

Introduction to Interior Design

Media Type: Video

Duration: 26 min.

Goal: To gain a knowledge of the interior design profession and the different influences on the design of quality living environments.

Description: The word environment usually sparks images of rain forests and endangered species, but our interior environment is a complex place requiring careful attention, planning, design and supervision to ensure the creation of comfortable, well designed spaces. The realm of interior design is quickly becoming an art and a science. This presentation guides students through the interior design process, what an interior designer does on a day-to-day basis as well as the different considerations and influences needed to create a quality living environment. The importance of the client relationships is also discussed in detail.

Objectives:

1. To understand what interior design involves.
2. To examine what an interior designer does.
3. To explore the different considerations and influences on creating quality living environments.
4. To learn the basics of interior design.



College & Career Readiness Anchor Standards for Writing

Writing Standards	
Text Types & Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	9-12.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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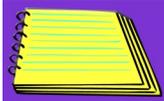
College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards	
Comprehension & Collaboration	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	9-10.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
	11-12.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	9-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Architecture & Construction Career Cluster (AC)

Cluster	Standard
	Use vocabulary, symbols and formulas common to architecture and construction.
	Use architecture and construction skills to create and manage a project.
	Describe the roles, responsibilities and relationships found in the architecture and construction trades and professions, including labor/management relationships.
	Read, interpret and use technical drawings, documents and specifications to plan a project.
	Describe career opportunities and means to achieve those opportunities in each of the Architecture & Construction Career Pathways.
Design/Pre-construction Career Pathway (AC-DES)	Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
	Describe the requirements of the integral systems that impact the design of buildings.
	Apply the techniques and skills of modern drafting, design, engineering and construction to projects.
	Employ appropriate representational media to communicate concepts and project design.

Introduction to Interior Design



Lesson Plan

Class 1: Distribute the *Introduction to Interior Design Worksheet* and the *Vocabulary Handout*. Show the *Introduction to Interior Design: Interior Designed Defined* segment. Students should complete the corresponding *Assessment*. Assign the *Floor Plan Project* and allow the remainder of the class for students to begin.



Video
5 min.

Class 2: Remind students to use the *Worksheet* and *Vocabulary Handout* for reference during the presentation. Show the *Introduction to Interior Design: Influencing Factors* segment. Students should complete the corresponding *Assessment*. Distribute the *Know Your Client Activity* and allow the remainder of the class for students to work. Assign the *Interior Design Portfolio Project*.



Video
11 min.

Class 3: Remind the students to use the *Worksheet* and *Vocabulary Handout* as a reference. Show the *Introduction to Interior Design: Design Techniques* segment. Students should complete the corresponding *Assessment*. Instruct students to begin the *Cultural Design Activity*.



Video
10 min.

Class 4: Allow students the entire class to work on their *Activities* and *Project*.

Class 5: Distribute the *Introduction to Interior Design Final Assessment* and allow time for students to complete. The students should use the remainder of the class time to finish and turn in their *Activities* and *Projects*.



Lesson Links

Interior Design Society

- <http://www.interiordesignsociety.org>

American Society of Interior Designers

- <http://www.asid.org>



Career & Technical Student Organizations

FCCLA

- Interior Design



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50809, Kristen Harness, Interior Design Manager, Office Works
- iCEV50883, Sheryl Fox, Commercial Interior Designer, Canizaro Cawthon Davis
- iCEV50891, Britni McGuire, Interior Designer, Parkhill, Smith & Cooper, Inc.

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Lab Activity

Know Your Client

Directions:

One of the most important responsibilities of an interior designer is understanding the client. Students must choose one of the clients provided and determine what questions should be asked to determine the client's wants and needs as well as provide suggestions as to design practices and features which meet the client's needs.

Cultural Design

Directions:

With an increasingly diverse population in the United States, there is an even greater need for interior and commercial designers to understand the influences of culture in the design process. Students will create a floor plan and design concept for a restaurant featuring a foreign country or continent.



Projects

Floor Plan

Directions:

Students will design a floor plan for an 18 x 20 living room. The floor plan will be drawn to scale (1/4 inch = 1 foot) and include adequate space for furniture placement and traffic flow.

Interior Design Portfolio

Directions:

Students will research design media and tools used for interior design projects. Students must research design media and tools used in designing, drawing, painting, sculpting and printmaking. After completing their research, students must practice and demonstrate each method and create a portfolio of the designs. Each page of the portfolio must include a different design. Students must cite all sources used and present their portfolio to the class.