



# Goodheart-Willcox Publisher

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<b>Utah State Office of Education – Core Alignment Correlation to Interior Design ©2017</b>	
<b>Goodheart-Willcox Publisher</b>	
ISBN: 978-1-61960-242-7 Media: Printed Textbook Author(s): Clemons Copyright: 2017 Review Date: March 2016 Core Subject Area: CTE Family and Consumer Sciences Course: Interior Design I (34010000210)	
STANDARD / OBJECTIVE	PAGES / DESIGNATED SECTIONS / URLS
<b>STANDARD 1</b>	
<b>Students will demonstrate professional design presentation techniques</b>	
<b>Objective 1:</b> Students will practice various methods of interior design presentation. a. Demonstrate professional lettering and labeling, such as block/architectural lettering, legends or keys, etc. b. Use professional mounting techniques for assignments and presentation boards.	156-181, 517-535, 536-585, 588-627  454-460, 477  621, 627
<b>STANDARD 2</b>	
<b>Students will identify the two basic types of design.</b>	
<b>Objective 1:</b> Identify structural design (simple lines, no ornamentation, cannot be separated without destroying the object) a. Explain the meaning of “form follows function”	298,306-307, 627  99
<b>Objective 2:</b> Identify decorative design (applied ornamentation to an object, can be separated without destroying the object.) a. Naturalistic/realistic- reproduces a motif from nature in its natural form b. Conventional/stylized- uses designs from nature in a simplified or adapted way, and abstract. c. Geometric- decoration is made up of geometric shapes or stripes d. Abstract- departs from nature—inspiration for the design isn’t recognizable	197-198, 215  198  198  189, 198  198
<b>STANDARD 3</b>	
<b>Students will identify and explain the basic elements of design or “tools” used to create a design: line, shape, form, space, texture, pattern, and color.</b>	
<b>Objective 1:</b> Identify, explain, and use the basic elements of design a. Identify and create examples of line and identify the feelings created by each. 1. Vertical- height, strength and formality 2. Horizontal-restful and informal 3. Curved- delicate and feminine 4. Diagonal- action, movement and excitement	185-200, 214-215  185-188, 214-215  185-186 185-186 185-188 185-188



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<p>b. Differentiate between shape and form</p> <ol style="list-style-type: none"> <li>1. Shape: 2-dimensional outline of an object—Ex. square, circle, triangle, rectangle</li> <li>2. Form: 3-dimensional object—Ex. cones, cylinders, spheres, cubes, prism etc.</li> </ol> <p>c. Identify and explain the use of space or the area in which the designer has to work</p> <ol style="list-style-type: none"> <li>1. Positive space is filled space.</li> <li>2. Negative space is empty space</li> </ol> <p>d. Identify and explain the effect of texture (the surface quality of objects. It can be both seen (visual) and felt (tactile)) as used in interior design</p> <ol style="list-style-type: none"> <li>1. Rough Texture- absorbs light, informal, can be visually rough or tactilely rough.</li> <li>2. Smooth Texture- reflects light, formal, can be visually smooth or tactilely smooth.</li> </ol> <p>e. Identify pattern (The application of color, lines, shapes and design to create visual interest) as an element of design.</p> <p>f. Identify color (pigment in paint or the visible spectrum of light that enables us to see hues) as an element of design.</p>	<p>188-191, 214-215 188-189</p> <p>190-191</p> <p>191-194, 214-215</p> <p>194-197, 214-215</p> <p>194-197</p> <p>194-197</p> <p>197-199, 214-215</p> <p>199-200, 221-223</p>
<p><b>STANDARD 4</b></p> <p><b>Identify the terms associated with the color wheel and the major color schemes.</b></p>	
<p><b>Objective 1:</b> Identify and explain the use of color or hue.</p> <ol style="list-style-type: none"> <li>a. Identify a color wheel and explain that it is a way to organize color</li> <li>b. Understand that primary colors cannot be mixed from other pigments.</li> <li>c. Understand that secondary colors are made by mixing equal amounts of two primary colors.</li> <li>d. Understand that the six tertiary/intermediate colors are made by mixing an equal amount of a primary and a secondary color.</li> <li>e. Understand that neutral colors are not on the color wheel (white, black, gray, brown, beige, tan, and cream.)</li> </ol>	<p>221-226, 256-257</p> <p>223</p> <p>223</p> <p>223</p> <p>226</p>
<p><b>Objective 2:</b> Identify warm and cool colors on the color wheel and explain their effect when used in interior design.</p> <ol style="list-style-type: none"> <li>a. Warm colors generally tend to close in, or advance a space; create feelings of warmth, activity and excitement.</li> <li>b. Cool colors generally tend to expand or recede a space; create feelings of cool, calm, and relaxed.</li> </ol>	<p>221-225, 257</p> <p>221, 257</p> <p>221, 257</p>
<p><b>Objective 3:</b> Explain how to create value, intensity, tints, tones and shades.</p> <ol style="list-style-type: none"> <li>a. Value is the lightness or darkness of a hue created by</li> </ol>	<p>221-225, 256-257</p> <p>221, 257</p>



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<p>adding black for shades, white for tint/pastels.</p> <p>b. Intensity is the brightness or dullness of a hue created by adding its complement. Bold and intense colors should be used sparingly or as accents.</p> <p>c. Adding the hue's complement or gray creates a tone.</p>	<p>221, 257</p> <p>221, 257</p>
<p><b>Objective 4: Identify, create or present visual examples of major color schemes</b></p> <p>a. The major color schemes are: monochromatic (a color scheme using the tints, tones and shades of one color), analogous/adjacent (a color scheme using 3-5 colors directly next to each other on the color wheel), neutral (a color scheme using brown(s) or metallic(s) such as gold, silver, and bronze), accented neutral (a color scheme using a neutral with only one accent of color), achromatic (a color scheme using black, white, and/or gray) direct complement (a color scheme using colors directly across from each other on the color wheel), split complement (a color scheme using a hue and the two colors directly next to its complement), triad (a color scheme using 3 colors equidistant on the color wheel).</p> <p>b. Texture, artificial lighting, and natural lighting affect color.</p>	<p>223-226, 256-257</p> <p>223-226, 256-257</p> <p>235-243, 256-257</p>
<p><b>STANDARD 5</b></p> <p><b>Students will identify and explain the basic principles of design or "the rules or guidelines of design": scale, proportion, balance, rhythm, emphasis/focal point and harmony.</b></p>	
<p><b>Objective 1:</b> Identify and explain the basic principles of design</p> <p>a. Discuss how scale relates to the size of a design in relation to the surrounding area in which it is placed</p> <p>b. Understand that proportion is the ratio/fraction of the parts to the whole. The most effective ratios: 2:3, 5:8 etc. The most ineffective proportion is 1:2.</p> <p>c. Determine whether a ratio is effective or not using the Golden Mean ratio/fraction of 2:3.</p> <p>d. Explain the types of balance (the placement of objects so that is creates visual equilibrium) and how they are it is used to create feelings in a room: symmetrical/formal (mirror-image of parts on each side of a center point), asymmetrical/informal (different objects on either side of a central point), Radial balance</p> <p>e. Identify examples of rhythm (continuous visual flowing pattern or regular recurrence, the path the eye follows): repetition (shapes, forms, lines, or colors that are repeated in a design), gradation (sizes of shapes go from large to small or color values go from light to dark), radiation (objects radiate out in nearly every direction from a central point), opposition (abrupt change in line or color), and transition (curved line that leads the eye from</p>	<p>200-212, 213-215</p> <p>202-205, 213-215</p> <p>201-203, 213-215</p> <p>201-203</p> <p>206-208, 214-215</p> <p>208-210, 214-215</p>



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<p>one point or area to another).</p> <p>f. Explain how emphasis/focal point (dominant item(s) in the room that draw your attention) is achieved and identify ways to create it—furniture groupings, lines, color, accessories, pattern, architectural features (fireplace), lighting, and size.</p> <p>g. Explain how harmony is achieved when unity and variety are effectively combined (Unity - created by repetition or similarity of objects), (Variety - what is done outside of the theme to provide relief from sameness)</p>	<p>205-206, 214-215</p> <p>211-212, 214-215</p>
<p><b>STANDARD 6</b>  <b>Students will explain the design and function of interior space.</b></p>	
<p><b>Objective 1:</b> Evaluate the components of floor plans: living zones, circulation patterns, open and closed plans and how they relate to family activities/needs.</p> <p>a. Discuss the three basic living zones: (1) living/social, (2) sleeping/private, (3) service/work.</p> <p>b. Discuss and identify the circulation patterns of family, guests, work and service. (Should provide easy access from entry to other parts of home, rooms should not be cut in half, bathrooms located next to bedrooms and kitchen near the garage/service entrance)</p> <p>c. Identify and evaluate an open versus a closed floor plan. (Closed floor plans separate rooms, enclosing them with walls and an entry door for noise reduction and privacy. Open floor plans have few walls, save on costs of building materials, and home tends to appear more spacious.)</p> <p>d. Elements of a well designed home, such as adequate storage.</p>	<p>165-174, 180-181, 537-585</p> <p>540-572, 584-585</p> <p>574-575</p> <p>168-170, 446, 607-612</p> <p>576-580, 584-585</p>
<p><b>Objective 2:</b> Identify and label common floor plan symbols.</p> <p>a. Identify common floor plan symbols: doors, windows, sinks, upper and lower cabinets, range, refrigerator, tub, shower, toilet, fireplace, stairs, light switch, 110 and 220 outlet, ceiling light.</p> <p>b. Scale for residential housing is <math>\frac{1}{4}</math>" = 1 foot.</p>	<p>456-459, 476-477</p> <p>456-459, 476-477</p> <p>456, 477</p>
<p><b>Objective 3:</b> Evaluate basic kitchen design and function</p> <p>a. Identify the work triangle and recognize that it helps evaluate kitchen efficiency.</p> <p>b. Identify basic kitchen shapes: (corridor/galley, L-shape, one wall (most economical), U-shape (most efficient), island, and peninsula).</p> <p>c. Identify elements of a well-designed kitchen (adequate storage, lighting, counter space and work triangle).</p> <p>d. Discuss current trends in kitchen design (such as countertop materials, flooring, appliances, etc.).</p>	<p>581-568, 585</p> <p>563-564, 585</p> <p>565-566, 585</p> <p>566-568, 585</p>
<p><b>Objective 4:</b> Apply the guidelines of furniture arrangement</p>	<p>578-581, 585</p>



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a. Discuss basic guidelines of furniture arrangement (function, scale, proportion focal point, activity grouping, balance, location of outlets, circulation patterns, arrangement of furniture and clearances.)	578-581, 585
b. Discuss differences between primary (seating for many people) and secondary seating areas (Seating for 1-3 people).	580, 585