

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## Interior Design 2

**DATE:** March, 2008

**SUBJECT AREA:** Career Technical Education

**PROPOSED GRADE LEVEL(s):** 10-12

**COURSE LENGTH:** One Year

**GRADING:** A-F

**NUMBER OF CREDITS:** 5/Semester

**PREREQUISITES:** None

Lab Fee: \$30.00 per student for take home materials. Opportunity is given for lab fees to be earned through class fund raisers.

### **COURSE DESCRIPTION:**

In this advanced course, the student will continue to explore Interior Design as a career, and acquire skills pertaining to the more advanced aspects of the field of Interior Design. The student will also develop a deeper and more comprehensive understanding of the creative design/art aspects of this field. Students will become more confident in their working knowledge of the skills and technology used in Interior Design as they build on their experiences in Interior Design 1.

### **GENERAL GOALS/PURPOSES:**

- The Interior Design program will carry high expectations for each student's achievement and success in applying decision-making and problem solving techniques in dealing with clothing design and construction techniques.
- The Interior Design program will provide students with a broad range of rigorous educational opportunities which will enable each individual the opportunity to reach full potential and successfully meet the demands and opportunities of a highly technological 21<sup>st</sup> century.
- The Interior Design program provides students with a core of knowledge and skills that act as a building block for lifelong learning. Students will be exposed to positive attitude and leadership, character, and academic skills necessary to excel in a global arena.
- Families are integral parts of our educational process. In recognition of this important role, family involvement is actively sought, encouraged and welcomed.
- Partnerships with the community and businesses greatly enhance students learning experiences and educational opportunities. It is through these relationships that our students are able to apply their learning to real-world situations. In addition, it is by these means, in conjunction with instruction; students will develop pre-employment skills for jobs in the clothing design and textile arts market.
- The Interior Design program will provide a classroom environment, which allows students to work at rates and levels commensurate with individual capabilities.
- The Interior Design program will provide students with opportunities to receive public recognition for projects completed in class.
- The Interior Design program will assist the student in developing a respect for work, pride in good workmanship, and a desire to develop a saleable skill. Our program will provide intellectual, practical, and creative experiences in which the student can expect a high degree of success to maximize his/her feelings of self worth and accomplishment.

### **Students will:**

- Know how resources such as periodicals, mass media, and the Internet are used in the industry.
- Recognize key legislative, economic and social trends that have an impact on the industry.
- Understand the elements and principles of design, and their interrelationships.
- Know the factors that contribute to quality customer relations, service, and sales.
- Understand the measurement of interior spaces, including unusually shaped and rounded areas, and how to determine square footage.

- Know a variety of window types, styles, construction, materials, hardware, and their functions, as well as, compliance with code.
- Understand procedures, processes, and labels used for the production of furniture, coverings, and accessories that meet industry standards and codes.
- Understand the concept of universal design, and describe ways in which it is implemented.
- Know the appropriate tools and supplies needed to produce window, wall, floor treatments, and coverings.
- Understand how furnishings from a particular period in history were influenced by political, social, economic, and aesthetic conditions.
- Know environmentally friendly and sustainable design concepts that reflect federal guidelines and voluntary standards, such as, Leadership in Energy and Environmental Design
- Know the appropriate cleaning supplies, equipment, and procedures needed to perform a variety of cleaning tasks

### **STUDENT READING COMPONENT:**

*Foundation Standards 2.1 Reading*, including but not limited to

Specific applications of Reading Comprehension standards (grades nine and ten): (2.1)-(2.3), (2.7)

Specific applications of Reading Comprehension standards (grades eleven and twelve): (2.3)

### **STUDENT WRITING COMPONENT:**

*Foundation Standards 2.2 Writing*, including but not limited to:

Specific applications of Writing Strategies Applications standards (grades nine and ten): (1.3), (1.5), (2.3), (2.5), (2.6)

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve): (1.5), (1.6), (2.5)

### **STUDENT ORAL COMPONENT:**

*Foundation Standards 2.3 Listening and Speaking* including but not limited to:

Specific applications of Speaking Applications standards (grades nine and ten): (2.2), (2.4)

2.4 Understand the importance of effective nonverbal, oral, and written communication skills in obtaining and keeping a job.

2.5 Use appropriate communication skills, appropriate vocabulary and the specialized terminology of the industry.

2.6 Understand verbal and nonverbal communication and respond appropriately.

2.7 Understand trends and new ideas by reading and interpreting the professional literature of the fashion and interior design industry.

### **STUDENT MATH COMPONENT:**

*Foundation Standards 1.1. Mathematics*, including but not limited to:

Specific applications of Number Sense standards (grade seven): 1.1), (1.3), (1.6), (1.7)

Specific applications of Mathematical Reasoning standards (grade seven): (1.1), (2.1), (2.2), (2.5), (2.8), (3.1), and (3.3)

Specific applications of Algebra I standards (grades eight through twelve): (13.0), (24.2)

Specific applications of Geometry standards (grades eight through twelve): (8.0)

### **DETAILED UNITS OF INSTRUCTION:**

#### **1. Elements & Principles of Design**

- a. Portfolio of rooms reflecting this unit

#### **2. Color**

- a. Psychology of color in peoples lives
- b. Color Schemes
- c. Effects of color on room design
- d. Project- Handmade paper

### **3. Environmental Concerns**

- a. Sustainable building products
- b. Care and usage of products
- c. Project-Students demonstration looking at environmental concerns in Interior Design

### **4. Textiles**

- a. Fabric Identification burning properties
- b. Weaving identification use paper to create weaves
- c. Window treatments
- d. Upholstery/slipcovers construction
- e. Carpet
- f. Project- Bath rug woven by students using towels

### **6. Furniture History**

- a. Portfolio of different furniture styles
- b. Individual presentation researching historical time period and furnishings
- c. Project- Constructing footstool

### **7. Architectural Styles**

- a. Construction techniques & materials
- b. Research historical & modern designs in architecture

### **8. Floor plans/Elevations**

- a. Draft room spaces
- b. Draft irregular walls

### **9. Lighting**

- a. Lighting comparisons & evaluation of properties
- b. Application/fixtures
- c. Lighting design & effect of rooms and people
- d. Project- Construct Lamp

### **10. Final-Conceptual Business Design**

- a. Design a hotel lobby
- b. Miniature Model room
- c. Cost breakdown sheet for finished project
- d. Presentation board 24x36 of room design
- e. Project- Oral presentation to guest visitors (clients) for conceptual design

## **THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS:**

Math, Reading, and Writing

## **LAB FEE, IF REQUIRED:**

\$15.00 per student per semester for take home materials. Opportunity is given for lab fees to be earned through class fund raisers.

## **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

*Foundation Standards included but not limited to:*

Academics 1.4 (Visual and Performing Arts): proficient level (1.1), (1.3), (3.3) (5.2), advanced level (2.3), (2.4),

(3.1), (3.2), (5.3); Career Planning and Management: 3.1-3.6; Technology: 4.1 – 4.4; Problem Solving and Critical Thinking: 5.1-5.4; Health and Safety: 6.1, 6.2; Responsibility and Flexibility: 7.1 – 7.4; Ethics and Legal

Responsibilities: 8.1-8.3; Leadership and Teamwork: 9.1 – 9.5

### ***Pathway Standards:***

*B1.0 Students understand important aspects of the industry and the role of the industry in local, state, national, and global economies:*

B1.1 Know how the various segments of the industry contribute to local, state, national, and global economies.

B1.2 Know how such resources as periodicals, mass media, and the Internet are used in the industry.

B1.3 Recognize major legislative, economic, and social trends that have an impact on the industry.

*B2.0 Students understand key operational procedures and laws in the industry:*

B2.1 Understand how various factors (e.g., operational costs, markup, and markdown) affect profit.

B2.2 Understand various types of liability, insurance policies, service agreements, and contracts and the need to comply with codes..

B2.4 Plan and organize work schedules, with a timeline showing the stages from consultation through installation.

B2.5 Understand how designers determine their fees for services and materials.

B2.6 Prepare and maintain appropriate records, correspondence, and forms as required.

*B3.0 Students understand and apply the elements and principles of design to various aspects of the interior design industry:*

B3.1 Understand the elements and principles of design and their interrelationships.

B3.2 Understand the concept of universal design and relate it to the industry.

B3.3 Use the elements and principles of design when designing, marketing, and merchandising products.

B3.4 Understand the fundamentals of color theory and color forecasting.

B3.5 Use various types of technology in the design process.

*B4.0 Students understand the main principles of sales and marketing in the interior design and furnishings industry:*

B4.1 Know factors that contribute to quality customer relations, service, and sales.

B4.2 Evaluate the impact of cultural factors on customers' needs, desires, and satisfaction.

B4.3 Analyze sales and marketing techniques for their effectiveness.

B4.4 Know strategies for helping customers select merchandise, and recommend related services appropriate to their needs.

B4.5 Know how technology can be used to provide customer service and follow-up.

B4.6 Know basic policies and procedures for sales, exchanges, and returns.

*B5.0 Students understand and apply important aspects of space planning and know the characteristics of interior systems:*

B5.1 Understand the measurement of interior spaces, including unusually shaped and rounded areas, and how to determine square footage.

B5.2 Interpret blueprints for accuracy and traffic flow and evaluate space for furniture placement and activities.

B5.3 Understand the function and symbols unique to interior systems, such as plumbing, lighting, electrical, ventilation, and heating/air conditioning.

B5.4 Use the correct scale and architectural symbols to draw interior spaces, including placement of doors, windows, and outlets.

B5.5 Analyze space needs on the basis of clients' specifications.

*B6.0 Students understand the selection of window, wall, and floor treatments:*

B6.1 Estimate costs of materials, fabrication, and installation.

B6.2 Know a variety of window types, styles, construction, materials, hardware, and their functions and the need to comply with industry codes.

B6.3 Describe the function, appearance, and installation of primary types of window treatments and floor and wall coverings.

B6.4 Know the procedures for tracking and following through on work orders for window, wall, and floor treatments.

B6.5 Know the process for installing window, wall, and floor treatments, including measuring, estimating costs, and tracking and following through on work orders.

*B7.0 Students understand the selection of furniture, upholstery and slipcovers, and accessories for residential and commercial interiors:*

B7.1 Understand procedures, processes, and labels used for the production of furniture, coverings, and accessories that meet industry standards and codes.

B7.2 Know the primary types of woods, fillers, materials, finishes, and frames.

- B7.3 Know the primary types of fabrics, trims, and finishes for various furniture, coverings, and accessories.
- B7.4 Understand how ergonomic and anthropometric concepts assist clients in the selection and adaptation of furnishings.
- B7.5 Select appropriate furnishings by evaluating the quality, source, function, and vendors' attributes.
- B8.0 Students understand and apply important aspects of residential and commercial interior design:*
- B8.1 Understand space needs based on clients' specifications.
- B8.2 Understand the concept of universal design and describe ways in which to meet clients' needs.
- B8.3 Understand the importance and process of outlining schedules for completing work and installing appliances and cabinetry.
- B9.0 Students understand the fabrication of treatments for windows, walls, floors, and furnishings:*
- B9.1 Know the appropriate tools and supplies needed to produce window, wall, and floor treatments and coverings.
- B9.2 Understand the steps, procedures, and processes necessary for the production of window coverings, furnishings, and accessories.
- B9.3 Use appropriate tools (e.g., power and specialty sewing machines and other equipment) for fabrication purposes.
- B9.4 Use construction skills and techniques that meet industry standards.
- B9.5 Interpret and complete orders by using accepted production methods.
- B10.0 Students understand the history and events that have influenced the design of furnishings:*
- B10.1 Know basic furniture styles from historical periods.
- B10.2 Know the characteristics of furnishings that typify various periods throughout history.
- B10.3 Analyze recurring historical designs in today's furnishings.
- B10.4 Understand how furnishings from a particular period in history were influenced by political, social, economic, and aesthetic conditions.
- B10.5 Understand how prosperity, mass production, and technology are related to the economics of the furnishings segment of the industry.
- B11.0 Students understand the main design concepts that pertain to commercial and residential interior design:*
- B11.1 Understand the importance of clients' needs to the development of a design concept.
- B11.2 Understand the relationship of clients' needs to the development of a design concept.
- B11.3 Know the compliance requirements of the Americans with Disabilities Act (e.g., barrier-free elements and safety features) in the planning of residential and commercial designs.
- B11.4 Know environmentally friendly and sustainable design concepts that reflect federal guidelines and voluntary standards, such as Leadership in Energy and Environmental Design.
- B12.0 Students understand the effective procedures used to clean and maintain residential and commercial environments:*
- B12.1 Know the various jobs and tasks required to clean and maintain residential and commercial buildings.
- B12.2 Know the appropriate cleaning supplies, equipment, and procedures needed to perform a variety of cleaning tasks.
- B12.3 Know procedures that prevent damage when cleaning and maintaining residential and commercial areas.
- B12.4 Know safety procedures and how to use material safety data sheets for handling, using, storing, and disposing of cleaning supplies, equipment, and hazardous waste materials.
- B12.5 Understand the types of services provided by a property-maintenance business.
- B12.6 Evaluate service contracts for a variety of cleaning and maintenance services.

### **DISTRICT ESLRs TO BE ADDRESSED:**

#### **Students will be:**

- **Self-Directed Learners:** who complete a portfolio of work each quarter with considerable independent work
- **Effective Communicators:** through oral critiques, written assignments, and artistic expression in a variety of media
- **Quality Producers:** by completing approximately four projects, two research projects, oral presentations, and a portfolio of samples of designs for each unit of study

- **Constructive Thinkers:** through ongoing discussion and analyzing, to determine artistic solutions to problems presented to the class
- **Collaborative Workers:** through sharing and support given to other students in group critiques, through clean-up responsibilities, and through cooperative learning readings/assignments/projects
- **Responsible Citizens:** through care of supplies, tools, and materials, both their own and class sets