



***Bristol Public Schools***  
**Office of Teaching & Learning**

<b>Department</b>	Art
<b>Department Philosophy</b>	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
<b>Course</b>	Interior Design
<b>Course Description for Program of Studies</b>	This course introduces students to the concepts of Interior Design. Coursework will include elements of the design process, space planning, furnishings, fabrics, and background elements.
<b>Grade Level</b>	9-12
<b>Pre-requisites</b>	None
<b>Credit (if applicable)</b>	.5

**P** indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Intro to Interior Design and the Profession	Design Fundamentals	Space Planning	Design Process	Furnishings, Fabrics, and Background Elements	Development and Organization of Design Schemes
<b>Creating</b>						
VA:Cr1.1 Investigate, Plan, Make			S	P	S	S
VA:Cr2.1 Organize and develop artistic ideas and work		P	P		P	P
VA:Cr3.1 Refine and complete artistic work.						

<b>Presenting</b>						
VA:Pr.4.1 Select, analyze and interpret artistic work for presentation.						S
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.					P	P
VA:Pr6.1 Convey meaning through the presentation of artistic work.						
<b>Responding</b>						
VA:Re7.1 Perceive and analyze artistic work.	S				S	S
VA:Re8.1 Interpret intent and meaning in artistic work.		S				
VA:Re9.1 Apply criteria to evaluate artistic work.						
<b>Connecting</b>						
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.			S	S	S	
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	P					

## ESSENTIAL QUESTIONS

- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
- How do artists work? How do artists and designers determine whether a particular direction in
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

## ENDURING UNDERSTANDING

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

- People gain insights into meanings of artworks by engaging in the process of art criticism.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

# UNIT 1: Introduction to Interior Design and The Profession

## UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
<b>VA:Re7.1. HSIII</b> <ul style="list-style-type: none"> <li>Analyze how responses to art develop over time based on knowledge of and experience with art and life.</li> </ul>		Content Knowledge	<b>Common Misconceptions</b>
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
<b>VA:Re7.2. HSIII</b> <ul style="list-style-type: none"> <li>Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</li> </ul>		Content Knowledge	<b>Common Misconceptions</b>
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
<b>VA:Cn11.1. HSI</b> <ul style="list-style-type: none"> <li>Describe how knowledge of culture, traditions, and history may influence personal responses to art.</li> </ul>		Content Knowledge	<b>Common Misconceptions</b>
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

## Learning Targets

### I CAN:

- analyze and identify historical styles and visual traditions in interior design.
- analyze and identify modern day design styles and aesthetics.
- analyze the characteristics and influences that various cultures have on interior design.
- identify the differences between interior design and decorating.
- identify the differences between structural design and decorative design.

## UNIT 2: Design Fundamentals-Elements and Principles of Design

### UNWRAPPED STANDARDS

Standard	Type of Standard	Concepts and Disciplinary-Specific Vocabulary
<b>VA:Cr2.1. HSI</b> <ul style="list-style-type: none"> <li>Engage in making a work of art or design without having a preconceived plan.</li> </ul>	Content Knowledge	<ul style="list-style-type: none"> <li>Create and present a visual example of major color schemes and how they are affected by texture and lighting (artificial and natural)</li> <li>The types of balance (symmetrical/formal, asymmetrical/informal, radial)</li> </ul>
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	Physical Skill	
	Product Development	
	Learning Behavior	
<b>VA:Re8.1. HSI</b> <ul style="list-style-type: none"> <li>Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</li> </ul>	Content Knowledge	
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	Physical Skill	
	Product Development	
	Learning Behavior	

### Learning Targets

**I CAN:**

- Create a design using the art elements as the rules of design.
- Identify and explain the use of lines to create the mood and tone of an interior design.
- Identify and explain the use of shape and form within an interior design.
- Identify and explain the use of space to expand and enclose an interior design.
- Identify and explain the use of color and hue within an interior design.



- Identify and explain the use of value and intensity within an interior design.
  
- Identify and explain the effects of visual and tactile texture with an interior design.
- Create a design using the art principles as the rules of design.
- Identify and explain the three types of balance within an interior design.
- Identify and explain different proportions within an interior design.
- **Identify and explain harmony being achieved when unity and variety are balanced within an interior design.**
- Identify and explain an interior space's emphasis on a specific or chosen theme of design.
- Identify and explain the five types of design rhythm within an interior design.
- Identify and explain movement within the elements of an interior design.

## UNIT 3: Space Planning

### UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
<b>VA:Cr1.1. HSI</b>	<ul style="list-style-type: none"> <li>Use multiple approaches to begin creative endeavors.</li> </ul>	Content Knowledge	<ul style="list-style-type: none"> <li>Create a floor plan using paper, pencil, rulers, etc. by hand for self or for a client</li> <li>Decide and measure how much space and how many rooms will be in the design</li> <li>Begin planning out what types of furniture (couch, chair, table, etc.) and where they will be placed based on the client the space is designed for</li> <li>Become familiar floor plan symbols and begin using them to label space/rooms</li> </ul>
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
<b>VA:Cr2.2. HSI</b>	<ul style="list-style-type: none"> <li>Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</li> </ul>	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
<b>VA:Cn10.1. HSI</b>	<ul style="list-style-type: none"> <li>Document the process of developing ideas from early stages to fully elaborated ideas.</li> </ul>	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

## Learning Targets

### I CAN:

- identify and design both open and closed floor plans.
- design an original floor plan drawn to scale.
- create a furniture arrangement within my floor plan.
- design circulation patterns within my floor plan.
- use common floor plan symbols to label my interior space.

## UNIT 4: The Design Process (Programming and Design Technology)

### UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
<b>VA:Cr1.1. HSI</b> <ul style="list-style-type: none"> <li>Use multiple approaches to begin creative endeavors.</li> </ul>	Content Knowledge	<b>Common Misconceptions</b>	
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product Development		
	Learning Behavior		
<b>VA:Cr1.2. HSII</b> <ul style="list-style-type: none"> <li>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</li> </ul>	Content Knowledge		
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product Development		
	Learning Behavior		
<b>VA:Cn10.1. HSI</b> <ul style="list-style-type: none"> <li>Document the process of developing ideas from early stages to fully elaborated ideas.</li> </ul>	Content Knowledge		
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product Development		
	Learning Behavior		

## Learning Targets

### I CAN:

- utilize the appropriate software and technology to present the ideas of my design.
- create an original virtual floor plan with furniture arrangements.

## UNIT 5: Furnishings, Fabrics, and Background Elements

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>VA:Cr1.2.</b> <b>HSIII</b>	<ul style="list-style-type: none"> <li>Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</li> </ul>		Content Knowledge	<ul style="list-style-type: none"> <li>Review the different aesthetics of design ( Traditional, New England, Boho, etc.)</li> <li>Furnish a floor plan for a specific audience/client</li> <li>Furnish a floor plan based on persona preferences/ for self</li> <li>Furnish a floor plan for a museum exhibit</li> <li>Research design books for fabrics, tiles, paint, and other design materials</li> </ul>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Cr2.1.</b> <b>HSIII</b>	<ul style="list-style-type: none"> <li>Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Cr2.2.</b> <b>HSIII</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials,</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	

	tools, and equipment in the creation and circulation of creative work.		Learning Behavior	
<b>VA:Pr5.1. HSII</b>	<ul style="list-style-type: none"> <li>Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Re7.1. HSII</b>	<ul style="list-style-type: none"> <li>Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Cn10.1. HSIII</b>	<ul style="list-style-type: none"> <li>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

## Learning Targets

### I CAN:

- choose a design aesthetic to create a theme in my interior space.
- demonstrate the ability to select and/or create background elements to support my design aesthetic.
- demonstrate the ability to select and/or create furniture and accessories to decorate my interior space design.



## UNIT 6: Development and Organization

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>VA:Cr1.2.</b> <b>HSIII</b>	<ul style="list-style-type: none"> <li>Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</li> </ul>		Content Knowledge	<ul style="list-style-type: none"> <li>Choose an audience/client that they will design and present a storyboard design to</li> <li>Create a storyboard based on a previous floor plan design from earlier units</li> <li>Create a storyboard using presentation boards and materials including fabric swatches, tile samples, etc.</li> <li>Create a digital storyboard using design technologies and software</li> </ul>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Cr2.2.</b> <b>HSIII</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Cr2.3.</b> <b>HSI</b>	<ul style="list-style-type: none"> <li>Collaboratively develop a proposal for an installation, artwork, or space design that</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	

	transforms the perception and experience of a particular place.		Product Development	
			Learning Behavior	
<b>VA:Pr4.1. HSII</b>	<ul style="list-style-type: none"> <li>Analyze, select, and critique personal artwork for a collection or portfolio presentation.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Pr5.1. HSII</b>	<ul style="list-style-type: none"> <li>Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
<b>VA:Re7.2. HSII</b>	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</li> </ul>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

## Learning Targets

### I CAN:

- create a storyboard to communicate a clear message of my interior space design and it's function to an audience.