







# Multiple Category Scope and Sequence: Scope and Sequence Report For Course Standards and Objectives, Content, Skills, Vocabulary

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Unit	Course Standards and Objectives	Content	Skills	Vocabulary
<p>District Basic Interior Design I (20.0110) (District) 2014-2015 Collaborative</p> <p><b>Methods of Interior Design Presentation (2-3 days)</b>   (Week 1, 1 Week) </p>	<p>UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Interior Design I 2013 STANDARD 1            Students will demonstrate professional design presentation techniques</p> <ul style="list-style-type: none"> <li>Objective 1: Students will practice various methods of interior design presentation.               <ol style="list-style-type: none"> <li>Demonstrate professional lettering and labeling, such as block/architectural lettering, legends or information boxes, etc.</li> <li>Use professional mounting techniques for assignments and presentation boards.</li> </ol> </li> </ul>	<p><b>Family Career Community Leaders of America (FCCLA)</b></p> <ul style="list-style-type: none"> <li>FACS organization</li> <li>Step 1</li> </ul> <p><b>Methods of Interior Design Presentation</b></p> <ul style="list-style-type: none"> <li>Block Lettering</li> <li>Labeling</li> <li>Mounting Techniques</li> </ul>	<p><b>Family Career Community Leaders of America (FCCLA)</b></p> <ul style="list-style-type: none"> <li>Recognize characteristics of FCCLA (performance 1)</li> </ul> <p><b>Methods of Interior Design Presentation</b></p> <ul style="list-style-type: none"> <li>Execute Block Lettering.</li> <li>Create a visual using mounting and lettering techniques.</li> <li>Construct and a presentation board as a final end of the semester project.</li> <li>Explain a presentation board as a final end of the semester project. (performance 1.03)</li> </ul>	<p><b>Family Career Community Leaders of America (FCCLA)</b></p> <ul style="list-style-type: none"> <li>FACS</li> <li>FCCLA</li> </ul> <p><b>Methods of Interior Design Presentation</b></p> <ul style="list-style-type: none"> <li>Block Lettering</li> <li>Mounting</li> <li>Legend/Key</li> </ul>
<p><b>Elements of Design (8-9 days)</b>   (Week 2, 3 Weeks) </p>	<p>UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Interior Design I 2013 STANDARD 2            Students will identify the two basic types of design.</p>	<p><b>Elements of Design</b></p> <ul style="list-style-type: none"> <li>Structural and decorative design.</li> <li>Line.</li> <li>Shape and form.</li> <li>"Form follows</li> </ul>	<p><b>Elements of Design</b></p> <ul style="list-style-type: none"> <li>Present examples of the elements of design and explain each concept in writing. (Performance 2.02)</li> <li>Identify structural and decorative design.</li> <li>Construct examples of line.</li> </ul>	<p><b>Elements of Design</b></p> <ul style="list-style-type: none"> <li>"Form follows function":</li> </ul> <p>The first priority in a design is its function</p>

- Objective 1: Identify structural design (simple lines, no ornamentation, cannot be separated without destroying the object)
  - a. Explain the meaning of “form follows function”
- Objective 2: Identify decorative design (applied ornamentation to an object, can be separated without destroying the object.)
  - a. Naturalistic/realistic- reproduces a motif from nature in its natural form
  - b. Conventional/stylized- uses designs from nature in a simplified or adapted way, and abstract.
  - c. Geometric-decoration is made up of geometric shapes or stripes
  - d. Abstract-departs from nature— inspiration for the design isn't

- function”.
- Space
  - Textures
  - Patterns
  - Color is an element.

- Identify feelings created by lines.
- Differentiate between shape and form.
- Explain the meaning of “form follows function”.
- Identify and explain the use of space or the area in which the designer has to work.
- Identify and explain the effect of texture as used in interior design.
- Explain the meaning of patterns.
- Identify that color is an element.

which dictates the shape or form of a design. Example: a chair will be stripped of embellishment or design and will fulfill only the needs of its function.

- Structural Design
- Decorative Design
- Horizontal Line
- Vertical Line
- Curved Line
- Diagonal Line
- Shape
- Form
- Positive Space
- Negative Space
- Visual Texture
- Tactile Texture
- Natural/Realistic Pattern
- Conventional/Stylized Pattern
- Geometric Pattern
- Abstract Pattern

recognizable

### STANDARD 3

Students will identify and explain the basic elements of design or “tools” used to create a design: line, shape, form, space, texture, pattern, and color.

- Objective 1:  
Identify, explain, and use the basic elements of design
  - a. Identify and create examples of line and identify the feelings created by each.
    1. Vertical—strength and formality
    2. Horizontal—restful and informal
    3. Curved—delicate and feminine
    4. Diagonal—action, movement and excitement
  - b. Differentiate between shape and form
    1. Shape: 2-dimensional outline of an object—Ex. square, circle, triangle, rectangle
    2. Form: 3-dimensional object—Ex. cones, cylinders,

spheres,  
cubes, prism  
etc.

c. Identify and  
explain the use  
of space or the  
area in which  
the designer  
has to work<sup>1</sup>.

Positive space  
is filled  
space.<sup>2</sup>

Negative  
space is empty  
space

d. Identify and  
explain the  
effect of  
texture (the  
surface quality  
of objects. It  
can be both  
seen

(visual)and felt  
(tactile)) as  
used in interior  
design<sup>1</sup>.

Rough  
Texture-  
absorbs light,  
informal, can  
be visually  
rough or  
tactilely  
rough.<sup>2</sup>


Smooth  
Texture-  
reflects light,  
formal, can be  
visually smooth  
or tactilely  
smooth.

e. Identify  
pattern (The  
application of  
color, lines,  
shapes and  
design to  
create visual  
interest) as  
anelement of  
design.

f. Identify color  
(pigment in

paint or the visible spectrum of light that enables us to see hues) as an element of design.

**Principles of Design (5-7 days)**

 (Week 4, 4 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Interior Design I 2013 STANDARD 5  
Students will identify and explain the basic principles of design or “the rules or guidelines of design”: scale, proportion, balance, rhythm, emphasis/focal point and harmony.

- Objective 1: Identify and explain the basic principles of design
  - a. Discuss how scale relates to the size of a design in relation to the surrounding area in which it is placed
  - b. Understand that proportion is the ratio/fraction of the parts to the whole. The most effective ratios: 2:3, 5:8 etc. The most ineffective proportion is 1:2.
  - c. Determine whether a ratio is effective or not using the Golden Mean

**Principles of Design**

- Principles are the rules or guidelines of design

**Principles of Design**

- Identify and explain the basic principles of design.
- Present examples of the principles of design and explain each concept in writing. (Performance 3.02)

**Principles of Design**

- Principles of Design
- Scale
- Proportion/Ratio
- Symmetrical/Formal Balance
- Asymmetrical/Informal Balance
- Rhythm of Repetition
- Rhythm of Gradation
- Rhythm of Radiation
- Rhythm of Opposition
- Rhythm of Transition
- Emphasis/Focal Point
- Harmony with Unity/Theme
- Harmony with Variety

ratio/fraction of  
2:3.

d. Explain the  
types of  
balance (the  
placement of  
objects so that  
is creates  
visual  
equilibrium)  
and how they  
are it is used to  
create feelings  
in a room:  
symmetrical/formal (mirror-  
image of parts  
on eachside of  
a center point),  
asymmetrical/informal  
(different  
objects on  
either side of a  
central point),  
Radial balance

e. Identify  
examples of  
rhythm  
(continuous  
visual flowing  
pattern or  
regular  
recurrence, the  
path the  
eyefollows):  
repetition  
(shapes,  
forms, lines, or  
colors that are  
repeated in a  
design),  
gradation  
(sizes  
of shapes go  
from large to  
small or color  
values go from  
light to dark),  
radiation  
(objects radiate  
out in nearly  
every direction  
from a central

point),  
opposition  
(abrupt change  
in line or color),  
and  
transition(curved  
line that  
leads the eye  
from one point  
or area to  
another).

f. Explain how  
emphasis/focal  
point  
(dominant  
item(s) in the  
room that draw  
your attention)  
is achievedand  
identify ways to  
create it—  
furniture  
groupings,  
lines, color,  
accessories,  
pattern,  
architecturalfea-  
tures  
(fireplace),  
lighting, and  
size.

g. Explain how  
harmony is  
achieved when  
unity and  
variety are  
effectively  
combined  
(Unity - created  
byrepetition or  
similarity of  
objects),  
(Variety - what  
is done outside  
of the theme to  
provide relief  
fromsameness  
)

**Color  
Terms (5-6  
days)**   
(Week 7, 4

UT: CTE: Family and  
Consumer Sciences,  
UT: Grades 9-12,  
Interior Design I 2013

### **Color Concepts**

- Terms associated  
with the color wheel.

### **Color Concepts**

### **Color Concepts**

- Color Wheel
- Hue/Pigments

Weeks) 

#### STANDARD 4

Identify the terms associated with the color wheel and the major color schemes

- Objective 1: Identify and explain the use of color or hue.
    - a. Identify a color wheel and explain that it is a way to organize color
    - b. Understand that primary colors cannot be mixed from other pigments.
    - c. Understand that secondary colors are made by mixing equal amounts of two primary colors.
    - d. Understand that the six tertiary/intermediate colors are made by mixing an equal amount of a primary and a secondary color.
    - e. Understand that neutral colors are not on the color wheel (white, black, gray, brown, beige, tan, and cream.)
  - Objective 2: Identify warm and cool colors on the color wheel and tertiary/intermediate colors. (Performance 2.04)
    - Produce a color wheel identifying primary, secondary, and tertiary/intermediate colors. (Performance 2.05)
    - Create tints, tones and shades. (Performance 2.05)
- How to mix colors on the color wheel.
  - How to change the intensity of a hue.
  - Feelings associated with warm and cool colors.
  - What affects the appearance of color.
  - The affects of natural and artificial lighting.
- Primary Colors
  - Secondary Colors
  - Tertiary/Intermediate Colors
  - Tints/Pastels
  - Tones
  - Shades
  - Neutral Colors
  - Achromatic Colors
  - Intensity
  - Value
  - Warm Colors
  - Cool Colors
  - Artificial Lighting
  - Natural Lighting



wheel and explain their effect when used in interior design.

a. Warm colors generally tend to close in, or advance a space; create feelings of warmth, activity

and excitement.  
b. Cool colors generally tend to expand or recede a space; create feelings of cool, calm, and relaxed.

- Objective 3:  
Explain how to create value, intensity, tints, tones and shades.  
a. Value is the lightness or darkness of a hue created by adding black for shades, white for tint/pastels.  
b. Intensity is the brightness or dullness of a hue created by adding its complement.  
Bold and intense colors should be used sparingly or as accents.  
c. Adding the hue's complement or gray creates a tone.

**Color Schemes**  
**(3-4 days)**

 (Week 10,  
4 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Interior Design I 2013 STANDARD 4  
Identify the terms associated with the color wheel and the major color schemes

- Objective 4: Identify, create or present visual examples of major color schemes  
a. The major color schemes are:  
monochromatic (a color scheme using the tints, tones and shades of one color), analogous/adjacent (a color scheme using 3-5 colors directly next to each other on the color wheel), neutral (a color scheme using brown(s) or metallic(s) such as gold, silver, and bronze), accented neutral (a color scheme using a neutral with only one accent of color), achromatic (a color scheme using black, white, and/or gray) direct complement (a

**Color Schemes**

- Color Schemes are a planned combination of colors in specific positions anywhere on the color wheel.

**Color Schemes**

- Create or present visual examples of major color schemes (Performance 2.06)

**Color Schemes**

- Color Scheme
- Related Color Scheme
- Contrasting Color Scheme
- Monochromatic Color Scheme
- Analogous/Adjacent/Neighboring Color Scheme
- Achromatic Color Scheme
- Neutral Color Scheme
- Accented Neutral Color Scheme
- Direct Complement/Complementary Color Scheme
- Triad Complement Color Scheme
- Split Complement Color Scheme\*
- Double Complement Color Scheme\*
- Tetrad Complement Color Scheme\*
- Alternate Complement Color Scheme\*

\*Optional Color Schemes

color scheme using colors directly across from each other on the color wheel), split complement (a color scheme using a hue and the two colors directly next to its complement), triad (a color scheme using 3 colors equidistant on the color wheel).

b. Texture, artificial lighting, and natural lighting affect color.

**Floor Planning & Space Planning (7-12 days)**

 (Week 14, 6 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Interior Design I 2013 STANDARD 6  
Students will explain the design and function of interior space.

- Objective 1: Evaluate the components of floor plans: living zones, circulation patterns, open and closed plans and how they relate to family activities/needs
  - a. Discuss the three basic living zones:

**Floor Plans**

- Architectural Symbols
- Residential Scale: 1/4" = 1'
- Basic Living Zones and their impact on housing
- Circulation Patterns and their impact on housing
- Differences between open and closed floor plans

**Furniture/Space Planning**

- Differences between primary and secondary conversation areas
- Basic guidelines of furniture

**Floor Plans**

- Identify and label common floor plan symbols. (Performance 4.02)
- Evaluate a floor plan: architectural symbols, zoning, circulation path, etc.
- Label a floor plan with three living zones and indicate the functions of each zone. (Performance 4.04)

**Furniture/Space Planning**

- Using a floor plan, create a furniture arrangement incorporating principles and elements of design and space planning. (Performance 4.06)

**Basic Kitchen Design and Function**

- Measure the three angles in the work triangle
- Evaluate the work triangle for efficiency
- Draw basic kitchen shapes
- Critique kitchen designs

**Floor Plans**

- Architectural Symbols
- Architectural Template
- Drafting Ruler
- Correctly Scaled Graph Paper
- Blueprint\*
- Floor Plan
- Living Zones
- Circulation Patterns
- Open Floor Plan
- Closed Floor Plan
- Elevations\*
- Work Triangle
- Work Triangle Appliances
- Kitchen Efficiency
- Adequate Storage
- Basic Kitchen Shapes
- Corridor
- L-Shape
- One Wall
- U-Shape
- Island

living/social,  
(2)  
sleeping/private,  
(3)  
service/work.  
b. Discuss and  
identify the  
circulation  
patterns of  
family, guests,  
work and  
service.  
(Should  
provide easy  
access from  
entry to other  
parts of home,  
rooms should  
not be cut in  
half,  
bathrooms  
located next to  
bedrooms and  
kitchen near  
the  
garage/service  
entrance)  
c. Identify and  
evaluate an  
open versus a  
closed floor  
plan. (Closed  
floor plans  
separate  
rooms, enclosing  
them with  
walls and an  
entry door for  
noise reduction  
and privacy.  
Open floor  
plans have few  
walls, save on  
costs of  
building  
materials, and  
home tends to  
appear more  
spacious.)  
d. Elements of  
a well  
designed  
home, such as

arrangement

### **Basic Kitchen Design and Function**

- An efficient work triangle is 12'-24'
- Pros and cons of different kitchen shapes
- Elements of a well-designed kitchen
- Kitchen design trends

- Peninsula

### **Furniture/Space Planning**

- Space Planning
- Furniture Templates
- Function
- Furniture Groupings
- Clearances
- Primary Conversation Area
- Secondary Conversation Area

\*Optional

adequate storage.

- Objective 2:  
Identify and label common floor plan symbols.
  - a. Identify common floor plan symbols: doors, windows, sinks, upper and lower cabinets, range, refrigerator, tub, shower, toilet, fireplace, stairs, light switch, 110 and 220 outlet, ceiling light.
  - b. Scale for residential housing is  $\frac{1}{4}$ " = 1 foot.
- Objective 3:  
Evaluate basic kitchen design and function
  - a. Identify the work triangle and recognize that it helps evaluate kitchen efficiency.
  - b. Identify basic kitchen shapes: (corridor/galley, L-shape, one wall (most economical), U-shape (most efficient), island, and peninsula).
  - c. Identify elements of a well-designed kitchen

(adequate storage, lighting, counter space and worktriangle).

d. Discuss current trends in kitchen design (such as countertop materials, flooring, appliances, etc.).

- Objective 4: Apply the guidelines of furniture arrangement
  - a. Discuss basic guidelines of furniture arrangement (function, scale, proportion focal point, activitygrouping, balance, location of outlets, circulation patterns, arrangement of furniture and clearances.)
  - b. Discuss differences between primary (seating for many people) and secondary seating areas (Seating for 1-3 people). elements of design and space planning.

