

Course: *Interior Design*
Unit #1: *Elements & Principles of Design*

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- **Unit Standards:**

- **Content Standards**

- 1.5.12prof.Cr1a: *Use multiple approaches to begin creative endeavors.*
- 1.5.12acc.Cr1b: *Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.*
- 1.5.12prof.Cr2b: *Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.*
- 1.5.12acc.Cr2c: *Redesign an object, system, place, or design in response to contemporary issues.*
- 1.5.12adv.Cr2a: *Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.*

- **21st Century Life & Career Standards**

- 9.4.12.Cl.1: *Demonstrate the ability to reflect, analyze, and use creative skills and ideas.*

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- **English Companion Standards**

Grade 9-10 Companion Standards: https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Grades9-10.pdf

- *RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.*

Grade 11-12 Companion Standards:

https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Grades11-12.pdf

- *RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.*
 - *RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.*
- **Interdisciplinary Content Standards**
 - *8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).*
 - *8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.*
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as

part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: *Students will be able to independently use their learning to achieve harmony in interior spaces throughout their lifetime.*

As aligned with LRHSD Long Term Learning Goal(s): *Apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community. Develop skills and technical proficiencies that transfer to family life and global career opportunities.*

Enduring Understandings

Students will understand that. . .

EU 1

- *availability of natural resources, tools and technologies influence the design process.*

Essential Questions

EU 1

- *How does the environment affect an interior space?*
- *How does a designer's geographic location influence their access to materials?*
- *How does rapidly changing technology and sustainability influence interior design and construction in a global economy?*

<p><i>EU 2</i></p> <ul style="list-style-type: none"> • <i>color choices can impact both aesthetic and psychological aspects of an interior space.</i> <p><i>EU 3</i></p> <ul style="list-style-type: none"> • <i>Elements of Design are used in conjunction with the Principles of Design to create harmonious solutions to two-dimensional and three-dimensional design challenges and opportunities.</i> 	<p><i>EU 2</i></p> <ul style="list-style-type: none"> • <i>What do colors do to us?</i> • <i>Why may we want an interior space to evoke a certain emotion?</i> • <i>How do different types of lighting affect how color is perceived?</i> <p><i>EU 3</i></p> <ul style="list-style-type: none"> • <i>How do design elements change an interior space?</i> • <i>How are the elements and principles applied to interior design as opposed to other creative arts?</i>
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • <i>what resources are available in different regions. (1.5.12acc.Cr1b, 8.2.12.ED.6, RH.9-10.3)</i> • <i>that because of rapidly advancing technology in the areas of sustainability and design, the interior design industry is constantly evolving. (8.2.12.ETW.1, 1.5.12acc.Cr2c, RH.9-10.3)</i> <p><i>EU 2</i></p> <ul style="list-style-type: none"> • <i>how the color wheel is used as a tool to help designers organize color. (9.4.12.CI.1)</i> • <i>the meanings and feelings associated with specific colors. (1.5.12adv.Cr2a, RH.11-12.9)</i> • <i>how color choices directly affect the aesthetic of an interior space. (1.5.12prof.Cr1a)</i> • <i>the illusions created through the use of color affect the visual appearance of an interior space. (1.5.12adv.Cr2a, RST.11-12.9)</i> 	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • <i>identify and obtain available resources in their area and apply them to the interior design process. (1.5.12acc.Cr1b, 8.2.12.ED.6, RH.9-10.3)</i> • <i>use the technology available to them to research trends in sustainability and design and apply them to their designs. (8.2.12.ETW.1, 1.5.12acc.Cr2c, RH.9-10.3)</i> <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● <i>appropriately apply color to projects and interior design spaces. (9.4.12.CI.1)</i> • <i>identify and apply common color harmonies to interior spaces. (9.4.12.CI.1)</i> • <i>select colors based on the desired mood of an interior space. (1.5.12adv.Cr2a, RH.11-12.9)</i> • <i>use different colors to change an interior space. (1.5.12prof.Cr1a)</i> • <i>create illusions in an interior space through the use of color. (1.5.12adv.Cr2a, RST.11-12.9)</i>

EU 3

- *how the Elements and Principles of Design are applied to create a harmonious space. (9.4.12.Cl.1, RH.9-10.3, RST.11-12.9)*
- *the illusions created through the use of the elements and principles affect the visual appearance of an interior space. (1.5.12prof.Cr2b, RST.11-12.9)*

EU 3

- *apply the Elements and Principles to create harmony. (9.4.12.Cl.1, RH.9-10.3, RST.11-12.9)*
- *identify, utilize and evaluate the Elements and Principles of Design. (1.5.12prof.Cr1a, RST.11-12.9)*
- *analyze how the elements and principles of design can create illusions. (1.5.12prof.Cr2b, RST.11-12.9)*

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer**. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- *Class discussion on green design and sustainability. (A, EU1)*
- *Students will create a recycle/redesign project based on current FCCLA guidelines for the Fall Leadership Connection to show off their design aesthetic. (T, EU1)*
- *Teacher guided presentation on Color and its effect on emotions and lighting. (A, EU2)*
- *Teacher guided presentation showing examples of the color harmonies. (A, EU2)*
- *Create a color wheel using colored pencils, paints, food, magazines, etc. (M, EU2)*
- *Students will select a color and create a collage that shows both the meanings and feelings associated with that color. (M, EU2)*

- *Color experiments such as color and clothing, color and food, edible color wheel to better understand illusions. (M,T EU2)*
- *Use black, white, and primary colored paints to create a color wheel and value grid. (A,M,T EU2)*
- *Teacher guided presentation on Elements & Principles of design. (A, EU3)*
- *Students will perform a variety of activities to experiment with the Elements and Principles of Design and optical illusions. (M,T EU3)*
- *Students will provide examples of how the Elements and Principles of Design are used to create harmony in a space. (M,T EU3)*
- *Locate various examples of elements and principles of design in interior design magazines. (M,T EU3)*

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Elements & Principles of Design	45-50
2	Housing	15-20
3	Floor Plan & Design	45-50
4	Interiors & Backgrounds	50-60

Instructional Materials

Color printer for printing images
Housing magazines
Paint, paintbrushes, paper paint palette
Cardstock paper, construction paper, scrapbook paper, tissue paper
Colored pencils, markers, sharpies
Gluesticks, hot glue guns, hot glue sticks, hot glue mat
Scissors, paper trimmers, x-acto knives, cutting mats
Foam Core
Craft supplies such as Play-Doh, pompoms, feathers, beads, sequins, foam shapes
Paint chips
Cricut & materials

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.