

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
{Interior Design}

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
Architecture 2-3 weeks	<p><u>Visual Arts Standards</u> <i>Connections</i> Students will make connections between the visual arts, other disciplines and daily life. Students will analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style;</p> <p><u>Visual Arts Standards</u> <i>History and Cultures</i> Students will understand the visual arts in relation to history and cultures. Students will analyze and interpret art works in terms of form, cultural and historical context, and purpose;</p>	<ul style="list-style-type: none"> • Identify different styles of architecture, and geographic/climate influence, as well as cultural influence • Sketch a floor plan • Design a floor plan in Revit program 	<ul style="list-style-type: none"> • Quiz on architecture styles • Floor plan sketches • Accuracy of Revit Designs for a livable space 	Teacher Books Internet Revit
Design 3 weeks	<p><u>Visual Arts Standards</u> <i>Elements and Principles</i> Students will understand</p>	<ul style="list-style-type: none"> • Understand how to incorporate the elements of art to create 	<ul style="list-style-type: none"> • Thumbnail sketches • Examples of images from the 	Google Images Teacher Examples/

	<p>and apply elements and organizational principles of art. Students will judge the effectiveness of different ways of using visual characteristics in conveying ideas. Students will apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems.</p> <p><u>Visual Arts Standards</u> <i>Analysis, Interpretation and Evaluation</i> Students will reflect upon, describe, analyze, interpret and evaluate their own and made others' work.</p> <p><u>Information and Technology Literacy Frameworks:</u> <i>Information Processing</i> Apply information from a variety of sources and formats using evaluative criteria to interpret, analyze, organize and synthesize both print and non-print material.</p>	<p>meaning/mood in a composition.</p> <ul style="list-style-type: none"> • Utilize composition styles as strategies for recording images that are aesthetically pleasing. • describe, analyze, judge and interpret the composition of photographs. 	<p>internet that are inserted into PowerPoint in order to display an understanding of the concepts before photographing.</p> <ul style="list-style-type: none"> • Portfolio of the Elements of Art photographs that are recorded by the student. • Critique of the Elements of Art. • Revision of Elements of art that are not properly emphasized. • Portfolio of composition styles. 	<p>Lecture</p> <p>Photography textbooks</p> <p>Photoshop</p>
--	--	--	--	--

	<ul style="list-style-type: none"> • Develop and use personal and established criteria for selecting materials of appropriate breadth and depth of detail, format, illustrations, special features, level, content, purpose and intended audience. 			
<p>SketchUp 3 weeks</p>	<p><u>Visual Arts Standards</u> <i>Connections</i> Students will make connections between the visual arts, other disciplines and daily life. Create and solve interdisciplinary problems using multimedia;</p> <p><u>Visual Arts Standards</u> <i>Content</i> Students will consider, select and apply a range of subject matter, symbols and ideas Use subject matter , symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning.</p>	<ul style="list-style-type: none"> • Navigate the program and understand how to use the tools • Utilize design principles to create an aesthetically pleasing, but functional space. • Implement the elements of art to create textures, surfaces, edges, and text. • Create 3D models of the interior space. • Proportionally create a space and objects within the space. 	<ul style="list-style-type: none"> • Basics Quiz • Sketches of space • Sketches of objects in the space • Final 3D Model • Views of space 	<p>Teacher Example</p> <p>Google Sketch Up</p> <p>Sketches</p> <p>Internet</p>

	<p><u>Information and Technology Literacy Frameworks:</u> <i>Students will be able to apply the engineering design process to achieve desired outcomes across all technology content areas.</i></p> <ul style="list-style-type: none"> Apply a variety of creativity enhancing techniques in completing a conceptual, and detail design solution; 			
<p>Photoshop 2 weeks</p>	<p><u>Visual Arts Standards Media</u> Students will understand, select and apply media, techniques and processes.</p> <p><u>Information and Technology Literacy Frameworks:</u> <i>Assessment</i> Students will assess the effectiveness of their information and technology choices for problem-solving and communication.</p> <ul style="list-style-type: none"> Assess, independently, whether their products meet established 	<ul style="list-style-type: none"> Navigate the program and understand how to use the tools Import their sketches and simplify them for displaying interior structures of their house. Utilize line to demonstrate texture, shape, and form. Utilize color from Sherwin Williams's online color Palettes to display use of contrast and mood of an interior space. Use filters and text to emphasize or abstract an interior space. 	<ul style="list-style-type: none"> Photoshop Basics Pre-Assessment Elements of Art: Line Color Texture Principles of Design: Space Form Composition Convey a mood or theme in their space using techniques 	<p>Photoshop Teacher Elements of Art Scanned sketches</p>

	standards for process, product and presentation.		and art elements	
Hand Sketching 4 Weeks	<u>Visual Arts Standards</u> <i>Elements and Principles</i> Students will understand and apply elements and organizational principles of art. Apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions to and effectively solve a variety of visual art problems.	<ul style="list-style-type: none"> • Architecture Drawing Views • Exterior Elevations • Floor Plans • True North vs. Project North • 3D Views • Line Weights • Drawing Scale • Drawing Symbols/Graphics • Plumbing Fixtures • Casework: Cabinets • The Line • Gesture Drawing • Hand Lettering 	<ul style="list-style-type: none"> • Components in the interior space • Perspective Drawings • Gesture Drawings • Line 	Teacher visuals/lecture Teacher demonstrations Interior Design Book handouts

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
One Point Perspective and digital tools 2 Weeks	<u>Visual Arts Standards</u> <i>Elements and Principles</i> Students will understand and apply elements and organizational principles of art. <u>Information and Technology</u>	<ul style="list-style-type: none"> • Draw an interior and an object using one point perspective • Discover the vanishing point • Draw a two- point and three point perspective an exterior building • Create a Fako-Blendo Drawing • Create a digital camera photograph perspective 	<ul style="list-style-type: none"> • Sketches • Final Drawings • Critique • Photographs 	Teacher handouts Teacher Demonstrations

	<p><u>Literacy Frameworks:</u> <i>Technology Use</i> Students will operate and use computers and other technologies as tools for productivity, problem solving and learning across the content areas.</p> <ul style="list-style-type: none"> • Identify evaluative criteria for making informed decisions about computers, peripherals and other technology tools. 			
<p>Still Life, Entourage, Reflections</p> <p>2 week</p>	<p><u>Visual Arts Standards</u> <i>Media</i> Students will understand, select and apply media, techniques and processes.</p> <p><u>Information and Technology Literacy Frameworks:</u> <i>Information Processing</i> Students will understand and demonstrate a command of information skills and strategies to locate and effectively use print, non-print resources to solve</p>	<ul style="list-style-type: none"> • Equally divide a line and space • Draw a circle • Divide 3D spaces • Create a still life drawing • Create an architectural field sketching • Draw figures, Trees, Vehicles, Reflections, • Silk Screen or Block Printing • Select Textile patterns 	<ul style="list-style-type: none"> • Drawings • Sketches 	<p>Teacher Demonstrations</p>

	problems and conduct research.			
--	---	--	--	--