

a-g CTE Advanced Interior Design

Basic Course Information

Title: a-g CTE Advanced Interior Design

Transcript abbreviations: a-g CTE Advanced Interior Design / 6587VPAF

Length of course: Full Year

Subject area: Visual & Performing Arts ("f") / Visual Arts

UC honors designation? No

Prerequisites: a-g CTE Interior Design (Required)

Co-requisites: None

Integrated (Academics / CTE)? Yes

Grade levels: 10th, 11th,12th

Course learning environment: Classroom Based

Course Description

Course overview:

Advanced Interior Design continues the rigor of Introduction to Interior Design, allowing students to advance their knowledge acquired from this first course. Students will use their knowledge of all the principles and elements of design and apply it create original designs. Students will apply the skills for a career in the area of interior design by drawing, designing, creating and restyling interior spaces. Students will use their knowledge of historical architecture, furniture, fabrics, textiles, and finishes to design interior spaces for clients. Students will explore kitchen and bathroom design, sustainable design, residential and non- residential design and other specialty fields. Students will also do designer studies of famous architects and interior designers. Students will learn 3D drawing and drafting techniques including perspectives and isometric techniques. Students participate in an internship allowing students to not only apply their learning in authentic situations in order to deepen their ability to think critically and solve problems in real life situations and reflect on designs. In order to prepare students for post-secondary options in the field, students are required to produce essays, oral presentations, and projects; to participate in group discussions and projects and to successfully complete and reflect on their internship experience

Course content:

Special Considerations

This unit will cover creating functional spaces for clients with special considerations. This will include a study of Universal Design and ADA guidelines in order to apply to creation of functional residential space.

California Standards covered:

CTE Anchor:

Interior Design Pathway: B2.2 Recognize various types of liability, insurance policies, service agreements, contracts, and the need to comply with codes. B3.2 Understand the concept of universal design and relate it to the industry. B5.1 Understand the importance of clients' needs to the development of a design concept. B5.6 Analyze space needs on the basis of client's specifications. B5.7 Understand the concept of universal design as it applies to people with and without disabilities and research the compliance requirements of the American with Disabilities Act. B7.4 Evaluate how ergonomic and anthropometric concepts assist clients in the selection and adaptation of furnishings.

Visual Performing Arts: 1.3 Analyze their works of art as to personal direction and style.

Creative Expression: 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion. 4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques. 5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for post secondary application, exhibition, job application, and personal collection).

Unit Assignment(s):

Students will design a small apartment using universal design and ADA requirements for a fictitious client who is wheelchair bound. This space will be need to be aesthetically pleasing as well using the Elements of Art and Principles of Design. Students will provide a thoughtful and creative solution to her dilemma buy providing her with floor plan options which communicate student ideas about the importance of the use of ADA guidelines and universal design. Students will also go through several redline corrections with both peers and the Senior Designer. Students will communicate their ideas through a written work where they describe, analyze, interpret and judge their own work.

Environmental Considerations

This unit will cover creating functional spaces for clients using environmental design considerations. This will include a study of life cycle and sustainability, looking at green products and waste. We will analyze the effects of production methods on the environment and its users.

California Standards covered: CTE Anchor:

Interior Design Pathway:

B11.1 Compile textile industry practices that demonstrate sustainability. B11.3 Research sustainable products. B11.4 Research lighting, water, waste disposal, and other energies to determine the best options for the client that demonstrates sustainable practices. B11.5 Explain how organizations such as Leadership in Energy and Environmental Design (LEED) promote sustainable practices. B11.6 Analyze government incentives for sustainable practices to benefit the client. B11.7 Identify characteristics of sustainable fibers and acquire knowledge about what elements contribute to a sustainable fiber.

Visual Performing Arts: Artistic Perception: 1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art. 1.3 Analyze their works of art as to personal direction and style. 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion. Aesthetic

Valuing: 4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer. Connections, Applications, and Relationships: 5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for post-secondary application, exhibition, job application, and personal collection).

Unit Assignment(s):

Taking the client from the previous unit, who is also the head of the local Land Conservancy and would like to use environmentally sustainable products, students will now select furnishings and finishes, using sustainable products. They will provide their client with a furniture plan and finish schedule. Students will communicate their ideas through a written work where they describe, analyze, interpret and judge their own work.

CAD Drafting and Design

Topics: This unit will incorporate today's industry standards in technology for designing spaces using Computer Aided Design (CAD). Use of this technology makes design production more efficient by making drafts easier to duplicate, store and rework. It also can help make visuals to better illustrate and present ideas to the clients.

California Standards covered:

CTE Anchor:

Interior Design Pathway: B3.4 Integrate various types of technology in the design process. B5.2 Understand the measurements of interior spaces and how to determine square footage. B5.5 Create scale-drawings, elevations, renderings, and sample boards.

Visual Performing Arts: Creative Expression: 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion. 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills. Connections, Applications, and Relationships: 5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for post-secondary application, exhibition, job application, and personal collection).

Unit Assignment(s):

Students will learn the art of using a CAD program and draft their previous clients hand drafted floor plan, furniture plan, and finish schedule. They will use the principles of design scale and proportion. Finally they will Plot their drawings and create an aesthetically pleasing project board that communicates their ideas about the importance of the use of ADA guidelines and universal design ideas in their space. Students will communicate their ideas through a written work where they describe, analyze, interpret and judge their own work.

3D Design

This unit will incorporate today's industry standards in 3D renderings as a means of communicating design ideas to clients. This will include a study of 3D renderings and virtual walkthroughs that clients can visually connect with.

California Standards covered: CTE Anchor:

Interior Design Pathway: B3.4 Integrate various types of technology in the design process. B5.5 Create scale-drawings, elevations, renderings, and sample boards.

Visual Performing Arts: Artistic Perception: 1.3 Analyze their works of art as to personal direction and style. Creative Expression: 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion. 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills. . Connections, Applications, and Relationships: 5.1 Speculate on how advances in technology might change the definition and function of the visual arts. 5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for post-secondary application, exhibition, job application, and personal collection).

Unit Assignment(s):

Students will learn the medium of using a 3D computer program such as Google Sketchup or Revit which is the current design industry go to program for floor plans to 3D renderings. They will take their clients previously designed floor plan and elevations, following the principles of scale and proportion and put it into a 3D program. Finally, they will Plot their 3D renderings to create an aesthetically pleasing project board that communicates their ideas about the importance of the use of ADA guidelines and universal design ideas in their space. Students will communicate their ideas through a written work where they describe, analyze, interpret and judge their own work.

Lighting and Technology

This unit will analyze lighting and technology as an important element of interior design. It will include study of natural light, artificial light, task lighting, lighting effects in the interior and how lighting affects the body and mind. It will also include a study of technology as it applies to lighting and electrical circuits.

California Standards covered: CTE Anchor:

Interior Design Pathway: B3.4 Integrate various types of technology in the design process. B5.5 Create scale-drawings, elevations, renderings, and sample boards. B6.2 Describe the function, appearance, installation, maintenance of primary types of lighting, window treatments, floor, and wall coverings. B6.4 Research the process for installing lighting, window, wall, and floor treatments, including measuring.

Visual Performing Arts: Artistic Perception: 1.3 Analyze their works of art as to personal direction and style. 1.6 Describe the use of the elements of art to express mood in one or more of their works of art. Creative Expression: 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion. Aesthetic Valuing: 4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques. . Connections, Applications, and Relationships : 5.1 Speculate on how advances in technology might change the definition and function of the visual arts. 5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for post-secondary application, exhibition, job application, and personal collection).

Unit Assignment(s):

Students will design a studio and office space focusing on lighting and technology. They will create a lighting plan using both natural and artificial lighting. Lots of natural lighting will be used for the studio

space and task lighting will be used for the office space. Many clients are overseas and will be meeting with the firm via video chat. The students will need to provide a separate space for these video chats and a large screen. Students will also go through several redline corrections with both peers and the Senior Designer. Students will communicate their ideas through a written work where they describe, analyze, interpret and judge their own work.

Elevations

This unit will cover elevations as part of the working drawings or documents required to build a new space or remodel an existing one. This will include a view of each wall to scale, including details such as doors walls and windows that are placed on a floor plan, providing a more detailed communication of the working drawings.

California Standards covered: CTE Anchor:

Interior Design Pathway: B5.5 Create scale-drawings, elevations, renderings, and sample boards.

Visual Performing Arts: Creative Expression: 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion. Aesthetic Valuing: 4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques. . Connections, Applications, and Relationships: 5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for post- secondary application, exhibition, job application, and personal collection).

Unit Assignment(s):

Students will take the previously designed floor plan and draw elevations for it. Any issues or design changes will be made to both floor plan and elevation. Students will make design decisions such as ceiling heights, window, door and trim sizes. Students will also go through several redline corrections with both peers and the Senior Designer. Students will communicate their ideas through a written work where they describe, analyze, interpret and judge their own work.

FCCLA Competition

In this unit students will prepare for competition as an interior Designer based on FCCLA competition requirements which cover kitchen design and incorporating previous knowledge of floor plans, furniture plans, and finish schedules.

California Standards covered: CTE Anchor:

Interior Design Pathway: B1.6 Research various professional organizations such as American Society of Interior Designers (ASID) and National Kitchen and Bath Association (NKBA). B6.1 Recognize a variety of styles, construction, materials, hardware, and their functions and the need to comply with industry codes. B6.2 Describe the function, appearance, installation, maintenance of primary types of lighting, window treatments, floor, and wall coverings. B6.5 Estimate costs of materials, fabrication, and installation B10.4 Research color and design trends for textiles.

Visual Performing Arts: Artistic Perception: 1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art. 1.3 Analyze their works of art as to personal direction and style.1.6 Describe the use of the elements of art to express mood in one or more of their works of art. Creative Expression: 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color

theory, arbitrary color, scale, expressive content, and real versus virtual. 2.3 Assemble and display objects or works of art as a part of a public exhibition. 2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

Connections, Applications, and Relationships: 5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for post-secondary application, exhibition, job application, and personal collection).

Unit Assignment(s):

Students will read FCCLA Interior Design Scenario and create a design that fulfills all the requirements. Students will provide a floor plan and furniture plan, elevations, finishes, furnishings, accessories, lighting and a client invoice. Students will communicate their ideas through a written work where they describe, analyze, interpret and judge their own work.

Historic Design

This unit will analyze historical influences on modern design. This will include looking at the difficulties of separating innovations from the factors that shaped them and discovering how new technologies have shaped our living environments.

California Standards covered: CTE Anchor:

Interior Design Pathway: B9.0 Understand the history and events that have influenced the design of furnishings and interiors. B9.1 Identify basic furniture styles and interiors from historical periods. B9.2 Recognize the characteristic of furnishings that typify various periods and architectural styles throughout history. B9.3 Analyze recurring historical designs in today's furnishings. B9.4 Research how furnishings from a particular period in history were influenced by political, social, economic, and aesthetic conditions.

Visual Performing Arts: Artistic Perception: 1.4 Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts. Creative Expression: 2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion. Historical and Cultural Context: 3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art. Aesthetic Valuing: 4.3 Analyze and articulate how society influences the interpretation and message of a work of art. . Connections, Applications, and Relationships: 5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.

Unit Assignment(s):

Students will create a sketchbook for historic design. The sketchbook will cover historic and regional designs. They will document one furniture piece from each era by sketching it. They will label each piece saying who designed it, what it is called, where it was from, when it was introduced, why it was needed. Then they will choose a piece to analyze its significance and present their findings to the class. Students will communicate their ideas through a written work where they describe, analyze, interpret and judge their own work.

Famous Architects and Designers

This unit studies the effects that famous Architects and Interior Designers both past and present have influenced the design industry. As Interior Designers we are also influenced by what has already been

done before. Design and build a space that is influenced by these famous designers focusing on incorporating either universal and ADA considerations, environmental considerations or technological considerations.

California Standards covered:

CTE Anchor:

Interior Design Pathway: B1.1 Identify and list various career areas within the interior design field, including home furnishings; retail; furniture design; accessory design; and residential, commercial, and mobile design.

Visual Performing Arts: Artistic Perception: 1.3 Analyze their works of art as to personal direction and style. 1.4 Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts. 1.8 Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style. Creative Expression: 2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion. Aesthetic Valuing: 4.3 Analyze and articulate how society influences the interpretation and message of a work of art. 4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques. . Connections, Applications, and Relationships: 5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images. 3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

Unit Assignment(s):

Students will research and write a report that defends the influence of the famous Architect or Interior Designer, their design styles and the impact they have had on the industry. Then they will create a 3D model of a space influenced by the Architect or Interior Designer they researched. They will provide a site plan, floor plan, elevations, furniture plan, finish schedule and lighting plan. Students will also go through several redline corrections with both peers and the Senior Designer. Finally, they will present their models to the class explaining how they relate to the Architect or Interior Designer. Students will communicate their ideas through a written work where they describe, analyze, interpret and judge their own work.

Internship

The students will complete a 60 hour internship at a related design firm, furniture manufacturer, or related work site. Students will have the opportunity to learn and develop a personal philosophy of design. Through the internship, students will experience and learn to articulate design principles and best practices within the field of Interior Design. The student will also learn to speak confidently, professionally while working with professionals and clients.

Objectives and Standards covered California Standards covered:CTE Anchor:Interior Design Pathway: B1.1 Identify and list various career areas within the interior design field, including home furnishings; retail; furniture design; accessory design; and residential, commercial, and mobile design.Visual Performing Arts: Artistic Perception: 1.3 Analyze their works of art as to personal direction and style.Creative Expression: 2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion. Aesthetic Valuing: 4.3 Analyze and articulate how society influences the interpretation and message of a work of art. 4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques. . Connections, Applications, and Relationships: 5.2 Compare and contrast works

of art, probing beyond the obvious and identifying psychological content found in the symbols and images.

Unit Assignment(s):

Students will create a post-secondary plan based information gained regarding training, degrees in the field of Interior Design. Student will learn to clearly articulate a personal philosophy of design. Through the internship students will experience and learn to articulate design principles and best practices within the field of Interior Design. The student will also learn to speak confidently, professionally with appropriate support for ideas while working with clients. The student will gain an understanding of this field of work as a career.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Interior Design	Stephanie Clemons	Goodheart Wilcox	1st		Yes
Housing and Interior Design	Evelyn Lewis, Carolyn Turner, and Linda Smock	Goodheart Wilcox	10th		No

Other

Title	Author	Date	Course Material Type	Website
Website			This website is used for inspiration and examples for design projects	https://www.houzz.com/
The Dictionary of Interior Design	Fairchild Publications		Reference	
Sketching and Rendering Interior Spaces	Watson-Guptill Publication		Reference	