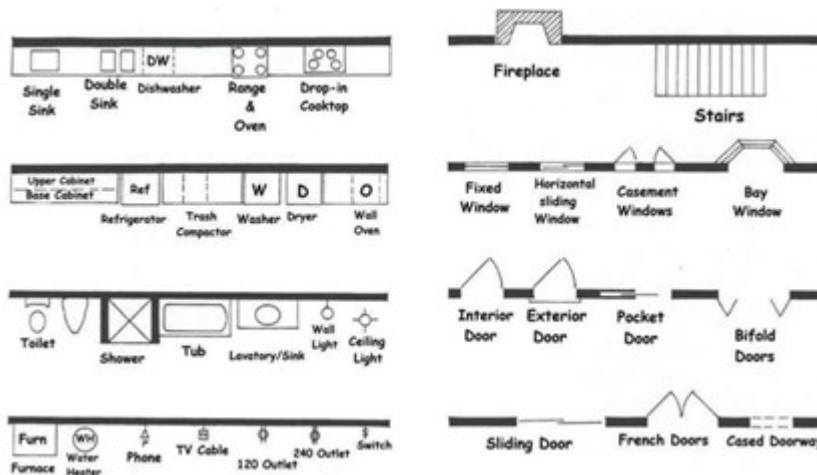
- Discuss the three basic living zones:
 - living/social - The area of the home used for activities and entertainment— living room, dining room, family room, etc.

- sleeping/private - The area of the home that provides quiet, comfortable areas for sleeping and relaxing, as well as privacy—bedrooms, bathrooms, closets.
- service/work - The area where household work is done—kitchen, laundry room, utility room, basement, garage.
- Discuss and identify the circulation patterns of family, guests, work and service.
 - Family – all rooms
 - Guest – entry, living, dining room, powder room
 - Work and Service – kitchen, garage, utility room
 - easy access from entry to other parts of home
 - rooms should not be cut in half
 - bathrooms located next to bedrooms
 - kitchen near the garage/service entrance
- Identify and evaluate an open floor plan verses a closed floor plan.
 - Closed floor plans separate rooms, enclosing them with walls and an entry door for noise reduction and privacy.
 - Open floor plans have few walls, save on costs of building materials, and home tends to appear more spacious.
- Elements of a well-designed space
 - adequate storage - should be 10-15% of total sq. footage
 - convenient circulation patterns
 - little wasted space
 - connected spaces – garage to kitchen, closet to entry, stairs to central hall, etc.

Standard 2

- Identify and label common floor plan symbols - characters used to represent architectural, electrical, and plumbing features on a floor plan.
 - Identify common floor plan symbols:
 - doors
 - windows
 - sinks
 - upper and lower cabinets
 - range
 - refrigerator
 - tub/shower
 - toilet
 - fireplace
 - stairs
 - light switch
 - 110 outlet
 - 220 outlets
 - ceiling light

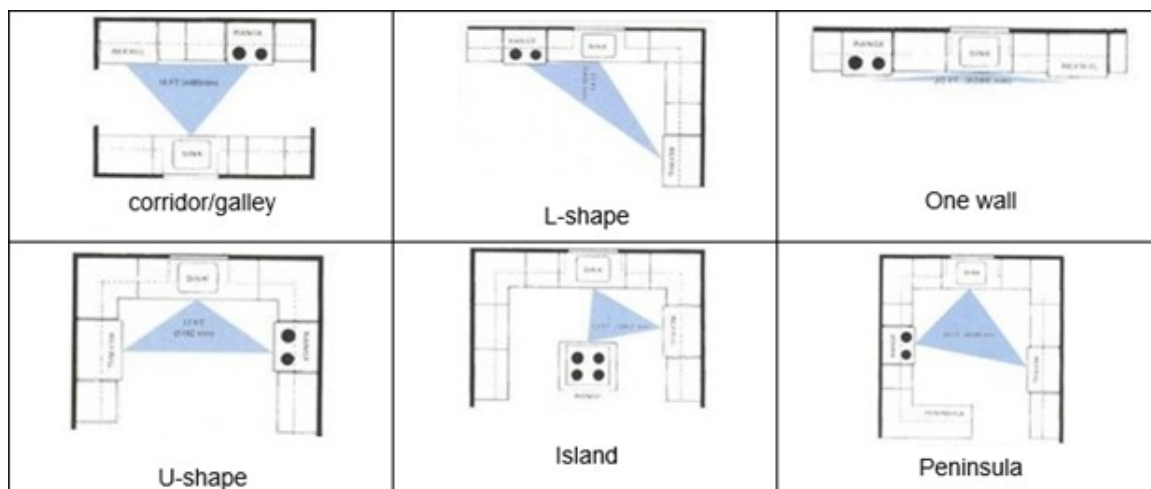
- Scale for residential housing is 1/4" = 1 foot.



Standard 3

Evaluate basic kitchen design and function

- Identify the work triangle - measurement from center of sink to center of refrigerator and back to center of range/stove and should measure 12-26 ft. in length. Helps evaluate kitchen efficiency.
- Identify basic kitchen shapes:
 - corridor/galley
 - L-shape
 - one wall - most economical/least expensive
 - U-shape - most efficient/least steps
 - island
 - peninsula



Standard 4

- Explore the NKBA bathroom guidelines.

Standard 5

Apply the guidelines of furniture arrangement.

- Discuss basic guidelines of furniture arrangement
 - Function

- Scale,
- Proportion focal point
- Activity grouping (combining furniture that is appropriate for a specific function or activity)
- Balance
- Location of outlets,
- Circulation patterns,
- Arrangement of furniture and clearances
- Group furniture around a focal point.
- Discuss differences between
 - Primary seating area (seating for many people; the ideal diameter should not exceed 8-10 ft.)
 - Secondary seating areas (Seating for 1-3 people).

Performance Skills

- Label a residential floor plan with the three living zones, and indicate the functions of each zone.
- Identify and label common floor plan symbols.
- Present furniture arrangement in a living room, family room, and bedroom considering the basic guidelines in each space.
- Create a space plan and presentation for an ensuite (bed/bath combo) using the elements and principles of design, color schemes, and furniture arrangement.

Workplace Skills

Students will develop professional and interpersonal skills needed for success in industry.

- Determine the difference between hard skills and soft skills.
 - Hard Skills: Hard skills are specific, teachable abilities that can be defined and measured
 - Soft Skills: Personal attributes that enable someone to interact effectively and harmoniously with other people.
- Identify soft skills needed in the workplace
 - Professionalism
 - Respect legal requirements/expectations
 - Good communication skills
 - Resourcefulness & creativity
 - Work Ethic

Skill Certification Test Points by Strand

Test Name	Test #	Number of Test Points by Strand										Total Points	Total Questions	
		1	2	3	4	5	6	7	8	9	10			