

## Interior Design 30 (PAA) – Distance Education

### **GENERAL INFORMATION**

- i. Interior Design 30 (PAA) – 2017/2018
- ii. Instructor – Rene Cannon
- iii. Contact Information
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### **COURSE DESCRIPTION**

- i. 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 (\*Saskatchewan Curriculum)
- ii. Prerequisite – N/A

### **STUDENT OBJECTIVES**

Learning objectives/areas of study from the Interior Design Curriculum include:

#### **I. Module One: Introduction to Interior Design**

- a. identify the focus of interior design identify the goals of interior design
- b. determine the difference between personal taste and good design
- c. recognize how aesthetics, function, and harmony relate to interior design
- d. recognize the relationship between values, lifestyle and interior design
- e. identify the elements of design and principles of design.

#### **II. Module Two: Elements of Design**

- a. explain the use of the elements of design pertaining to interior design
- b. identify line types and the effects of manipulating line
- c. identify form and shape and how they are used in interior design and discuss the effects that each creates
- d. recognize how space can be manipulated to create illusions
- e. recognize two basic types of texture
- f. understand how texture is created and how it affects us
- g. use colour vocabulary as applied to interior design

#### **III. Module Three: Principles of Design**

- a. identify and explain the principles of design pertaining to interior design
- b. explain and use the principles of design while utilizing and organizing the elements of design
- c. identify types of balance and the visual effect created in a room
- d. define rhythm and understand the feeling of movement that can create continuity in design
- e. determine the point of emphasis in a room
- f. explain the use of appropriate proportion in design understand how harmony is achieved in interior design.

**IV. Module Four: Colour Theory**

- a. identify colours of the colour wheel
- b. recognize the composition of colour
- c. understand how colours of a complex colour wheel are created
- d. know and understand the terms of colour: hue, value, and intensity
- e. understand complementary colours, tints and shades of colour
- f. explain and identify warm and cool colours
- g. recognize what makes neutral colours
- h. identify chromatic colour schemes
- i. explain the effect of light on colour.

**V. Module Five: Floor Plans**

- a. Recognize how housing meets both primary needs and secondary needs
- b. Identify specialists involved in the housing industry
- c. Identify housing options
- d. Assess housing needs based on lifestyle
- e. Evaluate living space.

**VI. Module 6: Arrangement of Furnishings**

- a. Select placement of furniture in a room
- b. Create a plan for furniture arrangement
- c. Understand the factors involved in selecting appliances
- d. Be aware of the relationship between energy consumption and choice of appliances
- e. Apply the principles of furniture arrangement.

**VII. Module 7: Kitchen Design**

- a. Assess kitchen plan and lifestyle needs
- b. Identify the work triangle within the kitchen
- c. Determine reach requirements
- d. Incorporating wall cabinets and base cabinets into the floor plan
- e. Apply the principles of kitchen design

**VIII. Module 8: Design Project**

- a. Apply the elements and principles of design
- b. Design a floor plan to scale
- c. Create a visual design board

## **TEACHING STRATEGIES**

- i. Each lesson in Interior Design 30 will follow a similar format: objectives will be identified, concepts will be explained and lesson activities, and informational links and videos will enhance understanding. Assignments are sequential. Basic concepts are covered in earlier lessons; therefore, you should be doing the assignments in order.
- ii. Each lesson contains assignment where you will submit your work on-line. The assignments will be evaluated on-line you may be required to print off a hard copy of the marked assignment to keep in a personal portfolio.
- iii. Sample deadlines
  - a. Semester One  
September 5 - September 13: Unit One: Introduction to Interior Design  
September 14 - September 22: Unit Two: Elements of Design  
September 25 – October 27: Unit Three: Principles of Design  
October 30 - November 17: Unit Four: Colour Theory  
November 20 - December 1: Unit Five: Floor Plans  
December 4 - January 7: Unit Six: Furniture Placement/Careers and Unit Seven: The Kitchen  
January 8 - January 19: Final Project
  - a. Semester Two
  - b. Semester Two  
February 1 – February 9: Unit One: Introduction to Interior Design  
February 12 - February 21: Unit Two: Elements of Design  
February 22 - March 23: Unit Three: Principles of Design  
March 26 - April 20: Unit Four: Colour Theory  
April 23 - May 18: Unit Five: Floor Plans  
May 22 - June 1: Unit Six: Furniture Placement/Careers and Unit Seven: The Kitchen  
June 4 - 15: Final Project

**There will be final exam in this course; we will make arrangements once exam schedules are released.**

- iv. The purpose of Interior Design is to allow 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. Foundational objectives for Interior Design 30 are:
  - a. To gain a broad foundation of design fundamentals.
  - b. To apply design fundamentals to develop an aesthetic and functional living space.
  - c. To develop an awareness of the factors that determine the appropriateness of successful design.
  - d. To examine and evaluate materials used in design interiors to fulfil human needs and expressions in a living space.
  - e. To develop an awareness of career and employment opportunities related to the field of interior design.
  - f. To learn by listening to and interviewing people in the home and community.
  - g. To use language (listening, speaking, reading, and writing) for differing audiences and purposes that are relevant to the students and to interior design.
  - h. To understand and use the vocabulary, structures, and forms of expression that characterize interior design.
  - i. To interpret floor plans by applying knowledge of numbers and scale and understanding their interrelationships.
  - j. To integrate classroom learning with work-related learning.
  - k. To gain an awareness of the post-secondary programs available in Canada in the field of interior design)



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### **COURSE MATERIALS**

- i. You will require the following material for the completion of this course: 2 rulers (6 and 12 inch) with Imperial measurement (inches and feet) tape measure, graph paper, pencil, eraser, drawing paper, loose leaf, pencil crayons, acrylic paint (red, yellow, blue, white and black), and a 1-inch portfolio binder, and large sturdy paper for your design board project.
- ii. Other helpful materials are: magazines of interiors of homes and floor plans (Canadian House and Home is a great one), paint samples, drapery patterns, wallpaper samples, visuals of other furnishings from photographs or drawings, catalogue pictures, and store fliers can all be used as examples.

### **EVALUATION BREAKDOWN:**

- **Lessons and Assignments 60%**
- **Design Project 20% (Activities 8-1, 8-2, 8.3)**
- **Exam 20%**

Completion of **all lessons** and **assignments** will make up **60%** of your grade. You will complete a major project for **20%** of your grade. The **final exam** is cumulative and worth **20%** of the grade.

On the final page of this syllabus, you may view a sample curricular evaluation form that will be used for assessment.

### Final Project Assessment

	100%-85%	84%-60%	Below 60%
<b>Design Board Criteria</b>	<p>3 rooms are well represented in the design (bedroom, kitchen, living room)</p> <p>Very neatly presented and organized; not over crowded</p> <p>Pleasing to the eye; easy to follow thought progress</p>	<p>3 rooms are somewhat represented in the design (bedroom, kitchen, living room)</p> <p>Neat representation and somewhat organized; over crowded</p> <p>Somewhat pleasing to the eye; a bit difficult to follow thought progress</p>	<p>3 rooms are represented, but are lacking design though (bedroom, kitchen, living room)</p> <p>Not a very neat representation and organized; lacks neatness</p> <p>Not very pleasing to the eye; very difficult to follow thought progress</p>
<b>Floor Plan</b>	<p>Arrangement is appropriate to room size</p> <p>Furniture placement on floor plan matches size and quantity on design board</p> <p>Space is use optimally and appropriately in the floor design</p>	<p>Arrangement is somewhat appropriate to room size</p> <p>Furniture placement on floor plan does not always match size and quantity on design board</p> <p>Space is somewhat use optimally and appropriately in the floor design</p>	<p>Arrangement is not appropriate to room size</p> <p>Furniture placement on floor plan does not matches size and quantity on design board</p> <p>Space is not use optimally or appropriately in the floor design</p>
<b>Colour Scheme</b>	<p>Colour pallet is evident on design board</p> <p>Colour is appropriate for style, harmony, and effect</p>	<p>Colour pallet is somewhat evident on design board</p> <p>At times, colour is somewhat appropriate for style, harmony, and effect</p>	<p>Colour pallet is not very evident on design board</p> <p>Most of the time, colour is not appropriate for style, harmony, and effect</p>
<b>Effort</b>	<p>Student shows considerable effort on project</p> <p>Design board presentation is above average</p>	<p>Student shows some effort on project</p> <p>Design board presentation is average</p>	<p>Student shows little effort on project</p> <p>Design board presentation is below average</p>