

Blackhawk School District

CURRICULUM

Course Title:	Interior Design
Course Number:	1141
Grade Level(s):	grades 10 - 12
Periods Per Week:	5
Length of Period:	40 minutes
Length of Course:	90 days
Credits:	.5
Faculty Author(s):	Megan Bailey, Betty Krestel, Shannon Parish
Date:	May 2008; Revised May '09

COURSE DESCRIPTION:

In Interior Design learn how the elements and principles of design help you to look, respond and create a home that is warm and inviting. By drawing a floor plan, arranging furniture, and creating a color and décor style board, you will experience designing a room. Apply the skills you learn in interior design and open the door to your future home design.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
<p>I. What is Design</p> <p>A. What is design</p> <p>B. Interior designer</p> <p>C. Human needs and housing</p> <p>D. Housing Choices</p> <p>1. Types of housing available</p> <p>2. Renting / Buying</p> <p>3. Old house/ New house</p> <p>E. Judging a room</p> <p>F. Create a Family Profile</p> <p>RA – Students will read the information in the text about old houses and new houses. Based on the reading the students will determine which they would choose to live in and why?</p>	<p>Students will incorporate RA strategies, as applicable</p> <p>11.2.12. Balancing Family, Work, and Community Responsibility</p> <p>A. Justify solutions developed by using practical reasoning skills.</p> <p>B. Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.</p> <p>C. Analyze teamwork and leadership skills and their application in various family and work situations</p> <p>- Contrast past and present family functions and predict their probable impact on the future of the family</p> <p>- Students will identify the difference between needs and wants for housing choices.</p> <p>Students will identify the way to look at a room style.</p> <p>Students will create a family profile using the information discuss in the “What is design unit?”</p>	<p>14 days</p>	<p>Text: Homes Today and Tomorrow Parts of Chapters – 1, 7,8, 9 Teacher prepared resources</p> <p>Video: <i>Interior Design: The Basics</i></p>	

<p>II. Principles of Design</p> <ul style="list-style-type: none"> A. Proportion B. Scale C. Balance D. Emphasis E. Unity or Harmony F. Variety <p>RA – Follow activity “What is proportion?” with text reading to prepare three question about proportion.</p>	<p>Students will incorporate RA strategies, as applicable</p> <p>11.2.12. Balancing Family, Work, and Community Responsibility</p> <p>D. Based on efficiency, aesthetics and psychology, evaluate space plans(e.g. home, office, work areas) for their ability to meet a variety of needs including those individuals with special needs</p> <p>11.1.12 Financial and Resource Management</p> <p>C. Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).</p>	<p>6 days</p>	<p>Text: Homes Today and Tomorrow Chapter 15</p> <p>Teacher prepared resources</p> <p>Video: Principles of Design: The Principles</p>	
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<p>III. Floor Plans</p> <ul style="list-style-type: none"> A. Floor plan symbols B. Evaluating floor plan C. Space planning <ul style="list-style-type: none"> 1. Room size 2. Size of items within a home D. Traffic patterns E. Draw a floor plan to suit the family profile <p>RA - Use activity “Closed Plan and Open Plan” to read for characteristics of the plans. Find pictures to represent each plan.</p>	<p>Students will incorporate RA strategies, as applicable</p> <p>11.2.12.Balancing Family, Work, and Community Responsibilities</p> <ul style="list-style-type: none"> D. Based on efficiency, aesthetics and psychology, evaluate space plans(e.g. home, office, work areas) for their ability to meet a variety of needs including those individuals with special needs D. Identify the concepts and principles used in planning space for activities(6) D. Explain the importance of organizing space for efficiency and a sense of comfort(e.g., desk space classroom space)(3) 	<p>13 days</p>	<p>Text: <i>Homes Today and Tomorrow</i> Part of Chapter 10</p> <p>Supplemental Chapter – Evaluating Floor Plans</p> <p>Teacher prepared resources</p>	
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<p>III. Furniture Arrangement</p> <p>A. Arranging Furniture</p> <ol style="list-style-type: none"> 1. Principles of arrangement 2. Plan on paper 3. Good Design in arrangement <p>B. Room Arranging Do's and Don'ts</p> <p>C. Creating a room arrangement for the family profile</p> <p>RA – Read and underline evaluation sheet for furniture arrangement. Talk to text to ask questions concerning floor plan.</p>	<p>Students will incorporate RA strategies, as applicable</p> <p>11.2.12. Balancing Family, Work, and Community Responsibilities</p> <p>F. Assess the relationship of family functions to human developmental stages</p> <p>Analyze the space requirements for a specific activity to meet a given need (e.g., family room, home office, kitchen)</p> <p>Identify the concepts and principles used in planning space for activities</p> <p>Based on efficiency, aesthetics and psychology, evaluate space plans (e.g. home, office, work areas) for their ability to meet a variety of needs including those individuals with special needs</p> <p>Students will create a furniture arrangement for their floor plans using information learned.</p>	<p>11 days</p>	<p>Text: <i>Homes Today and Tomorrow</i> Part of Chapter 19</p> <p>Teacher prepared resources</p> <p>Student floor plan</p> <p>Video: <i>Room Arranging Do's and Don'ts</i></p>	
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<p>IV. Elements of Design</p> <ul style="list-style-type: none"> A. Space B. Line C. Form D. Texture E. Decorative Pattern F. Lighting <p>RA – Students will use” Texture Identification” with information learned about texture to identify good uses of textiles.</p>	<p>Students will incorporate RA strategies, as applicable</p> <p>Balancing Family, Work, and Community Responsibility</p> <p>11.2.12.A. Justify solutions developed by using practical reasoning skills</p> <p>11.2.12.D. Based on efficiency, aesthetics and psychology, evaluate space plans(e.g. home, office, work areas) for their ability to meet a variety of needs including those individuals with special needs</p> <p>Evaluate the impact of technology and justify the use or nonuse of it(e.g., safety, cost/budget, appearance, efficiency)</p> <p>Students will create decorative patterns given criteria.</p>	<p>9 days</p>	<p>Text: <i>Homes Today and Tomorrow</i> Chapter 13</p> <p>Video: <i>Principles of Design: The Elements</i></p> <p>Video: <i>Interior Lighting: Bringing Rooms to Life</i></p>	
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<p>V. Color</p> <ul style="list-style-type: none"> A. Color wheel B. Color schemes C. Color value D. Color intensity E. Color activities F. Window treatments G. Color and Décor Style board <p>RA – Students will talk to the text and underline on the Color and Décor evaluation sheet</p>	<p>Students will incorporate RA strategies, as applicable</p> <p>Balancing Family, Work, and Community Responsibility</p> <p>11.2.12.A. Justify solutions developed by using practical reasoning skills</p> <p>11.2.12.D. Based on efficiency, aesthetics and psychology, evaluate space plans(e.g. home, office, work areas) for their ability to meet a variety of needs including those individuals with special needs</p> <p>Students will paint a color wheel.</p> <p>Students will identify color schemes by color.</p> <p>Students will paint an intensity scale and a value scale.</p> <p>Students will utilize color information for a series of 4 color activities</p> <p>Students will create a color and style board for their family profile and their floor plan/ furniture arrangement.</p>	<p>37 days</p>	<p>Text: <i>Homes Today and Tomorrow</i> Chapter 14</p> <p>Video: <i>Color for Life</i></p> <p>Video: <i>Window Treatments</i></p> <p>Teacher prepared activities</p>	
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