

Southern Regional High School District

Course of Study

Department-Art

Course Number-7420

Course Title:

INTERIOR DESIGN II
Written by Jennifer Miller
July 2008

Essential Questions of the Course:

1. What is Commercial Interior Design?
2. What skills should a Commercial Interior Designer possess in order to be successful in the field?
3. How is Commercial Interior Design different than Residential Interior Design?

Assessments:

WRITTEN: Student's knowledge & understanding will be assessed through research projects, worksheets, concept statements and critique rubrics.

PRESENTATIONS: Through the use of oral presentations, students will demonstrate knowledge of subject matter as well as develop skills in public speaking and persuasion.

PROJECTS: This course is fundamentally "project-based" therefore leading most assessments to be in this category. Projects may range from simple daily compositions to lengthy quarter long, multi-layered projects.

Unit of Study

Unit Title: **Unit 1:** **REMEMBERING! (Review: Interiors I)**

Essential Questions of the Unit:

1. What is the most valuable tool you learned in Interior Design I?
2. What did you learn about yourself as a designer in Interior Design I?
3. How do you think these skills will translate into this course?
4. What do you hope to gain from this course?

Assessments:

1. Model building exercise & responsive drawings to model which explore abstract representations of space.
2. Journal / Sketchbooks
3. CAD
4. Worksheets & Quizzes

Content: Review:

Tools

- Pencils
- Scale/Ruler
- Erasing
- Materials
- CAD

Methodology

- Client Profile
- Drawings (Plans, Elevations, Perspectives, Models, Finish Boards)

Psychology of Space

Introduction:

- How to use a scale

Skills:

- Remembering the role of an Interior Designer and the skill-set required for the profession.
- Knowledge of the tools, methods and psychology surrounding the profession.
- Understanding the architectural scale & further developing measuring skills; one of the fundamental skills required for success in the profession.
- Model making.
- CAD

Purpose / Rationale of the unit:

This unit is a review unit from the Interior Design I course. The focus of the unit will be to strengthen student's skills from the previous year while introducing them to abstract thinking and responding to multi-layered space.

NJ Core Curriculum Content Standards:

Unit 1.1 AESTHETICS All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

A. Knowledge

- 1.1.A.1 1. Examine works of art that communicate significant cultural beliefs or sets of values.
- 1.1.A.2 2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.
- 1.1.A.3 3. Analyze how art is often defined by its originality.

B. Skills

- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
- 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
- 1.1.B.3 3. Express how art is inspired by an individual's imagination.
- 1.1.B.4 4. Describe changes in meaning over time in the perception of a known work of art.

Unit 1.2 CREATION AND PERFORMANCE All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation.

D. Visual Art

- 1.2.D.1 1. Incorporate various art elements and principles in the creation of works of art.
- 1.2.D.2 2. Explore various media, technologies and processes in the production of two and three dimensional art.
- 1.2.D.3 3. Identify form, function, craftsmanship, and originality when creating a work of art.
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Unit 1.3 ELEMENTS AND PRINCIPLES All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

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- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
- 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles design.

Unit 1.4 CRITIQUE All students will develop, apply, and reflect upon the knowledge of the process of critique.

A. Knowledge

- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
- 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.

B. Skills

- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
- 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

Language Arts Literacy

Writing as a Product (resulting in a formal product or publication)

- 3.2.12.4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.
- 3.2.12.5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.
- 3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)
- 3.2.12. Demonstrate command of a variety of writing genres, such as critique.

Technological Literacy

8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

B. Application of Productivity Tools

Social Aspects

- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
- 2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
- 3. Make informed choices among technology systems, resources, and services in a variety of contexts.
- 4. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.

8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

B. Design Process and Impact Assessment

- 4. Use a computer assisted design (CAD) system in the development of an appropriate design solution.

C. Systems in the Designed World

- 1. Explain the life cycle of a product from initial design to reuse, recycling, remanufacture, or final disposal and its relationship to people, society, and the environment, including conservation and sustainability principles.
- 2. Analyze the factors that influence design of products, systems, and environments.
- 3. Compare and contrast the effectiveness of various products, systems, and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.

Time Frame of Unit:

Four Weeks

Unit of Study

Unit Title: **Unit 2:** **INTRO TO COMMERCIAL DESIGN**

Essential Questions of the Unit:

- 1. What is Commercial Interior Design?**
- 2. How is Commercial Design the same as / different than Residential Interior Design?**
- 3. How do the branches of Commercial Interior Design differ from each other?**

Assessments:

- 1. Journal responses / summaries to published articles.**
- 2. Projects relative to modulation.**
- 3. Quizzes**

Content:

1. Introduction to professional publications and source guides.
2. Entertainment, Facilities, Healthcare, Hospitality, Institutional, Office and Retail design.
3. Modulation
4. Understanding multi-function / multi-tenant spaces.
5. Commercial grade materials

Skills:

- Reading / Comprehension
- Putting program into practice
- Drawing
- Problem Solving
- Identifying and applying appropriate materials.

Purpose / Rationale of the unit:

In this unit, students will be exposed to the various types of Commercial Interior Design. This exposure will continue throughout the year with continued research, reading and response to articles from professional design publications. Students will also craft skills in modulation through project based studies. Time will be spent studying various commercial grade materials and their application.

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B. Skills

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Technological Literacy

8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

B. Application of Productivity Tools

Social Aspects

- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
- 2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
- 3. Make informed choices among technology systems, resources, and services in a variety of contexts.
- 4. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.

8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

B. Design Process and Impact Assessment

- 4. Use a computer assisted design (CAD) system in the development of an appropriate design solution.

C. Systems in the Designed World

- 1. Explain the life cycle of a product from initial design to reuse, recycling, remanufacture, or final disposal and its relationship to people, society, and the environment, including conservation and sustainability principles.
- 2. Analyze the factors that influence design of products, systems, and environments.
- 3. Compare and contrast the effectiveness of various products, systems, and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.

Time Frame of Unit:

Six Weeks

Instructional Activities:

1. Quick design charettes / studies which allow students to become familiar with working with multiple modules.
2. One project which requires students to:
 - efficiently space plan a building to a program
3. Lettering worksheets.
4. Article responses / summaries.
5. CAD tasks

Materials and Resources:

1. Art Making Tools:
 - paper, pencils, scales(rulers) mat board , triangles, t-squares, pens, mat knives
2. Lettering Sheets
3. Interior Design Magazine, Contract Magazine, various design publications
4. Professional portfolio pieces for examples

Unit of Study

Unit Title: **Unit 3:** **HUMAN SCALE, CODES & UNIVERSAL DESIGN**

Essential Questions of the Unit:

- 1. Why is it important to understand the proportions and mechanics of the body relative to Interior Design?**
- 2. Are codes necessary and important when designing a space?**
- 3. Is Universal Design necessary?**
- 4. What is the ADA?**

Assessments:

- 1. Independently compiled source of human dimensions. (both drawings & text)**
- 2. Project studies showing implementation of appropriate codes & human dimensions.**
- 3. Group projects / Research projects documenting code finding.**
- 4. CAD Tasks**

Content:

1. Human Dimensions
2. Codes
3. Universal Design vs. ADA

Skills:

- Problem solving skills
- Working within a team
- Developing appreciation and understanding of comfort for various body types
- Design Skills: drawing, planning, estimation, modeling, measuring, documenting
- CAD Skills
- Writing
- Verbal

Purpose / Rationale of the unit:

The ability to understand and design to the physical & emotional needs of all human beings is an important skill for a designer to hold. This unit exposes students to the difficulties of designing for the population. Students will experience movement throughout space as a handicapped individual to understand the importance of a well designed space. They will also create responsive pieces relative to these issues to develop mastery.

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Time Frame of Unit: Four-Six Weeks

Instructional Activities:

1. Experiments in the building as a handicapped individual.
2. Documentation of existing building dimensions to create their own resources.
3. Presentation of codes, BOCA, ANSI, ADA, etc.
4. Designing a space to code.
5. Create a room in which to..... (e.g. in which to drink a glass of water)
6. CAD Tasks

Materials and Resources:

1. Art Making Tools:
 - paper, pencils, scales(rulers) mat board , triangles, t-squares, pens,
2. Sketchbooks
3. Video Cameras, VCR, TV
4. Interior Design Magazine, Contract Magazine, various design publications
5. Professional portfolio pieces for examples
6. Code Books
7. Interior Designer's Handbook
8. Interior Design Graphic Standards

Unit of Study

Unit Title: **Unit 4:** **CAD**

Essential Questions of the Unit:

- 1. How has computer aided design technology affected:**
 - **the way we design?**
 - **production?**
 - **the quality of our designs?**

Assessments:

- 1. Projects produced utilizing CAD.**
- 2. Class Critiques / Presentations**

Content:

1. Basics of CAD
 - setting up a drawing
 - units of measurement
 - 0,0
 - commands
 - layering
 - plan, elevation, section
 - setting up a final drawing with a title block
2. Creating a presentation with CAD

Skills:

- Drawing on the computer
- Speed and accuracy with modulation
- Organization and creation of presentations
- Measuring
- Labeling
- Utilizing technology to communicate and idea

Purpose / Rationale of the unit:

CAD software is the primary tool utilized in the Interior Design field. It is imperative that any student wishing to study and practice Interior Design be proficient with this program. Some of the benefits of using this program at this level are that it enables students to:

- gain greater accuracy with their drawings
- create multiple options for their designs quickly
- gain confidence using technology

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Technological Literacy

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B. Application of Productivity Tools

Social Aspects

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
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Time Frame of Unit: Four Weeks

The basics of CAD will be explored during a four week period. However the program will be continually utilized throughout the year.

Instructional Activities:

1. Basics
2. Setting up layering systems
3. Drawing a plan
4. Manipulating modules
5. Preparing Final Drawings (paper space vs. model space)
6. Measuring

Materials and Resources:

1. CAD lab
2. Handouts
3. Examples from professional practice

Unit of Study

Unit Title: **Unit 5:** **COMMERICAL DESIGN
RESEARCH & PRACTICE**

Essential Questions of the Unit:

- 1. What disciplines affect Interior Design?**
- 2. How do budget and location affect a project?**
- 3. How do the type of project and its location affect design and material selection?**
- 4. What kinds of clients do Commercial Interior Designers have?**
- 5. What are the typical steps/processes necessary to complete a job?**

Assessments:

- 1. Research paper and drawings**
- 2. Class discussions**
- 3. Projects**
- 4. Response & interaction with guest speakers**
- 5. Response to class trips**

Content:

1. Evolution of Commercial Interior Design
2. Research and Presentation of Commercial Design Firms
3. Cost Estimation and Implications
4. Materials Selections
5. Understanding Process
6. Field trips to design firms in Philadelphia area

Skills:

- research and reporting
- communicating with design professionals
- developing professional work practices and ethics
- understanding global implications of design
- presentation skills
- math / estimation skills
- teamwork

Purpose / Rationale of the unit:

This unit is intended to prepare students for the "business" of Interior Design. They will understand the different types of workplaces existing in Commercial Interiors as well as the other disciplines which affect the profession. Exposure to the many roles an interior designer can play will help them to realize its complexity and aid them in their career decision.

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Time Frame of Unit:

Nine Weeks

Instructional Activities:

1. Lectures, presentations & activities led by myself and other field professionals.
2. Research project in which students focus on one design firm or "subject" relative to Interiors. Students will then create a responsive space in style of their focus group.
3. Generate contact and following with a practicing designer.

Materials and Resources:

1. Computer lab
2. Design Publications
3. Guest speakers from the field
4. Art Making Materials et al

Unit of Study

Unit Title: **Unit 6:** **INDEPENDENT PROJECT**

Essential Questions of the Unit:

- 1. What are your strongest skills as an Interior Designer?**
- 2. What are your weakest skills as an Interior Designer?**
- 3. How do your surroundings / your upbringing affect your decisions as a designer?**
- 4. What kind of Commercial Interior Design is most challenging?**

Assessments:

- 1. Term-long project with assessments inclusive of**
 - sketchbook/journal entries**
 - plans and associated drawings required to communicate the design**
 - finish/furniture selection boards**
 - minor cost analysis**
 - quizzes and homework assessing understanding of space planning**
 - written concept essay**
 - one of the following: model, rendered perspective, rendered section/elevations**
 - critique of peer work**

Content:

1. Programming
2. Design Development
3. Documentation
4. Presentation
5. Cost Analysis / Material Selection

Skills:

- Problem Solving
- Estimation
- Working through revisions
- Detailing
- Developing a Presentation
- Presentation skills
- Drawing, Model Making, etc
- Pacing / Time Management
- Research

Purpose / Rationale of the unit:

This unit is a simplified version of a thesis project at the collegiate level. The unit affords students the opportunity to apply their knowledge of Interiors in a project sculpted by them, with direction from the instructor. It also provides freedom for expression and development of personal style.

NJ Core Curriculum Content Standards:

Unit 1.1 **AESTHETICS** All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

A. Knowledge

- 1.1.A.1 1. Examine works of art that communicate significant cultural beliefs or sets of values.
- 1.1.A.2 2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.
- 1.1.A.3 3. Analyze how art is often defined by its originality.

B. Skills

- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
- 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
- 1.1.B.3 3. Express how art is inspired by an individual's imagination.
- 1.1.B.4 4. Describe changes in meaning over time in the perception of a known work of art.

Unit 1.2 **CREATION AND PERFORMANCE** All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation.

D. Visual Art

- 1.2.D.1 1. Incorporate various art elements and principles in the creation of works of art.
- 1.2.D.2 2. Explore various media, technologies and processes in the production of two and three dimensional art.
- 1.2.D.3 3. Identify form, function, craftsmanship, and originality when creating a work of art.
- 1.2.D.4 4. Identify careers and lifelong opportunities for making art.

Unit 1.3 **ELEMENTS AND PRINCIPLES** All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

D. Visual Art

- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
- 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles design.

Unit 1.4 **CRITIQUE** All students will develop, apply, and reflect upon the knowledge of the process of critique.

A. Knowledge

- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
- 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.

B. Skills

- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
- 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

Time Frame of Unit:

4 Weeks

Instructional Activities:

1) One project which requires students to