



EXAM INFORMATION

Items

69

Points

73

Prerequisites

INTERIOR DESIGN II

Grade Level

9-12

Course Length

ONE SEMESTER

Career Cluster

ARTS, A/V TECHNOLOGY, AND
COMMUNICATION

Performance Standards

INCLUDED

Certificate Available

YES

DESCRIPTION

The second assessment in a series, Interior Design II provides students the opportunity to develop skills in applying the elements and principles of design to interiors. Topics include; architecture, furniture styles and constructions, surface treatments and backgrounds, design and function of space and lighting.

EXAM BLUEPRINT

STANDARD	PERCENTAGE OF EXAM
1- Architectural History	29%
2- Furniture Styles	34%
3- Interior Surface Treatments	30%
4- Components of Blueprints	4%
5- Presentation Board Project	3%



STANDARD 1

STUDENTS WILL DISCUSS ARCHITECTURAL HISTORY AND IDENTIFY SELECTED ARCHITECTURAL STYLES AND FEATURES

- Objective 1** Explain basic terms and identify illustrations of architectural features and styles.
1. Identify illustrations of roofs (gable, gambrel, hip, flat, Mansard, saltbox, shed).
 2. Explain the function of a window and identify illustrations of various windows (casement, double-hung sash, dormer, picture, bay, bow, Palladian, skylight, fan/half-round, sidelight, sliding).
 3. Identify illustrations and examples of doors (single, French, sliding, bi-fold, pocket).
 4. Explain basic terms and identify illustrations of architectural features (arch, arcade, dentil trim, finial, gingerbread, half-timbering, pediments, pilaster, portico, quoins).
 5. Identify illustrations/examples of column capitals (Corinthian, Doric, and Ionic).
- Objective 2** Identify the American adaptations of housing styles such as:
1. Log cabin (overlapping logs at corners, came from Sweden)
 2. Tudor (half-timbering)
 3. Salt box (2 stories in front, 1 story in back – long rear roofline)
 4. Prairie (horizontal lines, low-pitched roofs with overhanging eaves)
 5. Cape Cod (symmetrical, one to one ½ stories, clapboard siding and central door and chimney)
 6. Federal (symmetrical front, 3 stories, graduated windows, rectangular, belt course between stories)
 7. Craftsman/bungalow (deep front porch, exposed rafters, wide columns, shed dormers)
 8. Spanish (Arcade, bar tile roof, stucco, black wrought iron)
 9. Greek revival (2 story, columns, large pediment towards street)
 10. Georgian (Symmetrical, 2 ½ stories, dentil trim, double hung windows with 9-10 panes, quoins, pilasters around paneled door)
 11. Victorian Queen Anne (tower, wraparound porch, gingerbread, fish scale shingles)
 12. Contemporary (clean simple lines, large windows, flat roof)

Standard I Performance Evaluation included below (Optional)

STANDARD 2

STUDENTS WILL DISTINGUISH FEATURES OF SELECTED FURNITURE STYLES AND CHARACTERISTICS

- Objective 1** Identify selected furniture styles and common characteristics of each:
1. Early American (turned legs, square, blocky with plank seat or cane seat)
 2. Queen Anne (cabriole leg, pad foot, shell motif, wing chair)
 3. Chippendale (Ball and claw foot, ears, Chinese influence- black lacquer Japanning, camel back couch)
 4. Sheraton (Square back, tapered legs)
 5. Hepplewhite (Shield back, tapered legs)
 6. Duncan Phyfe (Lyre back, splayed legs, laurel leaves)



7. Shaker (Ladder back, simple, structural lines)
8. Victorian (Very ornate, tufting, elaborate carvings on wood parts)
9. Modern/contemporary (May use one or more materials in construction—glass, wood, metal and plastics, textiles)

Objective 2 Identify illustrations of furniture parts and features.

1. Identify examples of legs (cabriole, turned, tapered and splayed).
2. Identify examples of feet (pad, bun, ball-and-claw, and bracket).
3. Identify chair backs (lyre, ladder, splat, and shield)
4. Identify decorative features (finial, pediment, reeding, fluting, turning).

Objective 3 Identify illustrations of furniture types.

1. Identify examples of chairs (Windsor, wing, side, arm, ladder-back, and splatback).
2. Identify examples of tables (gate-leg and pedestal).
3. Identify upholstered pieces (camelback, Lawson, tuxedo sofas and ottoman).
4. Identify case goods (buffet, highboy, secretary, and wardrobe/armoire).

Objective 4 Discuss construction techniques used in upholstered furniture.

1. Discuss the difference between flat and coil springs.
2. Identify construction considerations used in upholstered furniture (seams, welts, cording should be smooth, patterns should match, zippers should be sewn straight, sufficient padding, tightly woven fabric).

Objective 5 Discuss the construction techniques used in case goods (wood furniture used for storage).

1. Identify types of joints (butt, corner block, dovetail, dowel, mortise and tenon, tongue and groove).
2. Discuss the characteristics and uses of hardwoods (deciduous trees that lose their leaves: birch, cherry, mahogany, maple, oak, and walnut).
3. Discuss the characteristics and uses of soft woods (coniferous cone-bearing trees: cedar, pine, redwood, spruce, cypress, and fir).
4. Discuss and identify the various finishes used on case goods (stain, varnish).
5. Discuss the use of particleboard, plywood, and veneers in case goods.

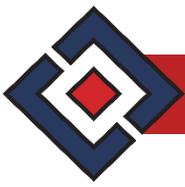
Standard 2 Performance Evaluation included below (Optional)

STANDARD 3

STUDENTS WILL IDENTIFY AND EXPLAIN VARIOUS INTERIOR SURFACE TREATMENTS, BACKGROUNDS, AND LIGHTING

Objective 1 Identify various textiles and factors that lead to the selection of specific textiles.

1. Identify natural textiles (cotton, linen, silk, wool).
2. Identify synthetic textiles (acetate, acrylic, nylon, olefin, polyester, rayon).
3. Identify basic weaves and finishes (plain, twill, satin, Jacquard, purpose of finishes).
4. Identify the basic dye methods: yarn (add colors to yarns before they are woven into fabrics), piece (add color to a fabric after it is woven), solution (adding color to the fiber solution) and printed (darker on one side).



Objective 2

Identify floor treatments and factors that lead to their selection.

1. Discuss the characteristics of flooring types: hard (wood—strip, plank, parquet; tile), resilient (vinyl) and soft (carpet, rugs.).
2. Discuss characteristics of carpet fibers—nylon, olefin, polyester, wool.
3. Discuss carpet textures and advantages and disadvantages of each—cut (ex. plush, frieze), loop (ex. Berber) and, different combinations (sculptured).
4. Discuss carpet terms and how they affect quality and selection—Pile, density (closeness of yarns), fiber.

Objective 3

Identify ceiling and wall treatments and factors that lead to their selection.

1. Discuss the types (latex/water based, and oil based) and finishes of paint (flat, eggshell, satin, semi-gloss, and high gloss). Choose a paint color that is slightly lighter than the one desired.
2. Discuss the types of wallpaper (fabric, vinyl, vinyl-coated and paper) and appropriate wallpaper terminology (i.e. pre-pasted, strippable, scrub able, single/double roll, pattern repeats, run/dye lot number, border).
3. Discuss the various types of molding (e.g. chair-rail, crown, and base)

Objective 4

Identify window treatments and factors that lead to their selection.

1. Identify the types of window treatments: curtains (sheared or gathered onto a rod), draperies (formal, heavier fabric, pleated panels hung on a rod), shades, blinds, shutters, cornices, valances, swags).
2. Discuss window treatment considerations (i.e. direction of window, light control shape of window, purpose of window, style of room, cost, maintenance, energy efficiency, and privacy).

Objective 5

Discuss natural light and artificial light.

1. Discuss how natural light is affected by types of window treatments and the orientation to sunlight.
2. Discuss types of artificial light (e.g. incandescent, fluorescent, halogen, LED-light emitting diode).
3. Discuss the uses of artificial light (e.g. general, task, accent/decorative).
4. Discuss the following lighting fixtures and how/where they are used. (i.e., ceiling, cove, portable, recessed, strip, track, wall).

Standard 3 Performance Evaluation included below (Optional)

STANDARD 4

STUDENTS WILL DESIGN A PRESENTATION BOARD AND DESCRIPTION FOR ONE OR MORE ROOMS

Objective 1

Board layout.

1. Determine materials finishes and color scheme first.
2. Maintain good balance of positive and negative space.
3. All graphics must be square or rectangular, with straight edges.
4. Label with neat, evenly spaced lettering and/or use an accurate and neat key/legend.
5. Professional boards should have major titles and samples back mounted with 1/8-1/4" contrasting boarders.
6. All pictures (2-D) and samples (3-D) edges must be clean and secured well.



7. Use the same background for all mounting.
8. Apply the principles and elements of design effectively in the layout.

Objective 2

Board preparation.

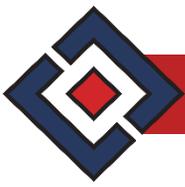
1. Students will apply their knowledge of visual presentation
2. Include a variety of actual 3-D samples that illustrate the completed design (i.e. wall coverings, floor treatments, window treatments, furniture covering etc.).
3. Include 2-D pictures, photos, or visuals of the design (i.e. furniture, lighting, accessories, etc.)
4. Arrange an effective overall design of the visuals and samples.

Objective 3

Prepare and present an accurate oral or written description of the presentation board.

1. Describe the style, the color scheme and the feeling/mood created.
2. Describe the focal point and the way it was emphasized.
3. Describe the balance (symmetrical, asymmetrical, radial), rhythm (transition, repetition, gradation, radiation, opposition), and the way they were created.
4. Describe how harmony was developed in the design.

Standard 4 Performance Evaluation included below (Optional)



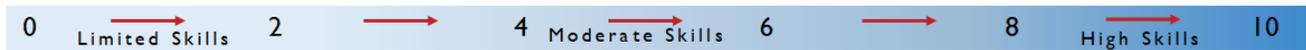
Interior Design II Performance Standards (Optional)

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of **8 or higher** on the rating scale. Students may be encouraged to repeat the objectives until they average **8 or higher**.

Students Name _____

Class _____

PERFORMANCE RATING SCALE



STANDARD 1 Architectural History

Score:

- Complete a project related to architectural features and styles

STANDARD 2 Furniture Styles

Score:

- Create a project related to furniture styles and Features

STANDARD 4 Components of Blueprints

Score:

- Draw, draft, or trace a home floor plan
 - Use a minimum of three attached rooms (e.g., commercial, residential)
 - Use good line quality 1/4 inch scale
 - Accurately identify electrical lighting symbols on the floor plan
 - Label each room, including room dimension and name or create a key/legend

STANDARD 5 Presentation Board Project

Score:

- Design a presentation board and description for one or more rooms incorporating the concepts of interior design including: furniture selection/arrangements, backgrounds, and surface treatments, elements and principles of design and lighting.
- Board Presentation:
 - Students will apply their knowledge of visual presentation
 - Include a variety of actual 3-D samples that illustrate the completed design that may include:
 - Wall coverings
 - Floor treatments
 - Window treatments
 - Furniture coverings



- Include 2-D pictures, photos, or visuals of the design such as:
 - Furniture
 - Lighting
 - Accessories
- Label with neat, evenly spaced lettering or use an accurate key/legend
- Arrange an effective overall design of the visuals and samples
- Prepare and present an accurate oral or written description of the presentation board
 - Describe the style, the color scheme, and the feeling/mood created
 - Describe the focal point and the way it was emphasized
 - Describe how harmony was developed by the design
 - Describe balance (symmetrical, asymmetrical, and radial) and rhythm (transition, repetition, gradation, radiation, and opposition) and the way they were created

PERFORMANCE STANDARD AVERAGE SCORE: