

Interior Design I

Levels:	Grades 9-12
Units of Credit:	0.50
CIP Code:	20.0110
Core Code:	34-01-00-00-210
Prerequisite:	Interior Design I for Interior Design II
Skill Test:	# 330

COURSE DESCRIPTION

This course enables students to explore their creativity in the field of interior design. Identification of the elements and principles of design are emphasized. Other topics included are furniture arrangement basics, floor plan evaluation, area planning and careers. FCCLA may be an integral part of this course.

CORE STANDARDS, OBJECTIVES, AND INDICATORS

STANDARD 1

Students will identify structural and decorative design, patterns of design, and professional presentation techniques.

Objective 1: Identify structural (simple lines, no ornamentation, cannot be separated without destroying object) and decorative design (Applied ornamentation to an object, can be separated without destroying object).

- a. Identify pattern illustrations and explain the use of pattern: naturalistic/realistic, conventional/stylized, geometric, and abstract.

Objective 2: Students will practice various methods of interior design presentation.

- a. Demonstrate professional lettering and labeling, such as block/architectural lettering, legends or information boxes, etc.
- b. Use professional mounting techniques for color, design or presentation boards.

Objective 3: Demonstrate professional lettering and mounting techniques.

STANDARD 2

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

Objective 1: Identify, explain and use the basic elements of design

- a. Identify and create examples of line. (horizontal/vertical/curved/diagonal)
- b. Identify feelings created by lines. (vertical/strength and formality, horizontal/restful and informal, curved/delicate and feminine, diagonal/action, movement and excitement.)
- c. Differentiate between shape (2 dimensional outline of an object—Ex. square, circle, triangle, etc.) and form (3 dimensional object—Ex. cones, cylinders, spheres, cubes, etc.)
- d. Explain the meaning of “form follows function”.
- e. Identify and explain the use of space or the area in which the designer has to work (positive is filled space and negative is empty space).
- f. Identify and explain the effect of texture as used in interior design (visual/tactile, effects of light, informal/formal).

- g. Explain the meaning of the following types of patterns: natural/realistic (reproduces a motif from nature in its natural form), 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 isn't recognizable).

Objective 2: Present examples of the elements of design and explain each concept in writing.

Objective 3: Identify and explain the use of color. (hue)

- a. Identify and explain the components of a color wheel.
- b. Understand that primary colors cannot be mixed from other pigments.
- c. Understand that secondary colors are made by mixing equal amounts of two primary colors.
- d. Understand that six tertiary/intermediate colors are made by mixing an equal amount of a primary and a secondary color.

Objective 4: Create a color wheel identifying primary, secondary, and tertiary/intermediate colors.

- a. Explain how tints (add white), tones (gray or the color's complement) and shades (add black) are created.
- b. Identify and explain the terms intensity (the brightness or dullness of a hue created by adding its complement) and value (the lightness or darkness a hue created by adding black for shades, white for tints or pastels or gray for tones. Bold and intense colors should be used sparingly or as accents).

Objective 5: Create tints, tones and shades.

- a. Identify and create/present visual examples of major color schemes: monochromatic (one color), analogous/adjacent (colors next to each other on color wheel), neutral/achromatic (black, white, gray, and brown is sometimes used), accented neutral (neutral with accents of color), complementary (colors directly across from each other on the color wheel), triad (3 colors equidistant on the color wheel).
- b. Warm colors generally tend to close in space; advance and create feelings of warmth, activity and excitement.
- c. Cool colors or using white generally tend to expand space; receding and create feelings of cool, calm, and relaxed.

Objective 6: Create or present visual examples of major color schemes.

- a. Color is affected by texture, artificial lighting and natural lighting.
- b. Identify neutral colors (white, black and grey, but understanding that brown, beige, tan and cream are often used like neutrals).

STANDARD 3

Students will identify and explain: scale, proportion, balance, rhythm, emphasis/focal point and Harmony.

Objective 1: Identify and explain the basic principles of design—"the rules or guidelines of designs"

- a. Discuss how scale relates to the size of a design in relation to the surrounding area in which it is placed.
- b. Understand that proportion is the ratio of the parts to the whole
- c. Determine whether a ratio is effective or not, such as 2:3

- d. Explain the types of balance and how it is used to create feelings in a room: symmetrical/formal (mirror-image of parts on each side of a center point), asymmetrical/informal (different objects on either side of a central point)
- e. Identify examples of rhythm: 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 line or color), and transition (curved line that leads the eye from one point or area to another).
- f. Explain how emphasis (focal point) is used and identify ways to create it—furniture groupings, lines, color, accessories, pattern.
- g. Explain how harmony is achieved when unity (“theme” created by repetition or similarity of objects) and variety (what is done outside of the “theme” to provide relief from sameness) are effectively combined.

Objective 2: Present examples of the principles of design and explain each concept in writing

STANDARD 4

Students will explain the design and function of interior space.

Objective 1: Compare the characteristics of floor plans and living zones and how they relate to family activities/needs.

- a. Identify common floor plan symbols (doors, windows, sinks, upper and lower cabinets, range, refrigerator, tub, shower, toilet, fireplace, stairs, light switch, 110 and 220 outlet, ceiling light.)

Objective 2: Identify and label common floor plan symbols.

- a. Label a floor plan with the three appropriate basic living zones (living/social, sleeping/private, service/work) Discuss living zones and their impact on housing
- b. Discuss and identify the circulation patterns of family, guests, work and service. (Should provide easy access from entry to other parts of home, rooms should not be cut in half, bathrooms located next to bedrooms and kitchen near the garage/service entrance)
- c. Discuss and identify living zones (living/social, sleeping/private, service/work).
- d. Identify and evaluate an open versus 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.)

Objective 3: Evaluate basic kitchen design and function

- a. Evaluate basic kitchen function—placement of appliances, near areas of use, traffic circulation
- b. Identify the work triangle (measure from center of sink, to center of refrigerator and back to center of range/stove) Helps evaluate kitchen efficiency.
- c. Identify basic kitchen shapes (corridor, L-shape, one wall (most economical), U-shape (most efficient), island and peninsula).
- d. Identify elements of a well-designed kitchen (adequate storage, lighting, counter space and work triangle).
- e. Discuss current trends in kitchen design (such as countertop materials, flooring, appliances, etc.).

Objective 4: Label a floor plan with the three living zones, and indicate the functions of each zone.

Objective 5: Apply the guidelines of furniture arrangement

- a. Discuss basic guidelines of furniture arrangement (function, scale, proportion focal point, activity grouping, balance, location of outlets, traffic patterns, arrangement of furniture and clearances.)
- b. Discuss differences between primary and secondary conversation areas.

Objective 6: Using a floor plan, create a furniture arrangement incorporating principles and elements of design and space planning.