

Interior Design Overview

Content Area: **Art**
Course(s): **AIRBRUSH**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

Students learn to create living spaces by designing floor plans and elevations to scale. Elements and principles of design such as color, pattern, light, texture, scale, balance and proportion are employed throughout the process. Perspective drawing for interior and exterior space will be the basis for on-site drawing and quick sketching. Board work as well as computer aided design will be used. Career skill development is focused on the attainment of the specific styles of drawing used by interior designers

Interior Design will introduce students to academic and career skills needed in the field of interior design. As an art elective, this course will deal with drawing and presentation skills including but not limited to scaled floor plans, elevations and models.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics	S	8. Technology Literacy	S		

Textbooks and other resources

1. Drawing tools including T-squares, templates, rulers

2. Graph paper, assorted drawing papers, tracing paper, colored pencils, paints, drawing pencils, foam core for models, cutting tools, markers
3. Computers with appropriate software, printers, scanner, digital camera
4. DVD player, videocassette recorder, television, video projector and screen
5. Two sinks and storage facilities to accommodate materials, equipment and student work
6. Display area
7. Books, posters, DVDs and reproductions, magazines (i.e.: *Architectural Digest*, *Dwell*, *Elle Décor*)
8. Belight, *Live Interior 3D* software

Standards

Students will demonstrate the ability to convert actual measurements to scaled requirements for floor plans (4.2.5D.2) (M).

Students will demonstrate the ability to use one and two point perspective to create depictions of interior spaces (1.1.12.D.2) (M).

Students will be able to reflect upon the skills necessary to be an interior designer (1.3.12.D.4) (M), (9.1.12.A.3) (M).

Students will be able to integrate the elements and principles of design to create presentation quality design (1.1.12.D.2) (M).

Students will demonstrate knowledge of symbol systems used to create blueprints (1.1.12.A.1) (M), (1.1.12.D.2) (M).

Students will be able to demonstrate that design is a set of creative and practical problems to be solved (1.4.12.A.4) (M) (1.2.12.D.1) (M), 1.1.12.D.1 (M)

By the conclusion of this course students will have learned relevant vocabulary in the field of interior design (1.1.12A.1) (M).

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Pr As
Unit 1-What is Interior Design? In this unit, the students will learn the academic and career skills necessary for Interior Design as defined by the American Society of Interior Designers (ASID).	1.4.12.A.3 (M) 1.1.12.D.1 (M)	1	1 week	1.0 wc 2. th in!

<p>The students will understand that the elements & principles of interior design are the guiding concepts for developing design.</p> <p>The students will know that Interior Design is a career field with specific vocabulary that references structure and usage of structure.</p>	<p>9.3.12.C.2 (M)</p> <p>9.1.12.A.3 (M)</p>			<p>un</p> <p>3.</p> <p>co</p>
<p>Unit 2- Drawing to Scale- Elevations</p> <p>In this unit, the students will measure and replicate structural information using scaled drawings and/or models. They will be introduced to formal presentation block lettering, vocabulary related to drawing elevations to scale and the use of varied art materials and processes used for presentation work.</p> <p>Visual research may include computers and/or magazines and books. Instruction will include teacher demonstration of simple I point perspective used on elevation drawings. Assessments will include student and teacher review and a student designer statement to articulate their process.</p>	<p>1.4.12.A.3 (M)</p> <p>1.1.12.D.2 (M)</p> <p>1.4.8.A.2 (R)</p> <p>3.2.12.A.4 (D)</p> <p>4.2.5.D.2 (D)</p> <p>9.3.12.C.2 (M)</p>	<p>1</p>	<p>3 weeks</p> <p>& ongoing</p>	<p>1.0</p> <p>we</p> <p>2.</p> <p>tha</p> <p>int</p> <p>un</p> <p>3.</p> <p>co</p>
<p>Unit 3- Drawing to Scale- Floor Plans</p> <p>Students will be introduced to drawing floor plans, using scaled measurements and the symbol system used by interior designers, architects and builders to create floor plans. Available CAD programs may be utilized when available to create original designs as well as hand drawn examples.</p> <p>Art production will include an introduction of elements & principles of interior design. Materials may vary. Visual research may include computers and/or magazines and books.</p>	<p>1.4.12.A.3 (M)</p> <p>1.1.12.D.2 (M)</p> <p>1.1.12.D.1 (M)</p> <p>3.2.12.A.4 (D)</p> <p>4.2.5.D.2 (D)</p> <p>8.1.12.D.1 (M)</p> <p>9.3.12.C.2 (M)</p>	<p>1</p>	<p>3 weeks</p> <p>& ongoing</p>	<p>1.0</p> <p>we</p> <p>2.</p> <p>tha</p> <p>int</p> <p>un</p> <p>3.</p> <p>co</p>
<p>Unit 4-Elements & Principles of Balance, Space and Proportion</p> <p>In this unit, the students will be able to create formal and informal design spaces through the use of symmetrical, asymmetrical and radial balance. Information about appropriate space for movement will be provided. Visual research may include computers and/or magazines and books. Assessments will include student and teacher review and a designer's statement describing process.</p>	<p>1.4.12.A.3 (M)</p> <p>1.1.12.D.2 (M)</p> <p>1.1.12.D.1 (M)</p>	<p>1</p>	<p>2 weeks</p>	<p>1.0</p> <p>we</p> <p>2.</p> <p>tha</p> <p>int</p> <p>un</p> <p>3.</p>

<p>Projects may include drawings, silhouette cut-outs, paintings and/or collage.</p>	<p>1.4.8.A.2 (R) 3.2.12.A.4 (D) 4.2.5.D.2 (D) 9.3.12.C.2 (M)</p>			co
<p>Unit 5- Elements & Principles of Color, Texture and Pattern</p> <p>In this unit the students will engage in the practical application of the elements of color, texture and pattern. Motif design and pattern design layout will be accompanied by discussion of color theory and the use of texture for variety in design. Psychological effects of color choice in rooms for specific intentions will be introduced.</p> <p>Projects may include design preparation for fabric and/or wallpaper and some simple printing methods such as stencil. Technical aspects of art media usage will be demonstrated. Assessments will include student and teacher review and a designer’s statement describing process.</p>	<p>1.4.12.A.3 (M) 1.4.8.A.2 (M) 1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.4.12.B.2 (M) 3.2.12.A.4 (D)</p>	2	4 weeks	1.0 wc 2. tha ini un 3. co
<p>Unit 6 – One and Two-Point Perspective</p> <p>In this unit, the students will be introduced to the vocabulary and practice of one and two point perspective. On-site drawing, quick sketching, conceptual sketching and interior architectural detail will be introduced. Photography may be used and manipulated in Adobe Photo Shop as prep work for a composition</p> <p>Project work may include a variety of art media. Assessments will include student and teacher review and a designer’s statement describing process.</p>	<p>1.4.12.A.3 (M) 1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.4.12.B.2 (M) 1.4.8.A.2 (M) 3.2.12.A.4 (D) 8.1.12.D.1 (D)</p>	2	4 weeks	1.0 wc 2. tha ini un 3. co
<p>Unit 7- Furniture Styles and Design</p> <p>In this unit, the students will research a variety of historical furniture styles. Style identification and materials and production methods used in furniture creation will be introduced. Creative projects may include the drawing and/or creation of miniature concept chairs with ergonomic considerations, model making of small-furnished rooms or other related creative solutions.</p>	<p>1.4.12.A.3 (M) 1.1.12.D.2 (M) 3.2.12.A.4 (D) 8.1.12.D.1 (D)</p>	2	2-3 weeks	1.0 wc 2. tha ini un 3. co

	artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades will be based on the average of:

1. Class Performance (participation and quality of time on task)
2. Class exercises
3. Class Projects
4. Homework assignments

Final course grades will be based on:

1. Marking period grades (weighted 40% each)
2. Final exam including production and written components (weighted 20%)

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

COURSE EVALUATION

In Airbrush Technology, the goal is that a minimum 95% of all pupils will achieve at least minimum

proficiency (D or better) relative to the NJSLs set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

SCED 1258 Interior Design (East Brunswick High School)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Initial Course Adopted
96	050	A	S	10-12	2.50	210	E	04/21/1986