
INTERIOR DESIGN 30

Curriculum Guidelines

A Practical and Applied Art

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Acknowledgments

Saskatchewan Education acknowledges the contributions of the Practical and Applied Arts (PAA) Reference Committee formed in 1996. Current members are:

Jerry Cherneski, Instructor
SIASST Palliser Campus

Dean Lucyk, Teacher
Regina RCSSD #81
Saskatchewan Teachers' Federation (STF)
Saskatchewan Industrial Education Association (SIEA)

Barbara McKinnon, Teacher
Moose Jaw S.D. #1
Saskatchewan Teachers' Federation
Saskatchewan Business Teachers' Association (SBTA)

Lance Moen, Dean
Associated Studies
SIASST Kelsey Campus

Rose Olson, Trustee
Saskatchewan School Trustees Association (SSTA)

Dr. Len Proctor
Professor, College of Education
University of Saskatchewan

Ron Provali
Teacher/Principal
Potashville S.D. #80
Saskatchewan Teachers' Federation
Saskatchewan Association of Computers in Education
(SACE)

Dr. Kevin Quinlan
Professor, Faculty of Education
University of Regina

Dave Spencer
Swift Current S.D. #94
League of Educators, Administrators, Directors and
Superintendents (LEADS)

Gayleen Turner, Teacher
Swift Current Comprehensive High School Board
Saskatchewan Teachers' Federation
Saskatchewan Home Economics Teachers' Association
(SHETA)

Ron Wallace, Consultant
Saskatoon S.D. #13
Saskatchewan Teachers' Federation
Saskatchewan Career/Work Experience Association
(SCWEA)

Previous Members:
Susan Buck, SIASST

Laurent Fournier, SSTA

Morris Smith, LEADS

Debbie Ward, SSTA

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- Christel Gee, seconded developer/writer, Regina RCSSD #81
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Introduction

Within Core Curriculum, the Practical and Applied Arts (PAA) is a major area of study that incorporates five traditional areas of Home Economics Education, Business Education, Work Experience Education/Career Education, Computer Education, and Industrial Arts Education. Saskatchewan Education, its educational partners, and other stakeholders have collaborated to complete the PAA curriculum renewal. Some PAA curriculum guidelines have been updated by integrating, adapting, or deleting some components; some Locally Developed Courses have been elevated to provincial status; and some new guidelines have been developed.

A companion, *Practical and Applied Arts (PAA) Handbook*, provides background on Core Curriculum philosophy, perspectives, and initiatives. The Handbook provides a renewed set of goals for PAA. It presents additional information about the PAA area of study, including guidelines about work study and related transition-to-work dimensions. A *PAA Information Bulletin* provides direction for administrators and others. Lists of recommended resources from all guidelines will be compiled into a PAA Bibliography with periodic updates.

Philosophy and Rationale

Interior Design allows students to gain an appreciation of the design fundamentals that form the foundation by which all design is judged. Learning how to manipulate and apply the tools of design in a variety of situations in the home is a major focus throughout the course of study. Opportunities for creative application of design fundamentals are provided in the Application of Design module.

Interior design components and treatments are examined as they apply to design interiors in residential and commercial buildings. Walls, ceilings, floors, windows, doors, furniture, and accessories are discussed in relation to application principles and construction studied in the course. Decorating trends from the past to today are discussed in relation to availability, use, selection, and practicality of materials as students seek to evaluate what is good design.

Aim, Goals, and Foundational Objectives

Aim

To be aware that design both shapes and is shaped by our surroundings.

Goals

Environmental Awareness: To develop an awareness of the impact of design decisions on the environment.

Technological Advances: To create an awareness of the many materials, construction, treatments, and finishes that are available to designers today.

Consumer Knowledge: To make informed consumer decisions based on cost, expected performance, and practical use of interior design decisions.

Independent Learning : To apply basic design fundamentals to develop an aesthetic environment in which we live. To recognize, organize, analyze, and solve design problems in order to create an aesthetic, functional environment.

Careers and Employment: To explore a variety of post-secondary and career opportunities that exist in the field of interior design today.

Foundational Objectives

Foundational objectives are the major, general statements that guide what each student is expected to achieve for the modules of the PAA curriculum guidelines. Foundational objectives are the broad, overarching knowledge, skills, attitudes/values, and abilities objectives in a subject. Both the Foundational Objectives for Interior Design 30 and the Common Essential Learnings (CELs) Foundational Objectives to be emphasized are stated in this document. Some of these statements may be repeated or enhanced in different modules for emphasis. The Foundational Objectives of the Core Modules of the Interior Design 30 curriculum include:

- To gain a broad foundation of design fundamentals.
- To apply design fundamentals to develop an aesthetic and functional living space.
- To develop an awareness of the factors that determine the appropriateness of successful design.
- To examine and evaluate materials used in design interiors to fulfil human needs and expressions in a living space.
- To develop an awareness of career and employment opportunities related to the field of interior design.
- To learn by listening to and interviewing people in the home and community.
- To use language (listening, speaking, reading, writing) for differing audiences and purposes that are relevant to the students and to interior design.
- To understand and use the vocabulary, structures, and forms of expression that characterize interior design.
- To interpret floor plans by applying knowledge of numbers and scale and understanding their interrelationships.
- To integrate classroom learning with work-related learning.
- To gain an awareness of the post-secondary programs available in Canada in the field of interior design.

Common Essential Learnings (CELs)

The incorporation of the Common Essential Learnings (CELs) into the instruction and assessment of the Practical and Applied Arts (PAA) curriculum offers many opportunities to develop students knowledge, skills, and abilities. The purpose of the CELs is to assist students with learning concepts, skills, and attitudes necessary to make transitions to career, work, and adult life.

The CELs establish a link between the Transition-to-Work dimensions and Practical and Applied Arts curriculum content. The Transition-to-Work dimensions included in the PAA curricula are: apprenticeship, career exploration/development, community project(s), employability skills, entrepreneurial skills, occupational skilling, personal accountability, processing of information, teamwork, and work study/experience. Throughout the PAA curricula, the CELs objectives are stated explicitly at the beginning of each module and are coded in this document, as follows:

COM	=	Communication
NUM	=	Numeracy
CCT	=	Critical and Creative Thinking
TL	=	Technological Literacy
PSVS	=	Personal and Social Values and Skills
IL	=	Independent Learning

It is anticipated that teachers will find additional ways to incorporate the CELs into their classroom instruction.

Course Components and Considerations

The *Interior Design 30* course is designed to be offered in a classroom setting or combined with an industry worksite. The course may be offered as a full credit course with 100 hours of classroom instruction or with a 25-50 hour optional module in a work study and 75 hours of classroom instruction. There are 16-32 hours of core modules identified for the Interior Design courses. Optional modules may be selected to complete the remaining hours for the 68-84 hours of study.

The optional work study component provides students with the opportunity to apply classroom learning to a workplace setting and further develop career exploration. The work study component will be determined by arrangement with the employer, student, and teacher monitor. For more detailed information on the work study component, see the Work Study guidelines found in the *Practical and Applied Arts Handbook*.

Career exploration, transition to work, and a smooth transition from high school to post-secondary education programs are important goals in all PAA courses of study. This course is a Practical and Applied Arts option within the specified electives at the Secondary Level.

Module Overview

Module Code	Modules	Suggested Time (hours)
INDE01	1. Design Fundamentals (Core)	10-20
INDE02	2. Openings, Windows, Window Treatments and Doors (Optional)	5-10
INDE03	3. Treatment of Walls and Ceilings (Optional)	5-10
INDE04	4. Floors and Flooring (Optional)	3-5
INDE05	5. Furniture and Appliances (Optional)	5-10
INDE06	6. Accessories (Core)	5-10
INDE07	7. Developing and Decorating a Floor Plan (Optional)	10-15
INDE08	8. Applied Design (Optional)	15-20
INDE09	9. Visual Design Displays (Optional)	3-5
INDE10	10. Exploring Careers (Core)	1-2
INDE11	11. Work Study Preparation and Follow up Activities (Optional)	5-10
INDE12	12. Work Study (Optional)	25-50

Assessment and Evaluation

There are three main types of student evaluation: Formative, Summative, and Diagnostic. Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress. Summative evaluation occurs most often at the end of a module to determine what has been learned over a period of time. Diagnostic evaluation usually occurs at the beginning of the school year or before a module to identify prior knowledge, interests, or skills in the subject area.

Evaluation throughout the *Interior Design 30* course should be based on the learning objectives outlined in the course of study. It is important to use a variety of evaluation strategies to ensure an accurate assessment of the student. The design of an evaluation matrix should reflect the amount of time devoted to each of the modules taught in the course. For example, if the visual design display module were offered in the course, it could represent 5% of the student's evaluation in a 100 hour course offering.

An example of an evaluation weighting is as follows:

Written Tests	25%
Projects and Research	50%
Homework and Assignments	10%
Classroom Presentations	10%
Community Service or Volunteering	5%

Regular program evaluation could include a survey involving parents, students, and employers to determine program effectiveness and needs for change, if any. Information specific to program evaluation is found in Saskatchewan Education's *School-Based Program Evaluation Resource Book* (1989) and the *Practical and Applied Arts Handbook* (Draft 1999).

For more information about student evaluation refer to the *Student Evaluation: A Teacher Handbook* (Saskatchewan Education, 1991) or the *Practical and Applied Arts Handbook*, (Saskatchewan Education, Draft 1999).

For information about curriculum evaluation refer to *Curriculum Evaluation in Saskatchewan* (Saskatchewan Education, 1991).

Core and Optional Modules

Module 1: Design Fundamentals (Core)

It is recommended that students in the Interior Design 30 course create a design portfolio consisting of design projects and assignments given throughout the course.

Suggested Time: 10 - 20 hours

Foundational Objectives

- To understand design fundamentals.
- To develop an awareness of the factors that determine the appropriateness of successful design.
- To apply design fundamentals to develop an aesthetic and functional living space.

Common Essential Learnings Foundational Objectives

- To understand and use the vocabulary and expressions used in the field of interior design. (COM)
- To apply the design fundamentals effectively in an interior design setting. (CCT, IL)
- To discover the effects of applying the design fundamentals in various situations. (CCT)
- To achieve aesthetic harmony through design. (PSVS)

It is suggested that students in the Interior Design 30 course create a design portfolio consisting of design plates (a visual and/or tactile application of the design fundamentals on paper using a variety of medium such as paint, pencil, collages, etc.), a collection of related resources, and other assignments given throughout the course.

Students may design a bulletin board on design topics throughout the course (e.g., furniture, accessories, design fundamentals). See Learning Objective 1.19 for details.

Learning Objectives	Notes
1.1 To identify the elements of design.	<p>Explain the importance of design fundamentals (elements and principles of design).</p> <p>Define the following elements of design:</p> <ul style="list-style-type: none">• Line• Form• Space• Texture• Colour• Pattern
1.2 To create an awareness of the dimensions of line and how various effects can be achieved by manipulating line. (COM, CCT)	<p>Make a list of the various methods of changing line and demonstrate the effects of each:</p> <ul style="list-style-type: none">• horizontal• vertical• curved• diagonal <p>Methods of changing line include: changing position, width, direction, etc.</p>

Learning Objective

Notes

1.3 To describe the functions of line in interior design and the feelings that line can convey.

Through the use of design plates (a visual and/or tactile application of the design fundamentals on paper using a variety of medium such as paint, pencil, collages, etc.), experiment with line to create optical illusions. Encourage students to vary the width of line to achieve different effects. Discuss the effects created in their design plates and how optical illusions might be applied in home decorating.

Students may also discover that lines can be used to create feelings or moods that can affect overall design meaning. Using design plates, students may use continuous line movement drawings to create a feeling or mood of a design. Use adjectives to describe the feelings elicited by each design.

Use picture illustrations and the surrounding room to identify the types of lines used. Identify the effect created by the varied size, direction, shape, illusion, or mood of the lines used in each illustration. Design wallpaper using the different types of lines.

1.4 To develop an understanding of the effect of form and how it can be used efficiently in interior design. (PSVS)

List the various forms used in interior design: cubes, rectangles, pyramids, circles, and free form.

Use illustrations and examples in the classroom to identify various forms found in interiors today.

Describe the feeling and effects created by various forms used in interiors.

Discuss the psychological effects that forms used in interiors will create (e.g., happiness, energy, freedom, romance, relaxation, stability, seriousness).

1.5 To explore space and its relationship to interior design. (CCT)

Define space as it applies to interior design.

Explain how design elements can be manipulated to create illusions of space or divide space.

Discuss the feelings that can be created with the use of space. How does the size of space serve to create a feeling or mood in a room? The use of space in churches with the high ceilings and vast open spaces is designed to make individuals seem small in the presence of a more powerful being. Consider the use of space in legislative buildings, banks, and court house buildings.

Think about the use of space as it relates to the mood created in a room or home. List some adjectives that convey feelings created by space (e.g., coziness, freedom, loneliness, security, luxury, etc.)

Learning Objective	Notes
1.6 To explore texture and the application to interior design. (IL)	<p>Define texture and state the two kinds of texture; visual and tactile texture. Explain the differences between visual and tactile texture.</p> <p>Display samples of visual and tactile textures. Determine how each illustration would affect one physically. How much light is reflected? How much maintenance is required?</p> <p>Make pencil rubbings of an object with tactile texture. Students may create design plates of painted visual and tactile textures.</p> <p>Compare textures for the effect on colour, light reflection, maintenance, and mood.</p> <p>On a design plate, paint a smooth and a rough surface with the same paint. Notice the colour differences on the painted surfaces. Explore the light reflection from various textures and how this affects the amount of light in an area. (optional)</p> <p>Discuss the mood created in an interior by using various textures.</p>
1.7 To explore pattern and its effects on designs.	<ul style="list-style-type: none"> • Analyze how pattern is needed for the inclusion of all the elements. • Discuss how mood is created by pattern. • Combine two or more patterns, and tell what mood is created. • Collect and create a collage of two or more patterns. Explain the results of the mood created. • Use wall paper or fabric to illustrate various types of applied design.
1.8 To examine colour and its effects on design interiors. (COM, CCT)	<p>Define colour as it is perceived by the chemist, physicist, and the psychologist. Explain the importance of colour and its many uses in interior design. Colour may be used to establish mood, to show relationships between things, to create illusions, etc.</p>
1.9 To identify and use the vocabulary of colour.	<p>Define the terms: hue, value, and intensity and give examples for each.</p> <p>Using design plates, students will experiment with changing the hue, value, or intensity of colour. (optional)</p> <p>Define the terms tint and shade. Look at samples of colour to determine if they are high or low in value and intensity.</p>

Learning Objective	Notes
1.10 To develop an understanding of how a colour scheme is developed.	<p>Define primary, secondary, and intermediate colours.</p> <p>Paint the colours on the colour wheel beginning with primary colours and then mixing two of those to create the secondary combining a primary and a secondary colour to create intermediate colours.</p> <p>Identify the basic colour schemes: monochromatic, analogous, complementary, split complementary, double complementary, triadic, and accented neutral as they relate to the colour wheel.</p> <p>Examine illustrations of colour schemes.</p>
1.11 List the factors that would affect the choice of a colour scheme. (CCT)	<p>Discuss warm and cool colours and the effects created in a room. Consider how colour affects the apparent temperature of a room. Cite examples in a house or room to show how colour can affect the actual temperature. Consider how the amount of sunlight in a room affects the choice of colour.</p> <p>Describe the effect colours can have on the apparent size of an area or object in a room.</p> <p>Show how the use of colour, hue, value and intensity affect the proximity of objects used in design.</p> <p>Consider the practical use of the above application to decorating. Display some illustrations.</p> <p>Compare the effect of using contrasting and adjacent hues, values, and intensities of colour in a room.</p>
1.12 To examine the types of applied design or pattern.	<p>List and discuss types of applied designs:</p> <ul style="list-style-type: none"> • naturalistic • organic • geometric • abstract • metamorphic
1.13 To identify the principles of design. (COM)	<p>List the principles of design:</p> <ul style="list-style-type: none"> • balance • proportion and scale • rhythm • emphasis and unity <p>The students should already be aware of the principles of design because they are studied in the <i>Arts Education Curriculum</i> at the 7-12 grade levels. Review may be in order.</p>

Learning Objective	Notes
1.14 To identify the type of balance and the visual effect created by types of balance in the overall appearance of a room.	<p>Define balance. Point out that balance gives a feeling of equilibrium. Outline the types of balance: symmetrical, asymmetrical, and radial balance. Display some illustrations of each and compare the effect achieved by each.</p> <p>Discuss how the use of colour, texture, and size of the object may be used to establish visual weight in asymmetrical balance.</p> <p>Show examples to illustrate this effect or have students find examples in magazines or in the classroom. Discuss the mood created by using each type of balance. (COM)</p>
1.15 To examine scale and the effective use of scale in buildings today. (NUM)	<p>Define proportion and scale and identify how they are used today in a design setting. Talk about the golden mean as a standard of proportion and cite examples to illustrate this principle.</p> <p>Find examples or ask students to find examples and explain the use of proportion and scale in the overall design.</p>
1.16 To clarify the meaning of rhythm and the way it can be used effectively in design. (CCT)	<p>Define rhythm. Rhythm is used to create a feeling of movement in a design. Make a list of the ways of obtaining rhythm:</p> <ul style="list-style-type: none"> • alternation • radiation • repetition • contrast/opposition • progression/gradation • transition <p>Find examples that illustrate rhythm and discuss the effect each has on the design. Compare the feeling created by each type of rhythm. Show how rhythm is used to guide focus in a room.</p>
1.17 To define emphasis and how it can be established in a design setting.	<p>Emphasis causes an object or area to stand out or become a focal point. List some of the ways to establish a focal point. Examine illustrations of rooms and have students determine the focal point and how it was used to guide the focus.</p>

Learning Objective	Notes
1.18 To understand unity/harmony and how it may be achieved in interior design.	<p>Unity/harmony occurs when all the parts of a room or home are related to a theme or one idea. Define unity as it applies to interior design. Look at some examples to determine how unity can be achieved by making reference to the design elements. Discuss personal preferences and how they may relate to unity. Explain how too much variety may interfere with the establishment of unity. Look at examples and consider the feeling or mood created by unity or a lack of unity.</p>
1.19 To evaluate good design by using the laws of design. (CCT)	<p>Students will brainstorm in groups to determine the criteria for judging good design when given an object to evaluate.</p> <p>Items to evaluate can include classroom furniture, lamps, clothing, etc.</p> <p>Students will present the results of their group work to the rest of the class.</p> <p>Analyze interiors, furniture, ornaments, table settings, etc.; have a discussion.</p> <p>Design and prepare a bulletin board on module topics (e.g., furniture, accessories, etc.) It may be assigned early and continued throughout the course.</p> <ul style="list-style-type: none"> • the use of the elements and principles of design • how design represents ideas and personalities of the individual • the function the object will serve (form follows function) • the materials used to make an object (how design makes efficient use of resources) • the technology or method of production • the appropriateness of the style or where it will be used • how good design may be dictated by price • how design accommodates special needs.

Module 2: Openings, Windows, Window Treatments, and Doors (Optional)

Suggested Time: 5 - 10 hours

Foundational Objectives

- To be aware of the elements and principles of design and how these may be manipulated to create design for interiors.
- To apply design fundamentals effectively within an interior design setting.
- To develop an awareness of the factors that determine the appropriateness of successful design.
- To enable students to make informed consumer decisions when selecting materials and equipment for interior design.

Common Essential Learnings Foundational Objectives

- To understand and use the vocabulary and expressions used in the field of interior design. (COM)
- To develop the ability to access human resources in the home and community. (IL)
- To understand space relationships within the context of interior design. (NUM)

Learning Objective	Notes
2.1 To identify and evaluate the function of windows in interiors. (COM, CCT)	<p>Windows can provide ventilation, light, visual communication, and solar energy.</p> <p>List the functions of windows:</p> <ul style="list-style-type: none">• ventilation• light admission• visual communication• solar energy <p>Relate each function to the design, size, and placement of windows. Discuss: "Do you need a window in your life?" Discuss the pros and cons of windowless rooms.</p> <p>Evaluate the design and placement of windows in home plans or homes you know in relation to the function the windows are to perform.</p>
2.2 To examine various types of windows and determine the suitability for their selection.	<p>Windows may be classified as fixed or moveable.</p> <p>Describe types of windows and related elements:</p> <ul style="list-style-type: none">• double hung (vertical slide)• horizontal slide• fixed glass• casement• awning

Learning Objective

Notes

Investigate other types of windows:

- jalousie
- bay or bow
- clerestory
- skylight
- arched
- slanted
- specialized windows (bubbled, block glass, geometric)

Note the types of windows in your own home and school or neighbourhood.

Sketch or collect pictures of the types of windows.

Investigate solarium openings and their treatment in relation to orientation, materials, and functions. (optional)

Go on a walk in your community to observe and identify types of windows. Have students note the addresses. You may take pictures of the windows and display them on a bulletin board. Have students answer specific questions on type, function, and suitable aesthetics.

Explain the advantages and disadvantages of each window type and window wall.

Given placement, and location, choose an appropriate window type and give reasons for your choice.

2.3 To identify the parts of windows and their functions. (CCT)

Name the parts of the window with the aid of a diagram.

Panes of glass are held in place by a window sash.

Create a list of materials that can be used for window sashes (e.g., metal, plastic, wood, etc.) Discuss the pros and cons of the various materials used for window sashes.

Compare the qualities of the materials used for window sashes.

Invite a guest speaker or visit a retail window store to discuss the new developments in windows and their application to homes. Discuss new developments in windows that relate to energy efficiency (tinted, glaze, etc.).

Talk about a career in building supply retail sales (optional).

Learning Objective**Notes**

2.4 To increase awareness of window treatments and their functions. (IL)

Describe types of window treatments:

- awnings
- blinds and shades
- curtains
- draperies
- other (valences, cornices, etc.)

Discuss: "Why use window treatments?"

Window treatments are functional and decorative.

List functions of window treatments:

- to control light
- to provide ventilation
- to ensure or provide privacy
- to supplement energy (e.g., for heat or coolness)
- to decorate a room

Find illustrations to identify various window treatments.

Window treatment should be planned in relation to the size and shape of the room, the placement and size of windows, and the decorating theme/mood.

Consideration may also be given to the relationship between window treatments and energy conservation.

Learning Objectives

Notes

2.5 To examine window treatments and their characteristics. (COM, NUM)

List characteristics of fabric suitable for curtains and draperies:

- durable
- sunlight resistant
- abrasion resistant
- fire resistant
- ease of maintenance
- cost, etc.

List factors that influence choice of window treatment:

- cost
- moveability
- insulative qualities
- maintenance
- colour and texture

Discuss why the above factors need to be considered.

Discuss how drapery liners aid window treatments to perform their function.

Investigate types of other window treatments available:

- shelves
- valances and cornices
- shutters
- beads
- grills and screens
- plants at various levels
- stained glass
- glass block

Consider methods of unifying the exterior appearance of a house (building) with the window treatments.

Consider a problem window in your home and what might be done to improve it.

Discuss the type of window, type of room, and decor best suited for various window treatments.

Photograph different window treatments and discuss how they are used.

2.6 To examine the function of doors.

Although similar in function to windows, doors have distinctive qualities. List the functions of doors:

- control flow of traffic
- influence arrangement of furniture
- are an essential part of a room's architecture
- allow passage from one room to another
- provide privacy or a two-way view
- allow ventilation
- provide safety and security
- control temperature

Learning Objectives

Notes

2.7 To identify types of doors, their characteristics, and the hardware used. (COM)

Arrange a field trip to a mall to examine the commercial use of doors.

In chart form, compare the different types of doors for their function, size, choice of materials, and general characteristics.

Types of doors for commercial and home use:

- swinging - single or double hinged
- French
- Dutch
- folding - accordion, bifold
- sliding - bypass, pocket doors, patio
- revolving
- screen doors

Discuss the use of doors; note how the elements and principles of design are used to enhance a room.

Consider different types of door hardware.

- knobs, handles
- locks
- frames
- screens
- slides

Relate hardware to the design and function of the door.

Given a specific room, discuss appropriate types of doors you would choose and justify your choice.

Module 3: Treatment of Walls and Ceilings (Optional)

Suggested Time: 5 - 10 hours

Foundational Objectives

- To examine and evaluate materials used in interior design to meet human needs and provide for personal expression in a living space.
- To make informed consumer decisions when selecting materials and equipment for interior development.

Common Essential Learnings Foundational Objectives

- To use a wide range of learning experiences to develop knowledge of design application. (COM, CCT).
- To strengthen consumer knowledge and understanding of accessories when making decisions in the marketplace. (TL, NUM)

Learning Objectives	Notes
3.1 To examine the role of walls and ceilings in a building.	<p>Ask the students to think of the various walls and ceilings in their home and state their function. List and discuss the student responses. Discuss ideas such as:</p> <ul style="list-style-type: none">• structural necessity• privacy• shape and character• effect on light, sound, and heat• protection from weather
3.2 To describe the types of walls used in buildings. (COM)	<p>Create a list of the various types of walls and give a description for each. If possible, provide illustrations or ask the students to cite examples of the various types of wall within the school. Some that might be included are: storage walls, walls integrated with ceilings, moveable walls, structural walls, and walls less than ceiling height.</p> <p>Discuss the advantages and disadvantages of the types of walls and where they are used.</p>
3.3 To identify the different types of ceilings that exist in buildings.	<p>List the different types of ceilings (coved, lean to, open beam, dropped, or suspended) and in what kinds of buildings these types are most often found. If possible, find illustrations for each of the ceiling styles. Discuss the effects of high and low ceilings on the mood created in the room and on the light, heat, and sound. Discuss the average ceiling height and effects that can be created with the use of design fundamentals.</p> <p>Identify the most common ceiling treatments such as plaster, acoustical plaster, and acoustical tiles. If possible, use examples to illustrate each or take a field trip to examine them.</p>

Learning Objectives

Notes

- 3.4 To identify the factors involved in the selection of wall and ceiling finishes for interiors. (CCT, NUM)

List the factors involved in the choice of wall and ceiling finishes in interiors. Discuss such factors as: personal tastes, condition of the walls, cost, use of the room, desired effect, size and shape of the room, maintenance, ease and cost of installation, decorative theme, and energy conservation.

Examine the texture, colour, scale, and line of sample wall and ceiling treatments to determine the effect created in a room.

- 3.5 To explore wall construction materials used in interiors. (TL)

Identify wall construction and surfacing materials such as: drywall, plastic, wallboard, paneling, plaster, wood, and masonry. Cite examples of each of the above materials is used within the school and in other familiar buildings.

Invite a contractor to the class to speak about her/his career. The presentation should include the following information: what qualities an individual must possess to become a contractor; what it takes to be a successful building contractor; expected hours of work; trends within the business; the best and worst parts of the job; process of becoming a building contractor; education and training; cost of education; certification; and, opportunities for advancement within the career.

The building contractor may discuss materials used for walls. Outline the advantages and disadvantages for each material and the types of buildings in which these materials are most often used. This may be covered as part of Module 10: Exploring Careers.

- 3.6 To list and compare wall treatments used in interiors. (CCT, PSVS)

Students may list wall treatments and identify the most popular treatments and reasons for their popularity. Wall treatments that may be included in the list are: paint, wallpaper, fiberwall, fabric, cork, ceramic tile, mirror, wood panelling, brick, and glass.

Plan and take field trips to heritage homes, hardware stores, and paint shops to investigate wall coverings.

Investigate paint and wallpaper finishes further by visiting a paint and wallpaper store to examine various wall and ceiling finishes. Students may complete an assignment listing the different types of wallpaper and paint finishes and compare wall and ceiling coverings for cost, suitability, maintenance, durability, degree of light absorption or reflection, degree of heat-cold insulation, and the newest trends in decorating walls. If this is not possible, try to obtain some samples of wall and ceiling coverings to illustrate and talk about the advantages and disadvantages of the different types of paint and wallpaper (optional).

Learning Objectives**Notes**

Examine new techniques in the application of paint (faux finishes) to create a variety of textures and other visual effects.

Students may experiment with some of these techniques by painting a given surface.

Students may experiment with various paints such as enamel and latex using the high gloss, semi-gloss, pearl, egg shell, and flat paint finishes to compare the degree of light reflection, ease of application, ease of maintenance, and durability.

Students may collect a variety of wallpaper samples and compare the differences in appearance and quality. Discuss each of these and determine what factors may determine selection of wallpaper. Consider using wallpaper in a home and in other buildings such as schools, public offices, shopping centres, churches, etc.

Given a case study of a wall and ceiling condition, ask the students to choose suitable wall coverings for a room or the entire house.

Module 4: Floors and Flooring (Optional)

Suggested Time: 3 - 5 hours

Foundational Objectives

- To examine and evaluate materials used in interior design to meet human needs and provide for personal expression in a living space.
- To develop an awareness of career and employment opportunities related to the field of interior design.
- To make informed consumer decisions when selecting materials and equipment for interior design.

Common Essential Learnings Foundational Objectives

- To use a wide range of learning experiences to develop knowledge of design application. (COM, CCT)
- To apply design fundamentals in order to fulfil their own interior design needs. (PSVS)
- To strengthen consumer knowledge and understanding of flooring. (TL, NUM)

Learning Objectives	Notes
4.1 To outline the functions of floor covering in the home. (COM)	List the functions of floor coverings: warmth, sound absorption, and definition of space. Identify examples where floors serve those functions within the school.
4.2 To examine types of floor coverings.	List the three types of floor coverings: resilient, hard, and soft. Define each of these terms and cite examples of each and where they can be used.
4.3 To study hard flooring finishes in various buildings and rooms. (TL)	Students may list examples of a hard floor and in what buildings/rooms they have seen them. Identify factors that contribute to the life and durability of flooring. Floors such as: plastic laminate, wood, marble, ceramic tile, concrete, masonry, stone, slate, and terrazzo should be discussed. Describe each. Discuss their advantages and disadvantages and a suitable use for each. Discuss the latest trends in decorating for each.
4.4 To consider resilient floor covering as an option for flooring. (COM)	Explain what is meant by the term resiliency. Discuss each of the resilient floor coverings such as vinyl, asphalt, and cork. Discuss advantages and disadvantages and latest trends for each.

Learning Objectives

Notes

4.5 To investigate soft floor coverings.

Soft flooring refers to carpets and rugs. Explain the difference between carpets and rugs. Discuss wall to wall carpeting and the effect created as opposed to the use of rugs. List the different kinds of rugs such as: area, scatter, and accent used in homes.

Discuss the use of wall to wall floor coverings vs. area rugs vs. room size rugs.

List the advantages and disadvantages of soft flooring. Discuss the various kinds of materials, fiber content and construction, and the suitability of each.

4.6 To investigate factors that affect the selection and purchase of floor coverings. (CCT, PSVS, NUM)

List factors to consider in making decisions about a floor covering: durability, resilience, sound absorption, light refraction, cost, ease of installation, degree of mobility, resiliency, colour and texture, maintenance, degree of heat-cold insulation.

The illusion of room size may be affected by the choice of flooring.

Discuss each of these factors to determine what factors may make floor coverings suitable for specific flooring situations.

Consider factors for a home and for other buildings such as schools, public offices, shopping centres, churches, etc.

Examine the use of various kinds of underlays used in soft flooring to note the resilience created for each. Investigate the kinds of carpet backings available.

Obtain samples or pictures of floor coverings, or visit a retail flooring outlet to perform the following activities related to this module:

- Illustrate how size illusion can be created by the choice of flooring.
- Illustrate the effect of using one colour and one type of flooring in all rooms vs. a different colour and texture in each room of the house.
- Compare costs of various soft floor coverings and underlays.
- Investigate allergies that some people have to certain materials in soft floor coverings.
- Study and compare some traditional types of rugs.

Learning Objectives**Notes**

4.7 To apply knowledge to the selection of flooring for a specific use.

Assign a case study of a specific family and the size and function of a room. Have students select a suitable floor cover for that room, specifying its colour and pattern. Students may state reasons for their choices.

Research flooring on the Internet for changes to types and uses.

4.8 To investigate career opportunities within flooring. (IL)

Students should research occupations and flooring careers within the construction industry. This may include entrepreneurial opportunities such as one's own business selling floor coverings, laying carpet, carpet cleaning, installing tiles, laying hardwood floors, renovating etc. This may also be done in Module 10: Exploring Careers.

Module 5: Furniture and Appliances (Optional)

Suggested Time: 5 - 10 hours

Foundational Objectives:

- To apply design elements and principles to develop an aesthetic and functional living space.
- To examine and evaluate furniture and appliances used in interior design to meet human needs and provide for personal expression in a defined space.
- To enable students to understand and use vocabulary, structures and forms of expression that characterize interior design combined with above.
- To enable students to make informed consumer decisions when selecting furniture and appliances for interior development.

Common Essential Learnings Foundational Objectives

- To understand design fundamentals as they apply to furniture and appliances. (CCT)
- To understand the selection and uses of furniture and appliances in interior designs. (TL)
- To develop the ability to make furniture and appliance choices. (NUM)
- To understand and use language (listening, speaking, reading, writing) related to interior design. (COM)

Learning Objectives	Notes
5.1 To identify factors involved in the selection of furniture. (COM, IL)	<p>Consumer education is essential in the selection of home furnishings. List and discuss factors involved in the selection of furniture:</p> <ul style="list-style-type: none">• location in the home• use• type (fixed or mobile; single or multipurpose; functional or decorative)• style• materials• structural qualities• cost (initial, maintenance, replacement, rental)• colour, texture, and appearance• comfort/body proportion <p>Identify seals of approval and quality symbols used by the furniture industry.</p> <p>Visit a furniture manufacturing plant, an upholstery shop, or a furniture craftsperson to examine the structure of furniture.</p> <p>Select a piece of furniture or a furniture grouping based on the factors for furniture selection. Give reasons for your choice.</p> <p>Compare buying new or used furniture and/or making your own.</p>

Learning Objectives

Notes

Discuss ways of obtaining furniture on a low budget (e.g., plastic crates for shelves).

Discuss the advantages and disadvantages of unit or component furniture.

Debate: Be it resolved that built in furniture vs. moveable or free standing furniture be used for . . .

5.2 To apply the principles of design in furniture arrangements. (CCT, IL, NUM)

List guidelines to assist in achieving good design in furniture arrangement.

- Arrange major pieces first.
- Balance furniture by size and weight.
- Consider the focal point in the room.
- Avoid placing large items at an angle.
- Consider flow of traffic in the room.
- Group furniture for conversation and other functions.
- Consider the size and shape of the room.
- Consider the placement of windows and doors.
- etc.

Study floor plans and furniture arrangements for function and aesthetics.

Using floor plans and furniture drawn to scale, arrange furniture in various types of rooms to suit family activities and needs. (CCT)

Use computer programs or graph paper to develop plans and arrangements of furniture. (NUM, TL)

5.3 Identify the basic furniture styles.

Describe the basic furniture styles and their characteristics.

Traditional: Queen Anne, Chippendale, Hepplewhite, etc.

Provincial: French Provincial, Italian Provincial, etc.

Modern: Early American, Classic Modern, etc.

Are there new categories? Are there more inclusive categories?

Learning Objectives

Notes

5.4 To examine the evolution of the basic furniture styles. (CCT, PSVS, NUM, TL)

Examine the following basic furniture types:

- Chippendale
- Adam
- Sheraton
- Hepplewhite
- Louis XIV
- Louis XV
- Louis XVI
- Directoire and Empire
- Duncan Phyfe
- Victorian
- Modern and Contemporary
- Oriental
- Scandinavian
- International
- Provincial
- French
- Mediterranean
- Spanish
- Early American or Colonial
- Other

Sketch or collect illustrations of basic furniture styles (optional).

Choose a furniture style and write a paragraph to explain why you like it (optional).

Many furniture forms had their origin during ancient and medieval times. Develop a time line to show the evolution of the basic furniture styles (optional). Discuss how furniture evolves to meet human needs. Visit an antique store or museum to find examples of various furniture styles (optional).

5.5 To explore how character is created in a room by using different styles of furniture.

Discuss the character created in a room with each style of furniture.

Rooms may be decorated with more than a single style of furniture. This is known as an 'eclectic' look.

Learning Objectives

Notes

List guidelines to use in order to achieve a pleasing 'eclectic' room:

- furniture related in proportion
- furniture related in mood

Study illustrations to identify the 'eclectic' look (optional).

Use pictures from magazines to construct a room collage to illustrate a pleasing 'eclectic' look.

5.6 Identify the guidelines when choosing household appliances. (PSVS, COM, NUM)

Discuss factors one should consider when selecting household appliances, fixtures, and electronic equipment:

- personal and family needs
- cost
- size and space required
- styles and features
- service
- quality
- energy consumption

Read *Consumer Reports* (check with the school librarian) for information to compare and contrast appliances in order to make an informed decision. (IL)

Select an appliance and research it for features, care, uses, etc.

Have two students role play a salesperson and a customer to demonstrate that appliance.

Design a brochure that tells about an appliance.

Module 6: Accessories (Core)

Suggested Time: 5 - 10 hours

Foundational Objectives

- To apply design principles to create a pleasing environment.
- To develop an appreciation for personal and cultural aspects in designing an interior.
- To make informed consumer decisions when selecting materials and equipment for interior development.

Common Essential Learnings Foundational Objectives

- To create an awareness of accessories and how they personalize an interior. (PSVS)
- To achieve a pleasing and safe interior by applying the design fundamentals. (CCT)
- To strengthen consumer knowledge and understanding of accessories. (NUM)

Learning Objectives	Notes
6.1 To increase awareness of the use of accessories in creative expression and individuality. (PSVS)	<p>Define the term 'accessory.'</p> <p>Brainstorm a list of accessories:</p> <ul style="list-style-type: none">• plants and floral arrangements• pictures and wall hangings• book shelves and books• ornaments• collections• candles• lamps• pillows and cushions• artwork• throws, quilts, afghans• mirrors• family heirlooms <p>Use examples to categorize accessories as decorative or functional or both.</p> <p>Visit stores or show homes to view the use of different accessories. (optional)</p>
6.2 To develop knowledge and skills for choosing accessories in the marketplace. (CCT, NUM)	<p>Students will examine accessories for quality and function. Compare price and quality.</p> <p>Visit stores to look at the different accessories available and their quality.</p>

Learning Objectives

Notes

6.3 To understand the basic use of pictures in decorating.

Discuss what is classified as pictures:

- paintings
- photographs
- art/or craft pieces
- posters
- drawings

Frames and matting can enhance the appearance of both the picture and its relationship to the room. Pictures are most effective in creating the mood and personality of a room.

6.4 To become aware of the guidelines in hanging pictures.

Visit a framing store or invite a guest to explain and demonstrate framing and matting.

Discuss the guidelines in hanging pictures. Consider:

- hanging pictures at eye level
- balancing the proportions of picture, wall space, and furniture
- complementing the wall colour, texture
- taking advantage of lighting
- grouping the pictures
- using appropriate hardware

Using pictures or a scale model, plan and display a wall grouping in relation to a furniture setting.

6.5 To create awareness of lighting as functional accessory. (TL)

Good lighting is important in a home. It determines the character of objects and spaces.

List reasons for having good lighting in a home:

- safety
- comfort to the eye
- appearance

Discuss the sources of light

- natural daylight
- artificial illumination
- incandescent
- fluorescent
- halogen
- neon

Good illumination results from the quality and quantity of the light. Define the technical terms and discuss other variables as they apply to light. You may need to consult with the Physics teacher.

a) technical terms

- lumens
- candelas
- footcandles
- footlamberts

Learning Objectives

Notes

- b) control of light
 - reflected
 - absorbed
 - transmitted
- c) location and direction
 - diffused lighting
 - directed lighting
 - accent lighting
- d) size and shape of the light source
- e) colour of light
 - warm vs cool light
- f) psychological effects of light

Invite a guest from a lighting store or an electrician to discuss lighting required for home or a work place. The guest may discuss the career options in his/her field (optional). This information may also be obtained by researching websites or other resources.

Visit a lighting retail outlet to examine a variety of lighting features available.

6.6. To identify lighting fixtures and where to use them. (TL, CCT, PSVS)

The lighting fixtures may be structural or nonstructural. The choice of lighting fixtures often depends on the function of the light. Light may be used for general tasks or accented lighting.

Discuss the different types of lighting fixtures and their pros and cons.

- a) Structural lighting
 - valance lighting
 - cornice lighting
 - cove lighting
 - soffit lighting
 - strip lights
 - luminous ceiling and wall panels
 - recessed down lights
 - wall washers
 - track lighting
 - wall bracket
 - luminous wall and ceiling
 - spotlights
- b) Nonstructural lighting
 - portable table or floor lamps
 - moveable spotlights

Learning Objectives

Notes

List the criteria important in choosing a portable lamp. Consider amount and quality of light needed for its use:

- shade, shape, and size
- bulb position
- diffusing bowl
- shade liner
- harmony with décor
- cost
- ease of cleaning
- wattage

Use illustrations to describe different lighting fixtures and the effect they create.

Have pairs of students role play a salesperson and a customer. Choose lights for specific purposes, location, and décor.

Overall planning for good lighting in a home or work place is important. Using a case study and a floor plan, indicate on the floor plan the type of lights and their location.

Investigate the different electronic devices available for controlling lights:

- dimmers
- timers
- diffusers

6.7 To understand the role of fireplaces in the design of a home. (COM, CCT)

When planning a fireplace there are many factors to consider.

- location of fireplaces
- personal preferences
- footings
- focal points
- heating efficiency
- traffic patterns
- size of the room and fireplace
- style (traditional, modern)
- function (e.g., heat, cooking, decoration)
- energy source
- venting
- air circulation
- safety

Consider the types of energy sources to be used:

- wood
- gas
- electricity

Describe the advantages and disadvantages of using the different types of energy sources.

Learning Objectives

Notes

Consider the types of materials used in building the fireplaces:

- wood
- brick
- stone
- metal
- marble
- concrete
- plaster
- stucco
- tile

Sketch and label the parts of a fireplace.

Given a floor plan, choose a suitable location for a fireplace.

There are many styles of fireplaces. Use pictures and articles from magazines and books to show the different styles and types of fireplaces.

Interview people who have a fireplace in their home. List the advantages or disadvantages of having a fireplace.

Explain how fireplace tools are used as functional tools and as accessories in the overall decorative scheme of a room.

Research fireplaces to discover a number of things:

- Fireplaces have to be an integral part of the structure of the building (e.g., for venting, source of fuel, circulation of air).
- They cannot be moved as readily as other accessories.
- Quality of fireplaces varies greatly.
- Prices can vary from a few thousand dollars to tens of thousands of dollars.
- Careful consideration has to be given to cost, value, and purpose.

Module 7: Developing and Designing a Floor Plan (Optional)

Note: This module is designed to be done alone or to supplement Module 6: Interpreting and Evaluating House Plans in the *Housing 30 Curriculum Guidelines* (Saskatchewan Education, 1999).

Suggested Time: 10 - 15 hours

Foundational Objectives

- To understand and interpret floor plans by applying knowledge of number, scale, and their relationships.
- To examine and evaluate materials used in interior design to meet human needs and provide for expression in a defined space.

Common Essential Learning Foundational Objectives

- To create and interpret floor plans. (IL)
- To apply design fundamentals while developing floor plans and decorating from them. (CCT, NUM)

Learning Objectives

Notes

7.1 To become aware of the factors to consider when developing a floor plan. (COM)

There are many factors to consider when developing a floor plan.

Brainstorm factors that you should consider:

- function of space (e.g., socializing, working, reading, private/sleeping, work)
- cost
- personal, family, or business needs
- relationships between zones
- traffic patterns
- comfort features (e.g., absence of noise)

How about:

- plumbing
- wiring
- sources of light
- ventilation
- heating and cooling systems
- safety
- care and maintenance

Learning Objectives	Notes
7.2 To recognize symbols used in floor plans. (COM, NUM)	<p data-bbox="634 226 1446 289">Evaluate the importance of the above factors in developing a floor plan.</p> <p data-bbox="634 321 1430 384">Provide floor plans of buildings. Have the students evaluate the plans based on the factors.</p> <p data-bbox="634 415 1438 478">Discuss the symbols used in floor plans. Identify the symbols for plugins, switches, windows, stairs, doors, closets, fixtures, etc.</p> <p data-bbox="634 510 1438 604">Focus on the details of floor plans that illustrate these symbols. Students need to recognize them and learn how to apply them in their course work.</p> <p data-bbox="634 636 1458 699">Using print material and other references, study and analyze floor plans that use symbols to show flooring and furniture placement.</p> <p data-bbox="634 730 1425 793">Play a game such as jeopardy to become familiar with floor plan symbols.</p>
7.3 To examine the factors that unify an interior environment.	<p data-bbox="634 863 1479 957">List the criteria used to unify the interior environment of a living space and discuss why these criteria are important. Include criteria such as:</p> <ul data-bbox="634 957 1382 1251" style="list-style-type: none"> • traffic in each room and throughout the building/house • general theme or mood • floor coverings • scale and furnishings • backgrounds – structural/decorative • arrangement of furniture - both functional and aesthetic • lighting • personalizing the space • blending fixed features with movable features
7.4 To apply interior design knowledge in designing a defined space. (CCT, IL, TL)	<p data-bbox="634 1346 1414 1409">Each decade exhibits many trends that, like fashion, tend to be repeated. Research the decorating trends in the last century.</p> <p data-bbox="634 1440 1446 1503">Apply knowledge of interior design to a project using a decorative theme or trend that you have researched.</p> <p data-bbox="634 1535 1471 1692">Select or draft a floor plan of a house, work space, or room using predetermined dimensions and scale. Students may choose to decorate a defined space such as a student's bedroom or community facility applying the design fundamentals. This could be incorporated as a work study project or volunteer project.</p> <p data-bbox="634 1724 1463 1818">The floor plan may be developed manually or with the use of computer-assisted drafting (CAD), a computer home plan program, or a model.</p> <p data-bbox="634 1850 1365 1913">On the floor plan show placement of furniture (built in and movable), doors, windows, and openings.</p>

Learning Objectives**Notes**

Using design fundamentals, criteria for unifying the interior environments, and knowledge of openings, windows, doors, flooring, walls, ceilings, furniture and accessories, students will decorate the room or building. The design plates should use samples and illustrations to assist the student in his or her presentation of the finished project.

The students should be able to give reasons for their choices.

Module 8: Applied Design (Optional)

Suggested Time: 15 - 20 hours

Foundational Objectives

- To apply design elements and principles to constructing a craft or art as a project.

Common Essential Learning Foundational Objectives

- To create an understanding of applied design. (CCT)
- To develop space relationships with the use of design principles. (NUM)

Learning Objectives	Notes																		
8.1 To develop an understanding of applied design. (COM)	<p>Define the term “applied design.”</p> <p>Discuss the characteristics of applied design:</p> <ul style="list-style-type: none">• usually appears on the surface of fabric or an object• can usually be seen only on one side of an object• is added to an object after it is structurally complete• is decorative• is a personal statement• harmonizes or contrasts with an object’s form and function. <p>Use illustrations to investigate where applied designs are used:</p> <ul style="list-style-type: none">• pattern on fabric• wall coverings• carved moldings on walls• designs etched on glass• floor cloths (acrylic paint on back and five coats of urethane)																		
8.2 To created a craft or work of art. (CCT, NUM, TL, IL)	<p>Review design fundamentals. Have students design and complete a craft or art project incorporating the elements and principles of design. Students may research the historical development of their chosen project. All projects involve making or doing.</p> <table><tr><td>quilts</td><td>cushion covers</td></tr><tr><td>silk screen design</td><td>crafts</td></tr><tr><td>window treatments</td><td>stenciled articles</td></tr><tr><td>pottery</td><td>dream catchers</td></tr><tr><td>stained glass</td><td>refinishing furniture</td></tr><tr><td>paper toile</td><td>floral arrangements</td></tr><tr><td>lampshades</td><td>cross stitch</td></tr><tr><td>upholstery</td><td>beadwork</td></tr><tr><td>embroidery</td><td></td></tr></table> <p>A class presentation or demonstration of the project may be done if time permits.</p>	quilts	cushion covers	silk screen design	crafts	window treatments	stenciled articles	pottery	dream catchers	stained glass	refinishing furniture	paper toile	floral arrangements	lampshades	cross stitch	upholstery	beadwork	embroidery	
quilts	cushion covers																		
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stained glass	refinishing furniture																		
paper toile	floral arrangements																		
lampshades	cross stitch																		
upholstery	beadwork																		
embroidery																			

Module 9: Visual Design Displays (Optional)

Suggested Time: 3 - 5 hours

Foundational Objectives

- To examine and evaluate design fundamentals used in visual displays and expressions used in a defined space.
- To develop an awareness of the factors that determine the appropriateness of successful visual design.

Common Essential Learning Objectives

- To acquire knowledge and an understanding of visual design and what it communicates. (COM)
- To demonstrate the ability to organize and communicate using visual design techniques. (CCT)

Learning Objectives	Notes
9.1 To gain an understanding of visual design. (COM, CCT)	<p>Discuss visual design.</p> <p>Factors related to visual design are:</p> <ul style="list-style-type: none">• nonverbal• focused on seeing/sight• responsible for communicating a mood, personality, and theme• aesthetic by nature• often nonphysical• placement specific.
9.2 To investigate where visual design is used. (IL)	<p>Discover, list, and discuss places where visual design techniques are used:</p> <ul style="list-style-type: none">• bulletin boards• display cases in stores, museums, galleries• displays for schools, trade shows, churches, community centres• catalogues• billboards• garage sales• advertisements• posters• murals• scrapbooks, photo albums, yearbooks• websites, home pages• visual effects in movies• sets for staging, plays, TV shows, movies, etc.• computer screen saver• functional and aesthetic articles (e.g., clothing, tools, bicycles, cars, dishes)

Learning Objectives

Notes

9.3 To develop techniques in setting up visual designs. (TL, CCT, NUM)

Analyze visual design illustrations; interpret the message presented by the visual design.

Analyze visual design illustrations using design fundamentals as criteria. See Module 1.

Visit stores, museums, malls, etc., to study visual designs. Review the message communicated and identify how it is communicated.

Plan, develop, and complete a visual design project using the design fundamentals.

Have students work in small groups to develop and set up a visual design display for a home-based business.

Projects should be relevant and may be required; for example, a display case at school; a bulletin board for another teacher; a set for an upcoming play; a school newsletter; a community or church project; a poster for a fundraiser; or a personal (school) website.

When students present their projects, they should comment on the design fundamentals applied.

9.4 To explore career options in visual design.

Invite a guest to discuss techniques for setting up visual displays. The guest may expand on career options in his/her occupation.

Brainstorm ideas for career options in visual design. Have students each choose one option and research that career.

Suggested careers may include:

- display/visual merchandiser manager
- display designer
- freelance display artist
- merchandise coordinator
- trade show/show room designer
- special events coordinator/designer
- in-store marketing personnel
- graphic artist

Research should include information about:

- training, education
- employment opportunities
- job requirements
- salary (income) range
- opportunities for diversity and advancement

Module 10: Exploring Careers (Core)

Suggested Time: 1 - 2 hours

Foundational Objectives

- To develop an awareness of career and employment opportunities in the field of interior design.
- To increase awareness of the post-secondary programs available in Canada in the field of interior design.

Common Essential Learnings Foundational Objectives

- To identify personal interests and aptitudes in order to initiate career exploration. (IL, PSVS)
- To foster the ability to evaluate ideas related to career choices. (CCT)
- To develop research abilities to access career information. (TL, IL)

Learning Objectives	Notes
10.1 To develop a list of career opportunities related to the field of interior design.	Students will create a list of the many different career opportunities in the professional, semi-professional, and skilled trade areas related to the field of interior design. They should begin by listing all the guest speakers who have made presentations throughout the course, then list workers within the field of interior design in the community. Students are encouraged to use a variety of sources of information such as guidance councilors, career software packages, personal interviews, and websites.
10.2 To identify personal skills and interests that may lead to a career exploration. (CCT, IL)	<p>Ask each student to create an inventory of preferred activities and interests. Have students examine their lists to determine how these activities and interests might be job related. This task of creating an interest inventory may be done using a variety of computer program software packages. (TL)</p> <p>Once students have determined an area of interest related to interior design, students should research the career using available resources in the library, the community, or on the Internet. Investigate the career choices including information about:</p> <ul style="list-style-type: none">• work duties• personal qualities required to succeed in the career• process to become certified within the career/trade• education and training• school locations• cost of education and upgrading• trends within the business or career• the best and worst parts of the job• beginning salary, and opportunities for advancement. <p>From the list created, students may select two choices of possible careers for further research. (PSVS)</p> <p>If a work study is being done, the student may investigate career links within the community for a possible work study placement. The student may conduct and interview the professional or tradesperson within the community as part of the career research.</p> <p>A class presentation may be done by students if time permits.</p>

Module 11: Work Study Preparation and Follow-up Activities (Optional)

Note: If students have participated in a work study module in a previous Practical and Applied Arts course, a review of this module is still required but less time will be needed. Students may learn about labour standards.

Suggested Time: 5 - 10 hours

Foundational Objective

- To develop workplace skills that may lead to successful employment.
- To recognize how classroom work skills will be used to meet industry expectations.

Common Essential Learnings Foundational Objectives

- To develop an awareness of partnership roles in the work study. (PSVS)
- To use a wide range of language experiences -- listening, speaking, writing, and reading -- that are required in the workplace. (COM)

Learning Objectives

Notes

11.1 To create an awareness of the expectations of each of the partners in the work study component.

In order to establish a successful working relationship define the responsibilities for each of the partners involved in the work study.

Refer to *Guidelines for Work Study*, a component of the *Practical and Applied Arts Handbook* (Draft Saskatchewan Education, 1999) for expectations of business, student, teacher-monitor, and the school.

11.2 To determine factors that may affect student contribution in the workplace. (CCT)

The students may formulate a list of what they can bring to the workplace and how each may impact on their job. Consider skills, abilities, and personal attributes in the following areas:

- school subjects
- past experiences
- self-concept and personality
- needs, values, and interests
- knowledge, skills, and attitudes
- career goals and plan
- communication skills.

Ask students to do a self-assessment of skills using the above list as a guide. They may explain how these skills would be valuable in jobs related to interior design. Try to incorporate the value of communication and teamwork in the discussion.

Learning Objective	Notes
11.3 To appreciate the importance of good communication in the workplace. (COM, PSVS)	<p>Discuss verbal and non-verbal communication. List some ways in which positive and negative non-verbal communication may be displayed. Encourage students to role play effective techniques of verbal and non-verbal communication on the job when giving or receiving instructions. With the use of case studies, divide the students into groups and role play the effective use of communication to resolve conflict on the job.</p>
11.4 To develop a résumé and cover letter that can be forwarded to a potential employer. (CCT, COM)	<p>The student will develop a résumé and cover letter using a standard format. The résumé and cover letter may be used as an introduction to the employer at a workplace site prior to an interview with the student.</p> <p>PAA teachers are encouraged to work with other staff members to ensure résumé and cover letter preparation is taught. Writing a résumé and cover letter is currently covered in Saskatchewan Education's curriculum guidelines in <i>English Language Arts 20 and 30A, Information Processing</i>, and <i>Work Experience Education 20</i>.</p> <p>Students should develop the résumé on a computer disk and update it periodically. Names with addresses and telephone numbers should be included in a list of references.</p> <p>If students have already completed résumés and cover letters in another course, the teacher may do a review and encourage students to update their résumés. Students should submit résumés for teacher approval prior to going to the workplace.</p>
11.5 To prepare for an interview by reviewing guidelines and role playing various situations. (COM, PSVS, CCT)	<p>Through a classroom discussion or in groups, students may generate a list of guidelines for an interview. After the students formulate their list, the instructor may add missing items to the list. Discuss.</p> <p>Outline and describe the three stages of an interview. Point out to the students in what stage each of the guidelines previously discussed will be used.</p> <p>The greeting involves an introduction between the student and employer. Discuss or demonstrate how this may be done.</p> <p>The exchange is where the employer asks a series of questions and engages in a conversation with the student about information on his/her résumé and other matters related to the job placement.</p> <p>The parting brings the interview to a close. It can be just as important as the greeting. Demonstrate how this can be done.</p> <p>Provide the students with a list of questions frequently asked by employers or ask students to formulate a list in a group and role play the stages of the interview. Use various employment situations.</p>

Learning Objective	Notes
11.6 To develop procedural guidelines for the work study experience: a) Transportation b) Absence and tardiness c) Problems on the work site d) Teacher-student-supervisor relationships e) Evaluation criteria f) Expected hours of work.	<p>Discuss with the student the issues in 11.5 prior to student placement.</p> <p>After the student has had an interview with his/her employer, discuss the following in with the students. This may be done by asking students to respond to the points listed below (an assignment or during an interview):</p> <ul style="list-style-type: none">a) expected hours of workb) dress codec) job descriptiond) school expectationse) employer expectationsf) role of monitorg) goal definition <p>Using case studies, have students role play problems that might arise in a workplace setting. Discuss possible solutions.</p> <p>Note: look for opportunities to introduce and reinforce ideas about Labour Standards, Occupational Health and Safety, and Workplace Hazardous Materials Information System (WHMIS). Use the <i>Work Experience Education Guidelines</i> (Saskatchewan Education 1989) the Saskatchewan Labour website, and other recommended resources.</p>
11.7 To relate feedback from the work placement. (CCT)	<p>Students provide feedback about work placement including: where they were placed, type of business, duties, most rewarding experience, most difficult situation and how you handled it. It is recommended that each student send a thank you note or card to the employer upon the completion of each work placement.</p>

Module 12: Work Study (Optional)

Suggested Time: 25 - 50 hours

Foundational Objectives

- To be aware of the careers and opportunities in the field of interior design that exist in Saskatchewan and other provinces.
- To integrate classroom learning with work-related learning.
- To increase awareness of employability skills as they relate to the work environment.

Common Essential Learnings Foundational Objectives

- To engage in a work study experience and develop entry level workplace skills that may lead to sustainable employment. (PSVS)
- To expand career research beyond the classroom setting. (IL)

For more information about implementing work study in schools see the Work Study Guidelines for the Practical and Applied Arts included in the *Practical and Applied Arts Handbook*. Teachers need to use or design appropriate learning objectives for this module; for instance, to demonstrate ability to follow a “Training Plan”. The training plan for the student should be designed to relate to the objectives of the course modules in cooperation with the workplace mentor/supervisor.

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Appendix A: Recordkeeping Chart

Interior Design 30

Student Name _____

Student Number _____

Module Code	Module	Date	Teacher Initial
INDE01	Module 1: Design Fundamentals C		
INDE02	Module 2: Openings, Windows, Window Treatments, and Doors O		
INDE03	Module 3: Treatment of Walls and Ceilings O		
INDE04	Module 4: Floors and Floorings O		
INDE05	Module 5: Furniture and Appliances O		
INDE06	Module 6: Accessories C		
INDE07	Module 7: Developing and Decorating A Floor Plan O		
INDE08	Module 8: Applied Design O		
INDE09	Module 9: Visual Design Displays O		
INDE10	Module 10: Exploring Careers C		
INDE11	Module 11: Work Study Preparation and Follow-up Activities O		
INDE12	Module 12: Work Study O		

C = core module

O = optional module

* = refers to modules required for post-secondary articulation/recognition

It is recommended that this document be printed on school letterhead.

Appendix B: Evaluation Forms

Design Fundamentals Evaluation

Name of student: _____

Topic of activity: _____

Did the activity meet the following criteria?

1. Student demonstrated an understanding of the concept. (2) _____
2. The activity involved visual aids. (2) _____
3. Presentation skill demonstrated. (2) _____
4. Overall appropriateness of the activity. (2) _____
5. Student use of time and organization. (2) _____

TOTAL (10) _____

General comments. _____

Designed by Linda Ashley, Herbert S.D.

(This form may be used for evaluating activities related to color, line, texture, etc.)

Bulletin Board Evaluation

Name: _____

Date Due: _____

Date Set Up: _____

Date Removed: _____

1. **SUBJECT MATTER**

15 marks

- interesting topic
- accurate information
- appropriate
- informative

2. **ORGANIZATION**

10 marks

- easy to follow
- logical plan
- put up on time
- removed on time

3. **PRESENTATION**

15 marks

- well-designed space
- creative and original approach
- elements and principles effectively used
- neatly presented

4. **AUDIENCE APPEAL**

10 marks

- attracts viewers attention
- holds viewers attention
- viewers react to the display

TOTAL POSSIBLE MARKS = 50

Designed by Heather Wiebe, Regina East S.D.

Evaluating a Design Project

Design Project _____

Name: _____

Suitability of project /5

- Skill and time management considered

General Appearance /10

- Neat and clean
- Design and color appropriate
- Quality of rhythm and harmony
- Suitable in shape and size

Value of Article in relation to work done and material /10

- Used
- Durable, Usable, Beautiful

Suitability of Materials /5

Workmanship /20

- Neatness/organization
- Appearance on right and wrong sides
- Type of work suited to article
- Cutting and shaping
- Constructing and finishing

Time Management /50

Comments:

Developed by Doris Wilson, Prince Albert RCSSD