

Interior Design II

Levels: Grades 9-12
Units of Credit: 0.50
CIP Code: 20.0210
Core Code: 34-01-00-00-215
Prerequisite: Interior Design I
Skill Test: # 333

COURSE DESCRIPTION

This course provides students the opportunity to develop skills in applying the elements and principles of design to interiors. Projects are integrated throughout the course to provide applications as the students study: architecture, furniture styles and constructions, surface treatments and backgrounds, design and function of space and lighting. FCCLA may be an integral part of this course.

CORE STANDARDS, OBJECTIVES, AND INDICATORS

STANDARD 1

Students will discuss architectural history and identify selected architectural styles and features.

Objective 1: Explain basic terms and identify illustrations of architectural features and styles.

- a. Identify illustrations of roofs (gable, gambrel, hip, flat, Mansard, salt box, shed)
- b. Explain the function of a window and identify illustrations of various windows (casement, double-hung sash, dormer, picture, bay, bow, Palladian, skylight, fan/half-round, sidelight, sliding)
- c. Identify illustrations and examples of doors (single, French, sliding, bi-fold, pocket)
- d. Explain basic terms and identify illustrations of architectural features (arch, arcade, dentil trim, finial, gingerbread, half-timbering, pediments, pilaster, portico, quoins)
- e. Identify illustrations/examples of column capitals (Corinthian, Doric, and Ionic)

Objective 2: Complete a project related to architectural styles and features

Objective 3: Identify the American adaptations of housing styles such as:

- a. Log cabin (overlapping logs at corners, came from Sweden)
- b. Tudor (half-timbering)
- c. Salt box (2 stories in front, 1 story in back – long rear roofline)
- d. Prairie (horizontal lines, low-pitched roofs with overhanging eaves)
- e. Cape Cod (symmetrical, one to one ½ stories, clapboard siding and central door and chimney),
- f. Craftsman/bungalow (deep front porch, exposed rafters, wide columns, shed dormers),
- g. Spanish (Arcade, barrel roof, stucco, black wrought iron),
- h. Greek revival (2 story, columns, large pediment towards street),
- i. Georgian (Symmetrical, 2 ½ stories, dentil trim, double hung windows with 9-10 panes, quoins, pilasters around paneled door),
- j. Victorian Queen Anne (tower, wraparound porch, gingerbread, fish scale shingles),
- k. Contemporary (clean simple lines, large windows, flat roof)

STANDARD 2

Students will distinguish features of selected furniture styles and characteristics of quality furniture.

Objective 1: Identify selected furniture styles and common characteristics of each

- a. Early American (turned legs, square, blocky with plank seat or cane seat)
- b. Queen Anne (cabriole leg, pad foot, shell motif, wing chair)
- c. Chippendale (Ball and claw foot, ears, Chinese influence- black lacquer Japanning, camel back couch.)
- d. Sheraton (Square back, tapered legs)
- e. Hepplewhite (Shield back, tapered legs)
- f. Duncan Phyfe (Lyre back, splayed legs, laurel leaves)
- g. Shaker (Ladder back, simple, structural lines)
- h. Victorian (Very ornate, tufting, elaborate carvings on wood parts)
- i. Modern/contemporary (May use one or more materials in construction—glass, wood, metal and plastics, textiles)

Objective 2: Complete a project related to furniture styles and features.

Objective 3: Identify illustrations of furniture parts and features.

- a. Identify examples of legs (cabriole, turned, tapered and splayed)
- b. Identify examples of feet (pad, bun, claw-and-ball, and bracket)
- c. Identify chair backs (lyre, ladder, splat, and shield)
- d. Identify decorative features (finial, pediment, reeding, fluting, turning)

Objective 4: Identify illustrations of furniture types.

- a. Identify examples of chairs (Windsor, wing, side, arm, ladderback and splatback)
- b. Identify examples of tables (gate-leg and pedestal)
- c. Identify upholstered pieces (camelback, Lawson, tuxedo sofas and ottoman)
- d. Identify case goods (buffet, high boy, secretary, wardrobe/armoire)

Objective 5: Discuss construction techniques used in upholstered furniture.

- a. Discuss the difference between flat and coil springs.
- b. Identify construction considerations used in upholstered furniture (seams, welts, cording should be smooth, patterns should match, zippers should be sewn straight, sufficient padding, tightly woven fabric).

Objective 6: Discuss the construction techniques used in case goods (wood furniture used for storage).

- a. Identify types of joints (butt, corner block, dove-tail, dowel, mortis and tenon, tongue and groove).
- b. Discuss the characteristics and uses of hardwoods (deciduous trees that lose their leaves: birch, cherry, mahogany, maple, oak, walnut).
- c. Discuss the characteristics and uses of soft woods. (coniferous cone-bearing trees: cedar, pine, redwood, spruce, cypress, fir)
- d. Discuss and identify the various finishes used on case goods. (stain, varnish)
- e. Discuss the use of particle board, plywood and veneers in case goods.

STANDARD 3

Students will identify and explain various interior surface treatments, backgrounds and lighting.

Objective 1: Identify various textiles and factors that lead to the selection of specific textiles.

- a. Identify natural textiles (cotton, linen, silk, wool).
- b. Identify synthetic textiles (acetate, acrylic, nylon, olefin, polyester, rayon).
- c. Identify basic weaves and finishes (plain, twill, satin, Jacquard, purpose of finishes).
- d. Identify the basic dye methods: yarn (add colors to yarns before they are woven into fabrics), piece (add color to a fabric after it is woven), solution (adding color to the fiber solution) and printed (darker on one side).

Objective 2: Identify floor treatments and factors that lead to their selection.

- a. Discuss the characteristics of flooring types: hard (wood—strip, plank, parquet; tile), resilient (vinyl) and soft (carpet, rugs.).
- b. Discuss characteristics of carpet fibers—nylon, olefin, polyester, wool.
- c. Discuss carpet textures and advantages and disadvantages of each—cut (ex. plush, frieze), loop (ex berber) and, different combinations (sculptured).
- d. Discuss carpet terms and how they affect quality and selection—Pile, density (closeness of yarns), fiber.

Objective 3: Identify ceiling and wall treatments and factors that lead to their selection.

- a. Discuss the types (latex/water based and oil based) and finishes of paint (flat, eggshell, satin, semi-gloss and high gloss). Choose a paint color that is slightly lighter than the one desired.
- b. Discuss the types of wallpaper (fabric, vinyl, vinyl-coated and paper) and appropriate wallpaper terminology (i.e. prepasted, strippable, scrubbable, single/double roll, pattern repeats, run/dye lot number, border).
- c. Discuss the various types of molding. (i.e. chair-rail, crown, and base)

Objective 4: Identify window treatments and factors that lead to their selection.

- a. Identify the types of window treatments – curtains (sheared or gathered onto a rod), drapes (formal, heavier fabric, pleated panels hung on a rod), shades/blinds/shutters, cornices, valances, swags).
- b. Discuss window treatment considerations (i.e. direction of window, light control shape of window, purpose of window, style of room, cost, maintenance, energy efficiency, privacy).

Objective 5: Discuss natural light and artificial light.

- a. Discuss how natural light is affected by types of window treatments and the orientation to sunlight.
- b. Discuss types of artificial light. (i.e. incandescent, fluorescent, halogen)
- c. Discuss the uses of artificial light. (i.e. general, task, accent/decorative)
- d. Discuss lighting fixtures. (i.e. ceiling, cove, portable, recessed, strip, track, wall)

STANDARD 4

Students will communicate design ideas through visual presentations.

Objective 1: Design a presentation board for one or more rooms.

- a. Use a minimum of 3 attached rooms.
- b. Use good line quality in ¼ inch scale.
- a. Select samples that illustrate the textiles used. (i.e. window, furniture, floor, etc.)
- b. Create complete, neat and accurate keys/legends.
- c. Label with neat, evenly spaced lettering.
- d. Arrange an effective overall design of the visuals and samples.
- e. Neatly mount selected visuals and samples.
- f. Accurately identify electrical symbols on the floor plan.

Objective 2: Draw, draft or trace a portion of a home floor plan.

Objective 3: Design a presentation board for one or more rooms.

Objective 4: Prepare and present an accurate oral or written description of the presentation board.

- a. Describe the focal point and the way it was emphasized.
- b. Describe the balance and rhythm, and the way they were created.
- c. Describe the color scheme used and the feeling/mood created.
- d. Describe the style used and how harmony was developed.